2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 32K145
School Name: P.S. 145 ANDREW JACKSON
Principal: LINDA MALLOY
School Comprehensive Educational Plan (SCEP) Outline

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# School Information

- **School Name:** The Andrew Jackson Elementary School
- **School Number (DBN):** 32K145
- **BEDS Code:** 333200010145
- **Grades Served:** Pre-K through Grade 5
- **School Address:** 100 Noll St., Brooklyn, NY, 11206
- **Phone Number:** 718-821-4823
- **Fax:** 718-417-3453
- **School Contact Person:** Linda Malloy
- **Email Address:** Malloy@schools.nyc.gov
- **Principal:** Linda Malloy
- **UFT Chapter Leader:** Leonardo Digilio
- **Parents’ Association President:** Veronica Mejia
- **SLT Chairperson:** Neyva Rivera
- **Title I Parent Representative (or Parent Advisory Council Chairperson):** Kelly Zambrano
- **Student Representative(s):** N/A
- **CBO Representative:** N/A

## District Information

- **Geographical District:** 32
- **Superintendent:** Sheila Gorski
- **Superintendent’s Office Address:** 797 Bushwick Ave., Brooklyn, NY 11221
- **Superintendent’s Email Address:** sgorski@schools.nyc.gov
- **Phone Number:** 718-574-1100
- **Fax:** 718-574-1245

**Field Support Center (FSC)**
Brooklyn North District
32

FSC: Executing Director: Bernadette Fitzgerald
Executive Director’s Office Address: 131 Livingston Street Room 300, Brooklyn, NY 11201
Executive Director’s Email Address: BFitzge2@schools.nyc.gov
Executive Director’s Email Address: 718-935-3954
Phone Number: 718-935-4314
Fax: 718-935-4314
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the SCEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Linda Malloy</td>
<td>*Principal or Designee</td>
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<td>Leonardo Digigli</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Veronica Mejia</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td>Ann Pacheco</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Kelly Zambrano</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>CBO Representative, if applicable</td>
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<td>Neyva Rivera</td>
<td>Member/ SLT Chairperson/Asst Principal (staff)</td>
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<td>Kelsey Ryan</td>
<td>Member/Teacher</td>
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<td>Darlene DeJesus</td>
<td>Member/Parent</td>
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<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<td>Yamali Torres</td>
<td>Member/Parent</td>
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<td>Lorely Vaquero</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and informed by New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department has established programs to strengthen ties between schools and communities, and is giving teachers and students supports to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and SCEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a
comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

### The Six Elements of the Framework for Great Schools

| **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

### Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the **Diagnostic Tool for School and District Effectiveness**. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality 2018-19 SCEP-FF
Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.
• **Step 4:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

• **Step 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Implement at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of) beginning no later than the 2018-19 school year.

• **Step 7:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 8:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.
Section 4: SCEP Overview

1. What is your school’s mission statement?

PS 145’s Mission Statement states, “Every student at PS 145K will receive a solid foundation for learning through high quality, standards-based instruction. We are a community of learners where all faculty, staff, students and parents are actively engaged in the educational process. Critical thinking and communication skills are developed through daily access to rigorous curricula across all content areas. We create a positive, supportive educational environment that will develop lifelong learners, ready to be productive members of our global society.”

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 145, Andrew Jackson School, is an elementary school with 519 students (94% Hispanic) from pre-kindergarten through grade 5. The school is comprised of 17% English Language Learners, 15% Students with Disabilities, and 100% students who are eligible for free lunch.

PS 145 has a number of strategic collaborations, partnerships and special initiatives that are currently being implemented in order to strengthen teachers’ planning and instructional pedagogy, as well as motivate and engage students, thereby impacting student learning. These include the following: Generation Ready – provided professional learning to teachers of English Language Learners to increase pedagogical strategies and develop lessons to increase language acquisition and Generation Ready Math consultant provided professional learning to teachers of grades 2, 3, 4, 5 on utilizing the Go Math! program to support student learning by strengthening problem solving strategies and conceptual understanding.

PS 145’s strengths are apparent in the systems set in place to foster high levels of consistency including the organizational program that affords teachers the ability to work collaboratively, develop and refine curriculum units and lessons, share best practices, and analyze student work to develop action plans with short and long term goals. Teachers have common preps as well as a strip on Thursday during which specific vertical instructional teams meet and discuss student data. Academic intervention is provided in afterschool programs, on Wednesday and Thursday for grades one through five in our Afterschool Success Academy. This program targets students in the lowest third as well as students that scored at level two on the NYSELA exam focusing on language development, reading comprehension, questioning and discussion development and writing using textual evidence aligned to the NY standards. English Language Learners in grades two, three, four and five attend the Afterschool ENL Program focusing on language and vocabulary development, reading strategies and the writing process aligned to the CCL. Academic Intervention is also provided during the school day to small groups in grades one through five focusing on ELA and grades three, four and five focusing on Math skills and concepts.

PS 145 has implemented the Positive Behavior Intervention System (PBIS) program which was highlighted in our most recent Quality Review. This program promotes healthy attitudes and fosters a respectful school culture that supports students and adults. PS 145 was honored as a "Respect For All" school for the 2017-2018 school year. PS 145 also takes great pride in building strong family relationships. Our enrichment programs serve as a springboard for opening the doors of our school to our parents by encouraging them to join us in celebrating their children’s talents and successes as showcased in assembly programs, concerts and art exhibitions. All this is a result of the efforts of our teachers, staff and students which demonstrates a culture of trust in the school leading to preparing students for success and improving students’ motivation and outcomes. The enrichment programs include Glee Club, Soccer Club, Little Kids Rock Guitar Club, Girls on the Run, and the Green Team as well as the art program Studio in a School.

3. Describe any special student populations and what their specific needs are.
We are focusing on providing differentiated professional learning opportunities for all constituents including classroom teachers, cluster teachers, paraprofessionals and related service providers. The professional learning opportunities will focus on instructional strategies for English New Language Learners, developing comprehensive unit plans with multiple entry points for ENLs and SWDs, crafting higher order questions, developing the use of technology to enhance learning activities, increase student engagement and increase student performance. It is noted that the ENL students and students with disabilities need to increase their language acquisition and discussion skills. Professional learning activities are facilitated by outside consultants, in-house personnel, or on-line webinars. This targeted professional learning will build teacher capacity and pedagogy which will be evident in lesson planning and execution of lessons, student engagement, student work products, and student ownership of concepts thereby leading to increased achievement.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Based on the data from the 2018 Common Core English Language Arts and Mathematics exams across grades 3, 4 and 5, the students performed as follows:

In ELA: As compared to the data from 2017, in 2018 the students in grades 3, 4, and 5 showed a 14% decrease in students performing at level 1. Overall in ELA, there was a 2% increase in students performing at or above the proficient level (levels 3 and 4) to 28%.

In Math: As compared to the data from 2017, in 2018 the percent of level one students remained the same. However, overall in Math, there was a 2% increase in students performing at or above the proficient level (levels 3 and 4) to 32%.

PS 145’s challenges include creating lesson plans that reflect the levels of text complexity, academic vocabulary and how it is integrated within the questioning, and the expectations for student writing aligned to the NYS standards. The teachers are also focusing on developing strategies to use with our ELLs such as creating language objectives, as well as using writing rubrics for each grade aligned to the NYS standards that assess each component of the standards. With 17% of our students designated as English Language Learners, we also face the challenge of helping the students master the English language as well as developing reading and writing skills aligned to the NYS standards. We are facing an additional challenge in our early childhood classes where the majority of students are reading below grade level. A teacher development coach worked with the teachers to help them develop higher order questioning leading to discussion in all classrooms. Teachers in grade two through five worked with a math consultant to strengthen their pedagogy using the GO Math! curriculum to integrate the mathematical practices and go deep into conceptual understanding.

The DTSDE/Framework for Great Schools tenet that PS 145 made the most growth in during the 2017-2018 school year is Tenet 6.3 - Strong Family Community Ties. The school has a comprehensive plan to effectively communicate high expectations and uses multiple tools to provide families consistent opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns. Parents meet with teachers during the Tuesday afternoon parent engagement block. The school also offers nutrition, diet, music, cooking, movie nights, and other educational/socialization programs for parents and students. The school shares high expectations through frequent and timely feedback provided through newsletters, calendars, and school-wide events. The school also uses "Remind", a system that sends text messages directly to parents' cell phones.

The teachers used a variety of data sources to analyze student progress including baseline assessments, running records administered five times per year, writing performance assessments administered twice yearly, mock ELA and Math assessments, content specific culminating and performance tasks in science and social studies. The teachers analyze data and a variety of student work products during Inquiry Team meetings in order to inform instruction. Every student in the school has an individual projected goal at every interim benchmark for their Running Record level. After the assessment is given, teachers review the new data, determine if progress has been made and set targeted small group instruction to meet the new needs of the students. The teachers developed NYS Standards.
aligned unit and lesson plans with multiple entry points for students so that all students had access to the curriculum in order to support them as they worked toward reaching their targeted goals.

The DTSDE/Framework for Great Schools tenet that is the key area of focus this year is Tenet 3, Curriculum. School leaders will work to strengthen teacher practice by providing on-going professional development focusing on formative assessment as well as increasing student engagement by creating lessons utilizing project based learning in an interdisciplinary curricula. We are also continuing our focus on vocabulary development in all content areas.

Strategic decisions will be made on the use of funding to support improvement of pedagogical skills through ongoing professional learning leading to increased student achievement as well as improving parent involvement through academic support workshops in literacy and math, parent-student monthly theme nights, parent engagement meetings with teachers and Parent As Partners activities on Tuesdays.

<table>
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<tr>
<th>5. Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.</th>
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<tbody>
<tr>
<td>A Turnaround Principle that we will implement in the 2018-2019 school year is providing time for collaboration on the use of data. We have a vertical team that will meet with the school’s data specialists in reading and math as well as with the administrative cabinet to review on-going assessment data every four weeks. The teachers from the data team will then meet with the grade level teachers to review and analyze reading and math data, look for trends and develop action plans. After each cycle the Data Team will evaluate the post data and determine adjustments to curricula and/or teaching strategies within the classroom. By strengthening teachers’ data analysis skills, they will be able to focus on the needs of their students and adjust instruction accordingly.</td>
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School Demographics and Accountability Snapshot for 32K145

School Configuration (2018-19)
- Grade Configuration: PK,0K,01,02,03,04, 05
- Total Enrollment (2017-18): 576
- SIG Recipient (Y/N): No

English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 36
- # SETSS (ELA): 18
- # Integrated Collaborative Teaching (ELA): 82
- # Special Classes (Math): 35
- # SETSS (Math): 14
- # Integrated Collaborative Teaching (Math): 80

Types and Number of Special Classes (2018-19)
- # Visual Arts: N/A
- # Music: 21
- # Drama: N/A
- # Foreign Language: N/A
- # CTE: N/A

School Composition (2017-18)
- % Title I Population: 91.0%
- % Attendance Rate: 93.3%
- % Free Lunch: 91.1%
- % Reduced Lunch: 0.2%
- % Limited English Proficient: 17.5%
- % Students with Disabilities: 15.8%

Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.5%
- % Black or African American: 5.0%
- % Hispanic or Latino: 93.1%
- % Asian or Native Hawaiian/Pacific Islander: 0.3%
- % White: 0.7%
- % Multi-Racial: 0.9%

Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 4.01
- # of Assistant Principals (2016-17): 6
- % of Teachers with No Valid Teaching Certificate (2014-15): 4%
- Average Teacher Absences: 6.4

Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 28.3%
- Mathematics Performance at levels 3 & 4: 32.3%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): 77%
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- Regents Diploma w/ Advanced Designation: N/A

Overall NYSED Accountability Status (2018-19)
- % ELA/Math A - Met Adequate Yearly Progress (AYP): N/A
- % ELA/Math B - Met Adequate Yearly Progress (AYP): N/A
- % ELA/Math C - Met Adequate Yearly Progress (AYP): N/A
- % ELA/Math D - Met Adequate Yearly Progress (AYP): N/A

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

2018-19 SCEP-FF 14
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader ensures and supports the quality implementation of a systematic plan of</td>
<td>□</td>
</tr>
<tr>
<td>rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards</td>
<td></td>
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<tr>
<td>(CCLS) that is monitored and adapted to meet the needs of students.</td>
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<tr>
<td>Teachers develop and ensure that unit and lesson plans used include data-driven instruction</td>
<td>□</td>
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<tr>
<td>(DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and</td>
<td></td>
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<tr>
<td>address student achievement needs.</td>
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<tr>
<td>The school leader and teachers have developed a comprehensive plan for teachers to partner</td>
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<tr>
<td>within and across all grades and subjects to create interdisciplinary curricula targeting the</td>
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<td>arts, technology, and other enrichment opportunities.</td>
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<tr>
<td>Teachers implement a comprehensive system for using formative and summative assessments for</td>
<td>□</td>
</tr>
<tr>
<td>strategic short and long-range curriculum planning that involves student reflection, tracking</td>
<td></td>
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<tr>
<td>of, and ownership of learning.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In 2018-19 school year, across grades 3 through 5, all classroom teachers beginning in September will meet to analyze student performance on the Math 2018 State assessment beginning with the June Instructional reports and the item skills analysis. All students across these grades will be tracked and monitored individually on two set interim benchmark assessments; Base-line and an End-line in Mathematics. These series of assessments mirror the NYS Standardized assessments in test design and grade level content covered. After each interim benchmark all classroom teachers across grades 3 through 5 will meet with their supervisor to analyze student performance by looking at their classes Proficiency Report categorized by standard to determine individual, class and grade wide, patterns and trends. The teachers will begin by looking closely at the students who were on their rosters and were assessed in May 2018. The reason they analyze their own classroom data is so that they can better reflect on their own pedagogical practices and on student learning outcomes. Teachers will then reflect on how well they knew the content, did they cover the major clusters necessary based on the Next Generation Standards and what their new Math goal would be for the school year. In addition, they will reflect and look at the Math mock results to compare and contrast impact on student learning outcomes based on action plans that will be created based on performance. The upper grade supervisor will conduct data conversations with individual teachers about student performance to discuss the students that are not progressing with special attention to SWDs, ELLs and the lowest third.
Teachers and administrators have collaboratively decided to continue to have two Math mocks, thereby giving teachers enough time to analyze testing data, gather resources, work with small groups to reinforce skills and concepts using teacher created Math games and Math stations.

Although the proficiency level on the 2018 Math exam increased by 2% to 32% at levels 3 and 4, we need to continue to focus on increasing math proficiency for all students but specifically for students with disabilities and English Language Learners.

One of our strengths is that administrators, math coach and outside consultant, meet with classroom teachers whose data doesn’t show student growth to have data coaching conversations about student outcomes on how to strategically group students, backward plan, and make decisions about instructional next steps. The discussions are centered on triangulating data collection, data analysis and student outcomes to effectively instruct and impact student learning outcomes.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all teachers will engage in collaborative sessions to analyze student work, make strategic adjustments to instruction based on data as evidenced by on-going formative and summative assessments, student work products, data tracking sheets, and teacher action plans leading to a 3% increase of the students in Grades 3, 4, and 5 achieving level 2 or higher on the NYS Math Exam.

QR 2.2, DTSDE 3.2, 3.5, Framework for Great Schools – Rigorous Instruction, Collaborative Teachers, Trust
<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH). | All Classroom teachers, cluster teachers, and service providers | Sept. 2018 through June 2019 | Principal, Asst. Principals, Team Leaders, Math Coach, Classroom Teachers, |
| 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change:  
• The classroom teachers will continue to attend Math meetings to analyze student work products and plan targeted instruction through the development of action plans aligned to the Mathematical Practices.  
• A pacing schedule will be developed, with special emphasis on the Major Math clusters that states which standards are pivotal across each grade and the lessons that need to be covered more in depth.  
• Teacher teams will consistently track and monitor progress using formative assessments; exit slips, open-ended questions and summative assessments performance tasks and unit test. Teacher teams will develop common core aligned math rubrics for each grade.  
• Teacher teams will place special emphasis on “general academic” and “domain-specific” words, Tier 2 and Tier 3 words. Teachers will teach these vocabulary words in a manner that results in deep understandings of each term, students will complete vocabulary maps and use Frayer Model.  
• Integration of technology (Think Central) to make lessons interactive and increase students’ interest. Teachers will also utilize the on-line math program, Mathletics, to increase student fluency and conceptual understanding.  
• All staff members will attend meetings and partake in committees to voice ideas, concerns and problem solve  
• Responsibilities will be delegated to empower teachers and other staff members to build capacity | | |
2. The strategies used to address the needs of students with disabilities, English language learners, and other high-need student groups are:

- Teacher teams will meet to set multiple entry points for subgroups using effective strategies to successfully expose all students to complex mathematical concepts. The teachers will integrate questions that lead students in viable discussions in explaining their thinking in solving math problems.

The Math Coach/Cluster will provide additional support to classroom teachers and reinforce concepts that data indicates students are having difficulty with.

- Analyze data and use data tracking sheets to drive instructional next steps and identify strengths and challenges for SWDs and ENLs.

- Providing necessary supports and interventions such as a glossary with defined words and picture support to help SWDs and ENLs.

- Integration of technology as well as kinesthetic support to make lessons interactive and increase students’ interest.

  - Targeted language goals will be developed in order to support native and English language fluency.
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**Strategies to increase parent involvement and engagement:**

- Educate parents on the expectations of the NYS Standards in Math for each grade level during weekly Parents as Partners time. Classroom teachers and math coach will be responsible for implementation.

- Increase the number of parental workshops to invite parents to discuss Go Math! and provide them with strategies that they can use to help their children. The Parent Coordinator, math coach and classroom teachers will be responsible for implementation.

- Send home progress reports to communicate with parents at interim benchmarks how students are performing and progressing. Classroom teachers and administrators will be responsible for this.

- Schedule monthly theme nights to afford students and parents an opportunity to engage in creating work products related to math themes. Administrators, Parent Coordinator and classroom teachers will be responsible for implementation.

Schedule parent workshops on how to use Mathletics at home to maximize student progress. Parent Coordinator, math coach and classroom teachers will implement these workshops.

Sept. 2018 through June 2019 monthly

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The PS 145 Math Coach will be paid per session for creating additional professional learning plans for teachers as needed.

The Math Coach will also be partially funded to provide support to classroom teachers as a math cluster as well as a math AIS provider.

Use of professional materials and literature, use of NYS Standards library

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>P/F Set-aside</th>
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<th>21st Century</th>
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<th>C4E</th>
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</table>
Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Math assessments - student’s performance; progress and projections will be tracked and monitored three times a year in September, January and March 2019. By February 2019, the students in grades 3, 4, and 5 will demonstrate a 2% increase of students achieving level 2 or higher on the Interim benchmark test.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- The students' progress in Math will be monitored using a Math Baseline assessment in September and then two mock NYS Math assessments in January and in March.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>N/A</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>N/A</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

PS 145 has established and preserved a Positive Behavior Intervention System to sustain a safe school environment where teaching and learning can take place with the overarching goal of preparing students for college, careers and civic life. After analyzing the NYC School Survey 2017-2018, our school community can increase the number of constituents who feel we provide a supportive environment. Results of the survey show that 81% of the staff recognize disruptive behavior as a social/emotional learning opportunity but 19% think that only some of the staff recognize this. The School Survey shows that 89% of the teachers feel that the staff teach students skills to regulate their behavior. As a school community, we had and will continue to work together to improve student achievement by strengthening the academic and personal behavior in the light of three guiding principles.

First, we have taken deliberate steps to establish a positive school climate to prevent and change inappropriate behaviors. P.S. 145 has a School Positive Behavior Matrix to have clear behavior expectations for the entire school community. A reward system serves as an incentive for students to display positive behaviors. Although, we have provided training to staff and engaged families on how to promote positive behaviors using the PBIS matrix; there is a need to amplify staff strategies to manage inappropriate behavior using a positive approach where the culture of the school continues to flourish and increase the collaboration with local agencies and other stakeholders.
Second, P.S. 145 has set clear expectations and consequences that will help students improve behavior, increase engagement and boost achievement. Behavior matrices are posted across the school building including a specific matrix for each setting, bathrooms, cafeteria, schoolyard and gymnasium. The NYC Discipline Code was given to all students in their home language and student/family contracts were signed at the beginning of the school year. In spite of these policies, additional efforts are needed to increase the number of staff members trained to assist in behavioral-emotional escalations.

Third, P.S. 145 has strengthened the staff capacity to ensure fairness by creating a trustworthy environment, however; we need continuing to establish efforts to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

In sum, P.S. 145 will prioritize during this academic year to provide professional development on The Sanford Harmony Program and Life Space Crisis Intervention to create more responsive classrooms and assistance on behavioral emotional escalations, resulting in a Responsive School Community.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all school community stakeholders including classroom teachers, teaching assistants, school support staff, parents and PBIS Committee will increase the school wide practices of assisting in behavioral-emotional de-escalations by 5% as noted in the 2017-18 NYC School Survey.

QR 1.4, DTSDE 5.3, Framework for Great Schools - Supportive Environment, Strong Family-Community Ties, Trust
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school staff and teachers, all students and parents</td>
<td>Sept. 2018-June 2019</td>
<td>Principal, Assistant Principal, Guidance Counselor, Harmony Lead Teachers, Life Space Crisis Intervention Lead Teachers, Classroom Teachers</td>
</tr>
</tbody>
</table>

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change:

   - P.S. 145 will engage in professional learning sessions to become familiarized in instructional practices that support the Social-Emotional Learning as supported by the Sanford Harmony Program. These professional learning sessions will be offered by the Harmony Grade Team Leaders, to the new teachers and remainder of the staff in order for all teachers to become familiar with the Social-Emotional Learning concepts and strategies. This will be instrumental to broaden teachers’ collaboration, build their professional capacity and enhance the overall school culture.

   - P.S. 145 will also engage in a professional learning opportunity to assist selected staff and teachers to use strategies to turn crisis situations into learning opportunities. This professional learning will be given by the Life Space Crisis Intervention (LSCI).

   - P.S. 145 staff will participate in a Growth Mindset professional learning to increase their potential to provide effective feedback, verbal or written to students to impact their performance.

   - Following the professional development sessions, staff will participate in grade team reflection meetings where they will collaborate to identify next steps and resources to facilitate the configuration of responsive classrooms across the grades.

   - Selected teachers will participate in professional conversations and surveys to assess the support system and effectiveness of the initiative established and fostering strong connections and communications resulting in a responsive school culture.

   - P.S. 145 Harmony Team will provide parents and guardians on going workshops to become familiar with the crisis interventions and behavioral expectations.

   - Harmony lead teachers will create a Harmony school wide curriculum map and revise the PBIS school matrix to build coherence.
across the grades and classes to be implemented during the morning breakfast program.

- Harmony morning announcements will foster students' conflict resolutions, and college and career readiness behaviors to build a supportive environment.

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:

- PS 145 will build students’ persistence by reshaping how teachers give feedback to students in order to support the development of growth mindsets. Thereby students’ attitude of persistence will result in academic and social success.

- Staff would be offered professional development and collaborative sessions to create opportunities to modify the language used to provide feedback, tools used to set expectations for students and assessing the conditions for success.

- Engage in constructive conversations to appraise the growth of the school community in implementing responsive classrooms.

- Student peer mediation club will meet weekly to support students who are presenting difficulty in building relationships with the LSCI Grade Leaders.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Strategies to increase parent involvement and engagement:

- Extending the social-emotional learning at home to fortify the responsive environment by providing parents with three workshops on the social emotional development and growth of children, responsive classroom structures and systems, and ways to establish nourishing conversations - Grade Level teachers will provide workshops.

- Further engage parents as partners in the social-emotional growth process by providing effective communication including translation and interpretation services, and ensuring their prompt notification as issues arise. Parent Coordinator will provide translation.

- Customize parents workshops will be offered to outline learning expectations for each grade and support services for them such as Parent Teacher Conferences, Curriculum Nights and open-houses. Grade level teachers will present workshops.

- Continue to create opportunities for parents to collaborate in the decision-making process by participating in two surveys that will focus on identifying the status of and ways to improve the school culture. School administrators, Parent Coordinator, Guidance Counselor, Social Worker, PBIS Coordinator will create surveys.
Timeline - Sept. 2018 – June 2019

Key Personnel - Principal, Assistant Principal, Parent Coordinator, Social worker, Guidance counselor, PBIS Coordinator, Harmony Lead Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 10 hours per session for teachers to lead parent workshops - one workshop every two-months
- 20 hours teacher per session for teachers to create curriculum map, revise PBIS matrix, and assemblies
- 40 hours teacher per session for Harmony and LSC lead teacher teams
- 50 hours teacher per session for teachers to work on the peer mediation club
- 50 days substitute teacher for ten teachers to participate in a five-day Life Space Crisis Intervention Program professional development
- Student incentive materials

Parent Workshops will be held during Parent Engagement time, per session activities will be held after school or before school.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I</th>
<th>Title TA</th>
<th>P/F Set- aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By the end of February 2019 – PBIS survey will be given to evaluate the PBIS system and structures in place to staff, parents and student council. Reflections from all learning sessions will evaluate the professional development effectiveness.
By the end of February 2019 – At least one member of each grade team will have participated in the Life Space Crisis Intervention Training to assist in behavioral-emotional escalation.

By the end of February 2019 - A survey to teachers and parents will evaluate the school efforts to provide assistance with social-emotional problems showing a 3% increase of staff members assisting in de-escalation strategies with students.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Students’ conversations will reflect the strategies learned across the Harmony curriculum and Life Space Crisis Intervention.

The PBIS school matrix will integrate the Harmony and Life Space Crisis Intervention strategies and College Career Readiness behaviors, to assess their personal behavior.

The school will also look at the number of student behavior issues in the On-Line Occurance Reporting System to determine if student behavior is improving.

School staff will provide feedback to students to support their social-emotional and academic growth.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>N/A</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

During the 2017-2018 school year, there was a structure of Professional Development for all grade teams that developed curriculum and strategies for engagement and instruction. Teachers worked collaboratively on tailoring lesson plans to include tiered activities, creating and sharing scaffolds to meet the needs of all learners. The focus was building standards-based Units of Study and practices that align with the instructional shifts.

- One important goal for 2018-2019 is to heighten teacher awareness of providing coherent, and appropriate aligned standards based instruction that leads to multiple points of access for all students through the implementation of project-based learning and focused reflection on formative and summative assessments, and student work products. At Professional Learning sessions, teachers will continue to review and unpack the Next Generation Standards in order to ensure that lesson plans begin to integrate the new standards.

- The priority need is for teachers to focus on Danielson components 3C Student Engagement and 3D Using Assessment in Instruction. Teachers will be working with consultants in literacy and math to ensure that lesson plans include multiple points of entry in all curriculum areas leading to increased student engagement.

- Teachers must also carefully select appropriate scaffolds that are a true support to students, scaffolds that match students’ needs, scaffolds that are utilized effectively by students and transitional strategies that are implemented by teachers in order to reduce or eliminate scaffolds as they are no longer needed. Teachers of English Learners will also...
focus on creating language objectives to integrate within their lessons in order to strengthen language acquisition in students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, a minimum of 80% of the teachers will increase or sustain their pedagogical ratings, based on the Measure of Teacher Practice scores and ratings, to effective or highly effective on 3C Engaging Students in Learning and 3D Using Assessment in Instruction, by refining and revising units and lessons to be more responsive to students’ needs and reflecting high levels of student engagement and awareness of next steps to improve performance based on actionable feedback.

QR 1.2, DTSDE 4.3, Framework for Great Schools – Effective School Leadership, Rigorous Instruction, Supportive Environment and Trust
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers and clusters who service ENLs, Former ENLs and SWDs</td>
<td>Sept. 2018-June 2019-6 week cycles</td>
<td>Grade Leaders and Administrators</td>
</tr>
</tbody>
</table>

#### 1. Research-based instructional programs, professional development and/or systems and structures needed to impact change:

- Prior to each unit teachers will identify unit pre-requisites and integrate instructional strategies/protocols/materials to support varied needs for multiple entry points and develop formative assessment opportunities.

Teachers will identify two to three long term project-based learning activities throughout the year to integrate into the unit plans to support an increase in student engagement.

- Post unit teachers will reflect on formative assessment tools that integrate one or two scaffolds that provide optimal support for student success through different entry points and memorialize the practice within the unit.

- Administrators will visit each teacher’s classroom over the course of the year for observations, and provide teachers with feedback specifically matching student work products with relevant student feedback and discussing how students utilized the feedback to improve their work.

- As a focused lens teachers will articulate with administrators and share via e-mail those scaffolds that support student learning based on their data after each benchmark.

- Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders. Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations about triangulating student work—looking at how formative assessment drives the types of scaffolds needed and identify student progress. Teachers will
receive professional development on providing effective feedback to students and developing differentiated formative assessments for students to "show what they know."

- A series of workshops to target Part 154.2/.3 mandates of providing 50% Pd for all teachers and 15% for ENL teachers. ENL PD will include effective practices that; connects previous learning for language support including creating both content objectives and language objectives, “chunking” and “webbing” to make information manageable, cooperative and interactive activities, multiple access points, low risk environment practices which promote high self-esteem in order to improve student outcomes.

- Teachers will participate in a series of professional learning cycles around the book "Text Dependent Questions" which will help them get a clearer understanding of the importance of close reading and how to help students learn the strategies needed for this type of reading for understanding.

Teachers will participate in a series of professional learning cycles around the topic of project-based learning focusing on the elements of PBL and how to create effective PBL activities on varied grade levels.

- Responsibilities will be delegated to empower teachers and other staff member to build capacity and keep best practices alive throughout the year cohesively among all stakeholders. “Try and Share” reflective follow-up sessions will be planned to consolidate new initiatives so all voices are heard for the purpose of gauging “new and best practices.”

- School leaders establish a common lens and language to provide feedback in informal and formal snapshots after participation in the "Try and Share" reflective sessions. The data collected through these frequent cycles of observations will be used to plan additional professional development for teachers by teachers.

2. Strategies to address the needs of students with disabilities, English Language learners, and other high-need student sub-groups:

- Identify resources and structures to support teachers’ understanding of types of scaffolds (e.g., web videos on ADVANCE, teacher team meetings, inter-visitations, Engage NY articles specific scaffolds for ENLs and SWD).
● Administrators will visit each teacher’s classroom over the course of the year for observations, and provide teachers with feedback specifically matching student work products with relevant scaffolds and discussing how well students utilize the tools during independent or group work.

● SIT team members will meet with classroom teachers to discuss at risk students and make recommendations on specific scaffolds and supports needed.

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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Strategies to increase parent involvement and engagement:

In order to extend student learning experiences in the home environment and increase parental involvement, the following measures will be taken:

- Monthly Family Literacy nights will provide social and academic activities linked to specific literacy and math skills to foster strong family-community ties and relationships. School Librarian, Parent Coordinator, Classroom Teachers are responsible for implementation and oversight.

- AIS teachers and the science cluster will host bi-monthly ELA, Math and science hands-on workshops for parents to explore the content being taught. The series of parent workshops are geared to empower and prepare parents to become an instrumental part of their child’s education at home. Science cluster, ENL teachers, Classroom teachers, Math Coach will be responsible for implementation.
Workshops will include math games, reading and questioning strategies and early literacy skills.

Technology workshops will be provided for parents to explore and navigate the school's on-line resources—Mathletics, MyOn literacy, the school website, etc. Math Coach and School Librarian will host these workshops.

Translators and student paraprofessionals will be available to parents to maximize language access

Monthly Sept. 2018 through June 2019

Key Personnel - School Librarian, Math Coach, Science Cluster, ENL Teacher, Classroom Teachers and Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Adjustments to the daily schedule will be made in order to allow the lead teacher/coach time for preparation of material for the parent workshops.

- Common meeting time is set aside bi-weekly.

- Teacher per session hours (100) will be provided for monthly parental engagement Theme Nights

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2019, based on at least three teacher observations, 75% of the teachers will demonstrate an increase in their overall scores in components 3C and 3D as per the MOTP scores to effective or highly effective.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Teacher progress will be monitored by reviewing their Advance observations aligned to the Danielson Framework for Teaching. The number of observations per teacher is determined by the observation option the teacher chooses in September.

Student feedback will be more student friendly and specific and include one strategy to achieve the learning goal.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 2 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In order to nurture the professional growth of teachers and staff, the school leaders will continue to provide targeted, differentiated professional learning opportunities throughout the school year.

These professional learning activities are facilitated by outside consultants, in-house personnel, or on-line webinars. This targeted professional learning will build teacher capacity and pedagogy which will be evident in lesson planning and execution of lessons, student engagement, student work products, and student ownership of concepts thereby leading to an increase in student achievement.

Based on the data from the 2018 Common Core English Language Arts and Mathematics exams across grades 3, 4 and 5, the students performed as follows:

In ELA: As compared to the data from 2017, the students in grades 3, 4, 5 showed an increase in proficiency (levels 3 and 4) of 2% to 28%.

In Math: As compared to the data from 2017, the students in grades 3, 4, 5 showed an increase in proficiency (levels 3 and 4) of 2% to 32%.
Targeted professional development for all teachers is needed on instructional strategies, developing specific learning targets, and creating differentiated learning tasks to help all students including ENLs and SWDs achieve their individual goals. Professional Learning will focus on Close Reading strategies in order to increase students' reading comprehension. Professional learning cycles will also focus on the creation of Project-based learning activities (PBL) to increase rigor in the curriculum units. PBL activities will increase student engagement by giving students the opportunity to conduct research on topics of interest and develop a deep understanding of the content being taught. As Project-based Learning will be a new initiative, on-going professional learning will be provided throughout the year.

Professional learning in the area of formative assessment will continue in order to give teachers the opportunities to create action plans leading to an increase in student achievement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all teacher teams will have engaged in collaborative sessions analyzing student data and work products to allow teachers to make strategic adjustments to instruction leading to a 5% increase of the students' reading levels from level one to level two or higher based on TCRWP running records.

QR 1.2, 4.2, DTSDE 2.5, Framework for Great Schools - Rigorous Instruction, Collaborative Teachers, Supportive Environment and Trust
### Part 3a – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: |
|---|---|---|---|
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. |
| • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>All teachers and paraprofessionals, ENLs and students in Pre-K to Grade 5.</td>
<td>Sept. 2018 through June 2019</td>
<td>Professional Development Team, Principal, Asst. Principals, Instructional Lead Teachers in ELA, Math Coach, Universal Literacy Coach</td>
</tr>
</tbody>
</table>

1. Professional Development will be on-going in the following areas:

   • Project-Based Learning - specifically focusing on the PBL design elements, student developed questions, thinking like an expert, and publishing and sharing the projects with the outside community.

   • Vocabulary development, specifically as it relates to complex texts, language of the Common Core and domain specific vocabulary. Teachers will analyze ELA data (running records, writing performance tasks) to determine how best to integrate vocabulary instruction to strengthen student performance.

   • For the 2018-19 school year, establish a series of extension professional learning opportunities via cycles of teacher group inter-visitations followed by reflective feedback and clear next steps in order to extend best teaching practices to promote highly effective discussions and student engagement.

   • Strengthening the use and understanding of the Go Math! Program and all of its additional support resources in order to provide students with comprehensive math strategies and opportunities to explain their conceptual understandings in writing as well as analyzing data from a variety of sources to inform instruction and grouping rationale.

   • Development of rigorous student centered activities. Professional Development will also focus on creating and reflecting on student-centered station work in literacy/content. Teachers will analyze data from a variety of sources to
determine trends in students’ needs and align tasks to address those needs.

- Utilizing the 5 Pillars of Literacy checklist to maximize early reading instruction reading development and content area conceptual understandings in grades K through 2. Teacher teams will meet to identify the gaps and augment the strengths of the core literacy program to strengthen whole class instruction.

Teachers will analyze Running Record data to determine ELA strands that need additional focus and instruction for small group instruction. Teachers will identify best teaching practices based on specific reading behaviors and target early literacy skills via individual miscue analysis TCRWP’s.

Continue to utilize the Fundations Phonics program in grades K, 1 and 2 to provide additional support to early childhood grades.

- Analyze ELA data from Running Records, writing prompts, mock ELA exams and additional sources in order to determine gaps in student understanding, use this information to inform instruction and group students effectively, create developmental lesson plans that include tiered differentiated activities to provide scaffolding and support and assess student understanding through a variety of assessment strategies and techniques.

- The administration will engage in professional conversations with teachers in order to support their pedagogical growth through cycles of observations and feedback aligned to the Danielson framework thereby building a model of support and trust which will give teachers the confidence to expand their best practices and help students reach their goals.

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:

- Development of language objectives aligned to the content objectives within a lesson to help ENL students develop oral and written communication. Utilization of News-O-Matic, an on-line current events program with leveled reading texts in English and Spanish to meet the needs of ENL students and students with disabilities.
Development of curriculum units of study aligned to the Common Core Learning Standards, including the creation of rigorous culminating and performance tasks for ENL students and Students with Disabilities in grades K through 5 with multiple entry points, supports and modifications as needed to provide access to the general curriculum as well as develop language and communication skills.

Teachers will meet with administrators to identify targeted population latest data and create action plans.

Afterschool and Saturday AIS programs are implemented to provide targeted support to ENLs, SWDs and students in the lowest third in literacy and math using strategies gleaned from various professional development sessions.

The staff will use the knowledge gained through the professional development activities to plan developmental lessons aligned to students’ needs with multiple entry points and differentiated, tiered tasks in order to improve student outcomes. Teachers met during summer planning to begin to create lesson units based on student needs.

3. Increase and strengthen parental engagement and foster a welcoming environment where parents can learn how to support their children through the following:

- Parents will be invited to the "Parent Lending Library" each week. Teachers in grades K through 2 will meet with parents to review reading strategies they can use with their children at home. Then the parents will be able to select appropriate leveled books to borrow for a week at a time to reinforce the strategies with their child.

- Weekly parent workshops on Tuesdays afterschool during parent engagement time. Weekly workshops will focus on literacy standards and strategies for improving student reading and writing skills, and math workshops will focus on math standards and strategies for improving students’ conceptual understandings and computation and problem solving skills.

Parents of students in Pre-K through grade 5 Sept. 2018 through June 2019 Principal, Asst. Principals, Lead Instructional Literacy Teacher, Math Coach, Parent Coordinator, Classroom and Cluster Teachers
Cluster teachers will hold workshops on topics such as utilizing Microsoft Word, PowerPoint and internet safety, Parent-Student Guitar Lessons, Parent-Student Wellness Workshops.

Pre-K parent workshops on the implementation and use of the Building Blocks program focusing on activities that parents can do with their children at home to strengthen their conceptual understandings in math.

Weekly meetings with parents during the Tuesday afterschool parent engagement with teachers to discuss ways for parents to support their children at home in order to help them master the CCLS. An appointment book is kept in the main office and parents can sign up to meet with teachers on any Tuesday afternoon.

- Workshops provided and/or organized by the Parent Coordinator to help parents feel part of the school community thereby increasing parent involvement and encouraging them to be a partner in their child’s education.

- The administration and staff will work in collaboration with parents during parent engagement time and parent workshops to address the academic and social needs of their children and put in place a plan of action to help the students meet their goals.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops will be held weekly during Parents as Partners Tuesdays focusing on literacy strategies to improve reading and writing skills, math concepts and activities, hands-on science activities and additional workshops on the use of on-line resources such as Mathletics and MyOn literacy which can be used at home. Math Coach, School Librarian, Science cluster will be responsible for implementation.

The Parent Coordinator will also conduct monthly workshops for parents from Kindergarten through Grade 5 using the books "Parent Guide for Your Child's Success."

Parents of early childhood students will be invited to the "Parent Lending Library" each Tuesday. They will meet with the teachers to learn a reading strategy to work on with their child and then borrow appropriate leveled books to work with their child at home during the week.

Key Personnel - Parent Coordinator, Librarian, Math Coach, Science Cluster Teacher, Early Childhood Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources needed include the following:

- For Professional Development in ELA and the Common Core – ELA Instructional Lead
- For Professional Development in Math and Literacy – Math Coach, Math Consultant from Generation Ready, Librarian
- For Professional Development in the Pre-K Math program – Pre-K Instructional Coordinator
- For Parent Workshops and meetings – refreshments and materials for parents to take home
- Program adjustments will be made to give Lead teachers the time for preparation of Professional Development sessions that they are facilitating.

Funding for the News-O-Matic on-line program.

- Teacher per session opportunities will be provided for Afterschool AIS Academies for ENL students, SWDs as well as students in the lowest third.
- Paraprofessional per session opportunities will be provided for the Afterschool Success Academy to provide additional support to students.

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|--------------------------------------------------|---|---|---|---|---|---|---|---|
| Tax Levy | Title I SWP | Title I TA | P/F Set-aside | 21st Century | C4E |
| Title I 1003(a) | Title III | PTA Funded | SIG Grant | School Achievement Funding | Other |

| Part 5 – Progress Monitoring |

| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |

1. By February, 2019, all teachers will have used instructional strategies gleaned from their professional learning opportunities to increase student engagement leading to a 3% increase in the number of students who progress from level one to level two or higher in their reading levels based on Fountas and Pinnell running records.

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |

Student progress will be assessed using Running Records five times a year, in Sept., Nov., Jan., March and May.

| Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>N/A</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In alignment with the Framework for Great Schools element, Strong Family and Community Ties, PS 145 has a number of community partners who work with the families and students to promote school improvement. These include the following: Studio in a School which affords students with the opportunity to learn about the five mediums of art in alignment with the Blueprint for the Arts across all grades; Mighty Milers associated with the NY Road Runners which encourages students to increase their level of physical activity and to meet the mandated requirements of NYS standards of 120 minutes of physical education a week; Cookshop for families and students associated with the NY Food Bank, gives low income families exposure to learning healthy habits, preparing healthy meals, and affordability of healthy food choices in order to improve overall physical well-being which will increase student attendance and performance; the Robin Hood Foundation funds programs that generate meaningful results in low income neighborhoods such as the funding of our library and library program that focuses on literacy development across the grades and empowers parents to engage with their children by having access to the library and being able to borrow books and materials in both English and Spanish, including Internet resources such as E-books and webinars.

For the 2018-19 school year, we received CASA funding to continue a partnership with the Brooklyn Arts Council. This funding will provide a cultural after school program in either dance or theater for our students. We also received a grant from the Girls on the Run International that offered us an after-school to inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running.
In addition, as a result of conversations and surveys, formal and informal, with and from parents/guardians, we have increased by 7% the attendance of parents to schools activities, such as Family Literacy Theme nights, Career Day, Tuesday Family Afternoons, attendance workshops, Pre-K Community Garden, Daddy and Me Workshop, Mommy and Me Workshop, and workshops on Sharing Academic Strategies. We continue to use the "Remind Program" a text messaging system to keep parents informed of all school events. Our school community is trying to address every parent concern and need to ensure the optimum educational environment where the conditions of learning are supporting academic outcomes.

We have identified the following goals and steps to strengthen the school community partnership with families and community agencies. The priority needs that will be addressed in the goal and action plan include the following:

- Extending the partnerships already in place to include the majority of families and students within the school community and increase on-going participation within the activities.
- Create parent workshops across the grades to explain current student data. ("Data and Donuts"), send home monthly checklists to show students’ performance, parent workshops to show parents how to access student on-line data.
- Educate parents in their native language, as well as helping them improve their English language proficiency which in turn will enable parents to support their children’s education at home.
- Setting up a school-wide system that tracks and monitors the number of parent and student participants in each program as well as the effectiveness of the programs such as an increase in student attendance and increase in student reading levels.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the school will increase opportunities for strengthening partnerships with families that foster a cohesive set of high expectations, and a substantial culture of learning, as evidenced by a 10% increase in average attendance for chronically absent students as well as an increase to 95% overall student attendance as compared to the 2017-2018 attendance data leading to increased academic achievement.

QR 3.4, DTSDE 6.2, 6.4, Framework for Great Schools – Strong Family-Community Ties, Trust
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
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<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School parents and students</td>
<td>Sept. 2018 through June 2019</td>
<td>Principal, Asst. Principals, Parent Coordinator, Family Workers, Attendance Teacher, Parents, CBO Representatives, Teachers</td>
</tr>
</tbody>
</table>

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change:

- Analysis of attendance data would begin in Summer 2018 to assess and identify the population; and continue throughout the year to address prevention and intervention on three levels to adopt the best practices of the research done by Lewis and Sugai.

- Primary prevention to promote pro-social development and prevent problems by reinforcing the Harmony Program emphasizing the responsible and resilience attributes across the entire school community. In addition, to promote incentives for classes with 100% attendance.

- Secondary prevention to address the needs of at-risk students when they are absent two consecutive days; consisting on parent call and interviews with students and parents. We will also print the RSLR report to identify patterns of attendance across the grades. These families will be invited to discuss and identify support for families. Tiered II-90/80%

- Tertiary prevention that provides applicable interventions to students with chronic and/or severe problems, chronic absentee population will be tracked to identify and address specific trends causing the absences across the grades; and intensive outreach to parents of identified students. We will also have biweekly counseling meetings to ensure improvement for identified students, participating on the Attendance Hero Team, Tier III - below 79%

- School Leaders will continue to build and familiarize themselves with the various community based organizations in order to provide families with supports that they need such as housing issues.
● School leaders will also present an attendance overview to teachers in September focusing on attendance procedures and protocols.

● School community will utilize different means to promote workshops, school activities, attendance updates and interventions for struggling students to increase parental responsiveness and involvement including outreach such as the school website, flyers, newsletters, digital school message board, and text messaging for parent notifications in English and Spanish.

● The school will promote a “Be Here” campaign to promote attendance for all school community constituents, students, teachers, school leaders and support staff. The school will also display attendance posters to motivate students such as "If I am not in school, I cannot learn." We will also have year long attendance celebrations with tangible incentives such as assemblies, movies, trips and "Breakfast with the Principal."

● Monitoring system to track parent attendance and impact through signing sheets and reflections at the end of workshops. We will also monitor students of participating families to determine the social and academic impact on student population.

2.Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:

● Research states that when school engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. (NEA 2002) Therefore an ongoing collaboration and articulation between all stakeholders where all voices are heard, respected and valued to achieve a shared goal to improve student outcomes will be our priority.

● Provide instructional clinics for all parent including parents of ENLs, SWDs and struggling students to outline expectations for students and parents about literacy, science, social studies and mathematics.

● Increase outreach to identify qualified parents to lead workshops as a means to motivate parents to participate in the workshops and strengthen school-family ties in school community languages.

Parents of ENLs and SWDs, Students who are ENLs and SWDs
Sept. 2018 through June 2019
Principal, Asst. Principals, Parent Coordinator, Family Workers, Community Based Organization
● Continue to offer instructional and supplemental programs that are interactive and hands on which enables ENLs and SWDs to participate and be successful parallel to the mainstream population.

● The school will continue to provide translated versions of books, newsletters, support materials and text messages to accommodate parent and student needs.

● Classroom teachers of ENLs and SWDs work in teams to assure full student participation through modifications and appropriate scaffolds when needed.

● CBOs along with the school such as CASA, Studio in the School, Girls On The Run and others will provide students the opportunity to strengthen cultural awareness, values and acceptance. Parents will be able to participate in cultural events.

3. Strategies to increase parent involvement and engagement:

● As research sustained, school plays an important role in determining the levels of parental involvement in school by creating opportunities to invite them to act as full partners in making school decisions that affect children and families.

● Provide all communication in the parents’ home language in all correspondence as well as utilizing support personnel throughout the building to increase language access.

● Utilize “Remind” a text messaging system to reach out to all parents in two languages in order to increase communication and attendance at workshops.

● Outreach to parents through newsletters, class webpages highlighting upcoming special events and workshops in two languages.

● School Leaders have an open door policy to support parental needs and concerns which allows the school to build upon these needs and interests to offer a wide variety of extracurricular activities and services to keep all families and students interested in school.

All Parents

Sept. 2018 through June 2019

Principal, Asst. Principals, Parent Coordinator, Multi-Media Teacher, Teachers, Learning Leaders Org., and Community Based Organizations
• Surveys to parents, and guardians to identify their interest and talents, needs, and wants to create a pool of resources, and specific needs. This will facilitate the increase and responsiveness of parents to attend to school community activities.

• Recruit parent volunteers to participate in the Learning Leader training program to acquire essential skills to make a difference in students' lives and connect with their community. They will also learn educational strategies to use at home with their children.

• Continue to implement School-Wide Literacy community events to cultivate parents support and interest in literacy, such as, Literacy Fall Fest, Read-A-Thon, Author’s Night, Poetry Café, Wax Museum, Let's Go Camping- Literacy Night and Summer Check Outs; where parents are active participants.

• Provide extensive parent involvement opportunities in the early childhood grades, Pre Kindergarten through second grade, to foster parent participation and familiarity with school community expectations for all constituents. For instance, monthly events for Pre Kindergarten parents such as Thanksgiving Fest, Sharing Our Love with the Community, and Parent Day; and at least two events for parents by grades.

Provide parent involvement opportunities that cultivate high expectations for students and encourage college awareness such as Career Day where parents can share their career paths with students.

• Utilize Tuesday Parent Engagement time to provide additional opportunities for parents to attend workshops led by clusters in specific areas such as, computer literacy, Discovery Zone (STEM), Music Parent Child Connection (music teacher), and Stronger Ties (counseling focus on attendance).

• Elicit from teachers ideas and topics on instructional practices that parents can learn during workshops and utilize at home to develop strong partnerships centered on student work products as measured by a Common Core aligned rubric.

• Providing parent incentives for participation in workshops, particularly those parents of the identified chronically absentee as they improve their yearly attendance with a trip to Adventureland.
Organizing culminating activities to celebrate student participation in CBOs that include parents such as assemblies for participants in Mighty Milers, parent-student family literacy night or poetry café, and Cookshop student/parent contest based on healthy recipes.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Cool Culture, Cookshop, C.A.S.A.- Brooklyn Arts Council, Robin Hood Initiative, Girls On The Run, Studio In A School

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed include:

- Funding for specific community based partnerships such as Studio In The School, CASA, Cool Culture or the Brooklyn Museum
- 30 hours per session for Guidance counselor and teacher for translation services
- CBOs to provide support personnel to provide workshops
- 15% of an ENL teacher to offer English as A Second Language to parents 180 minutes for 20 weeks.
  - Resources for ESL Parent classes and Instructional Clinics, including 6 additional laptops and software for English language development.
- 50 hours teacher per session for Instructional Clinics and ESL classes for parents and/or guardians
- Consumable products for Cookshop program, and well-planned parent/families Involvement activities
- Funding for materials, parent incentives, student incentives, buses for trips, admission fees, food and refreshments
- 150 hours for teacher per session and 60 hours for supervisors per session for parent involvement activities that take place after school hours

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set- aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of February 2019, the parent attendance to school events and activities will increase by 10% as compared to parent attendance at school events in the 2017-18 school year using data from parent sign in sheets.

By the end of February 2019, student attendance will be monitored monthly, focusing on all three levels of preventive strategies, school overall attendance, at-risk students and chronically absent students to determine if outreach to parents is having a positive effect.

By the end of February 2019, overall student attendance will increase by 1% from the 2017-18 school year to 94.32%.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent Sign In sheets, attendance initiatives results - graphs, students signing sheets of events and surveys and daily student attendance reports from ATS will be used to monitor progress.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>We determine AIS services in ELA as early as September.</td>
<td>AIS providers in ELA group students by reading levels based on running record analysis to provide targeted instruction for guided reading or strategy groups. In addition, students answer open-ended questions and write short responses using EAEE strategy.</td>
<td>AIS providers push-in or pull-out struggling students in small groups about two to three times weekly. Small group conference notes are kept to track and monitor student progress. On-going articulation with teachers is conducted to keep all parties informed of student progress or lack of.</td>
<td>The AIS services for ELA are provided during the school day and after school for selected students.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>We determine AIS services in Math as early as September.</td>
<td>The Math coach provides AIS in Math for groups of students based on how students performed on the 2018NYS Math assessment and target instruction based on skills and concepts students need to reinforce and master. In addition, he follows the units of study to align instruction with classroom teachers to reinforce skills and concepts using</td>
<td>AIS Math provider push-in or pull-out struggling students in small groups about two to three times weekly. Small group conference notes are kept to track and monitor student progress. On-going articulation with teachers is conducted to keep all parties informed of student progress or lack of.</td>
<td>The AIS services for Math are provided during the school day.</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FF
<table>
<thead>
<tr>
<th>Struggling students are flagged</th>
<th>Mathematical models and academic vocabulary.</th>
<th>Based on analysis of student work products, performance tasks and ELA mock assessments. Classroom teachers can provide whole group, small group or individual instruction. AIS is provided to struggling students by their classroom teachers in small groups about two to three times weekly. Small group conference notes are kept to track and monitor student progress.</th>
<th>The AIS services for ELA and Science are provided during the school day and after school for selected students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>In Disciplinary Literacy Science content is infused with the writing process taught by classroom teachers by strategically grouping students setting multiple entry points and providing appropriate scaffolds. In addition, AIS providers for ELA target instruction across content areas.</td>
<td>AIS providers and classroom teachers in Science using informational text group students by reading levels based on running record analysis to provide targeted instruction for guided reading or strategy groups. In addition, students answer open-ended questions and write short responses using EAEE strategy.</td>
<td>The AIS services for ELA and Science are provided during the school day and after school for selected students.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>In Disciplinary Literacy Social Studies content is infused with the writing process taught by classroom teachers by strategically grouping students setting multiple entry points and providing appropriate scaffolds. In addition, AIS providers for ELA target instruction across content areas.</td>
<td>AIS providers and classroom teachers in Social Studies group students by reading levels based on running record analysis to provide targeted instruction for guided reading or strategy groups. In addition, students answer open-ended questions and write short responses using EAEE strategy.</td>
<td>The AIS services for ELA and Social Studies are provided during the school day and after school for selected students.</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>At-risk services are provided when necessary by guidance counselor, social worker or</td>
<td>The strategies used are relative to area of need based on parent or teacher</td>
<td>Services are usually provided in individual basis for a set period of time but can also be provided in small groups.</td>
</tr>
<tr>
<td>school psychologist</td>
<td>concerns mostly social-emotional.</td>
<td>groups of three students or less.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------</td>
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<td>---</td>
</tr>
<tr>
<td>the majority of the time presented at monthly PPT meetings.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As of June 2018, 127 students are currently in temporary housing including shelters, doubled up, and other temporary housing situations. We have 22 Pre-K students, 26 Kindergarten, 26 in Grade 1, 26 in Grade 2, 7 in Grade 3, 6 in Grade 4 and 14 in Grade 5.

2. Please describe the services you are planning to provide to the STH population.
For the 2018-2019 school year, we will support our students in temporary housing in a number of ways. Since many of these students are performing below grade level, they will be invited to our Afterschool Academy and/or Saturday Academy for additional support. We will also provide AIS services during the school day for these students who need additional academic support. Historically, students in temporary housing have attendance issues so we will reach out to the families if we see that the students are absent. We will meet with the families to see if any outside support is needed and we will also provide incentives for the students to come to school. Title 1 Set-aside funds will be used to provide basic school supplies for students in temporary housing as well as providing them with grade appropriate reading materials in a take home backpack. The Guidance counselor will also ensure that the students receive support through in-school counseling as needed. The Guidance counselor will also contact families of students in temporary housing to see if they need additional outside support that we can connect them to.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

   N/A
Section 8: Title I Program Information

Directions:
- All schools must indicate their Title I status in Part 1
- All elements of the All Title I Schools section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in Part 3
- All Schoolwide Program (SWP) schools must also complete the SWP Schools Only section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Strategies to attract high-quality teachers include recruitment of potential candidates at job fairs, review open market application process, contact with Universities and colleges, and recommendations by staff members and colleagues. Establish a relationship with Bilingual Pupil Services to recruit student teacher interns. Administrators will interview candidates by asking focused questions that talk to the understanding of differentiating instruction, assessment and teaching and learning philosophy.

Applicants and administrators will engage in conversations about the instructional programs conducted, the strengths of the school, and professional development support that is offered. Strong candidates will be invited to conduct a demonstration lesson to gauge teacher and student engagement. Strong candidates will also be invited to complete a writing sample to demonstrate written communication skills. Teachers are recruited and assigned based on the certification and license areas needed.

New teachers are paired up with highly qualified mentors who provide thorough support. New teachers are periodically allotted extra time on task with their mentors on a need basis. Support for new teachers includes immediate intervisitations to view best teaching strategies modelled by experienced and dynamic teachers. New teachers will reflect on practices by utilizing the school 3-2-1 protocol. The protocol highlights: 3 things learned, 2 things to try and 1 wondering.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

High-quality and ongoing professional development for teachers, principals, assistant principals and staff will be provided through a variety of sources and strategies. Ongoing Network/Borough support is provided for our teachers to support English Language Learners and Students with Disabilities. Our Math coach will focus on planning based on the needs assessment of the mock exam results. Data specialist will support school-wide progress monitoring across all content areas. The in-house Professional Development is planned by the SDC committee and selections are based on surveys of teachers and paraprofessionals which are collected three times a year. The workshops are centered around City-wide Instructional Expectations, collaborative professional learning, maximizing digital learning, and Danielson Components 3C Engaging Students in Learning and 3D Using Assessment in Instruction, Curriculum.
Alignment—Common Core vocabulary, and instructional needs grouping and goal setting. These professional learning sessions are organized with specific cohorts of teachers based on needs of the students and school goals. These professional learning sessions are presented by classroom teachers and they highlight strategies that have proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups and online courses. Administrators also participate in City-Wide and CSA professional development in educational leadership.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

P.S. 145’s school culture is to provide a strong system and structure for the entire community across grades to achieve higher academic standards. Our Pre-Kindergarten students are exposed to the rigorous Core Knowledge curriculum where they are expected to meet or exceed the Pre-K CCLS across academic and social-emotional areas. The instruction delivery and expectations are similar to upper grades. In addition, Pre – K parents are invited to workshops emphasizing the CCLS, Standard Based Instruction and many instructional initiatives twice every month.

During the month of May, parents are invited to participate in classroom visits, meeting with Kindergarten teachers, and are provided with information about how to assist their children to be ready for Kindergarten. For those parents who have children with disabilities, we offer the support of the school guidance counselor, social worker and other staff members to communicate their concerns to in order to attain a level of comfort in making the transition to Kindergarten.

In addition, the school psychologist, social worker and teachers engage in the Turning Five process, facilitating and strengthening conversations with outside educational agencies, day care centers and families of those children who are planning to attend Kindergarten in the upcoming year.

These activities for parents will include special services, meeting key personnel, visiting possible educational environments where their children may be placed and many other supports.

4b. Measures to Include Teachers in Decisions Regarding Assessments
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As part of the school initiative, P.S. 145 utilized the Teacher Effectiveness Team to analyze and share the different options in selecting assessments that will result in impacting student performance. All teachers examine the pros and cons of a menu of assessments before making the decision. Some key areas they took into consideration during these conversations were teachers’ familiarity with the assessment, the alignment of the assessment with the curriculum and CCLS, and time management.

In addition, the Staff Development Committee meets monthly to delineate professional development based on teachers’ professional needs to impact student performance in assessments. The SDC reflects on the professional development impact and effectiveness to identify areas of improvement ensuring the highest possible results in a trustworthy environment.

### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below,** indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>430946</td>
<td>X</td>
<td>5A,5B,5C,5D,5E</td>
<td></td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>X</td>
<td>5C, 5D</td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>146721</td>
<td>X</td>
<td>5A,5B,5C,5D,5E</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>75767</td>
<td>X</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12366</td>
<td>X</td>
<td>5B,5C,5D</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3158632</td>
<td>X</td>
<td>5A,5B,5C,5D,5E</td>
<td></td>
</tr>
</tbody>
</table>

¹Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools...
may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities
funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 145, The Andrew Jackson Elementary School**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

### Support for Parents and Family Members of Title I Students

**PS 145, The Andrew Jackson Elementary School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before Nov. 15, 2018 to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the
program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

---

**Encouraging School-Level Parental Involvement**

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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**School-Parent Compact (SPC)**

School-Parent Compact (SPC)

**PS 145, The Andrew Jackson Elementary School** in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will
share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member including contacting the Parent Coordinator to make appointments on Tuesday afternoons with the teachers during parent engagement time;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs

II. Parent/Guardian Responsibilities
● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

**NOTE:** The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [x] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

- [x] K
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

At P.S. 145 Title III funds will be used primarily to provide supplemental literacy skills in native language (Spanish) in ESL instruction to eligible Ells, and where possible former Ells, Sife Students, Long Term Ells, and Students with Disabilities. The First Grade Academy (one class) will run for 40 sessions, for 3 hrs a week-two days a week, Wednesday and Thursday, from 2:25PM-3:55PM. This class will target all modalities (Speaking/Listening Reading and Writing). This will support all Entering, Emerging, Transitioning, and Expanding students. This class will be taught by a licensed ESL teacher.

For the 2018-2019 school year, there will be one Kindergarten After-school Academy to support our Dual Language students. The program will begin in the Spring for 15 sessions- February 1-April 29, 2019. This will run 1.5hrs for 2 days a week, on Wednesday and Thursday. This program is geared to support Spanish and English Literacy skills. This class of approximately 20 students will be taught by a licensed Bilingual teacher.

The Saturday Academy will run for 25 sessions, for 3 hours a week-once a week, from 9:00AM-12:00PM for grades 3rd, 4th and 5th (three classes total). The program will begin October 22-April 29, 2019. Assistant Principal in charge of the ELLs will supervise the program. The program will be funded with Title III funds. In Third grade 20 ELLs (Emerging, Transitioning, Expanding) Fourth grade 20, Fifth grade will include 18 at (Transitioning and Expanding levels). These classes will target Reading and Writing to support their growth as measured by the NYSESLAT. The classes will be taught by Bilingual/ESL teachers approximately 13-20 students from each grade level will participate for a total of 36-45 students. These classes will target Reading and Writing to support their growth as measured by the NYSESLAT. The 4th grade Science/ELL Saturday program will support students at all levels of language acquisition. The STEM approach to learning will support Science content learning. Out of 20 ELLs in the 4th grade, 7 are Emerging, 11 are Transitioning, and 2 are Expanding. The CCLS and Science Standards place heightened demands on what students must do with language as they engage in content learning. This program will be geared to enforce content in a language-rich environment and extra support will be given in fact based essays using ESL strategies. The class will be taught by a licensed Science teacher who also holds an ESL license.

Student attendance and breakfast count will be kept in the Record Binder along with consent forms and contact information. The parent letters will be printed in both Spanish and English. For all Dual Language classes (K-5) Spanish language books will be purchased as supplemental material to expand student resources for Disciplinary Literacy. The license for MYON-NEWSOMATIC will be purchased. This will support learning according to NLA standards-Listening to Spanish language for data facts, Speaking in Spanish language to share data facts, Reading from informational texts and electronic-based texts, Writing grounded in interpreting and evaluating text.

Teachers will have clear parameters for building on student language development needs. They will receive student profiles and assessments from their regular classroom teachers to help support student goal setting. Support instructional material will include content based National
### Part B: Direct Instruction Supplemental Program Information

Geographic Science books, NYSESLAT prep books (NY ELL’s-Continental Press) and Visual Support/ general supplies.

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 

Title III funds will be used to support our on-going professional development goals as they apply to the teachers that provide instruction to our Ells through or regular and Special Education, Dual Language and students in monolingual classes. (ESL). Professional development will be conducted by administrators, ESL teacher Irene Soto and consultants from the Brooklyn North Field Support Office. Professional development activities will include demonstration lessons, inter-visitations, workshops and conferences. Scaffolding activities will be developed and shared. The PD is geared to increase student discussions which lead organically to student writing. The on-going Pd will also include exposure to NYSESLAT Assessment and strategies to help advance students at all 4 levels of progressions.

Six Dual Language teachers will meet twice a month for 10 PD sessions from 2:25-3:55 facilitated by the Asst. Principal who supervises ELLs and Dual Language. Teachers and Supervisor/Facilitator will be paid per session. These sessions are tentatively scheduled for Nov. 16 & 30, Dec. 7 & 14, Jan. 11 &25 , Feb. 1 & 8 , March 38 &22. Topics include the following: Developing Fluency in both English and Spanish, Research-based strategies to support native language readers, Scaffolding strategies for ELLS, Aligning Reading instruction with Writing, Preparing for the NYSESLAT, Using Authentic Literature for Disciplinary Literacy and Classroom Environment.

Up to 15 teachers (Bilingual, ESL) will meet once a month on Mondays from 2:25-3:55 to participate in professional development sessions, workshops and lesson demonstration that will highlight best teaching practices for second language learners. Teachers will review ESL performance standards, NYSESLAT strand characteristics and performance level descriptors. These PD sessions will be facilitated by a licensed ESL teacher as well as Bilingual teachers who participated in our intensive coaching sessions last year on strategies for teaching ELLs. These sessions are tentatively scheduled for Nov. 26, Dec. 17, Jan. 28, Feb. 25, March 25, April 15, and May 20. There is no cost associated with these PD sessions as they are on Mondays.

All agendas and attendance sheets will be kept in the 2018-2019 Professional Learning binder in the Principal's office.
**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ______

Our school’s expectations for parental involvement are to support and strengthen student academic achievement. Our school’s Parent Coordinator Arlene Lopez is an active participant with our parent involvement. She takes charge in advertising through our school calendar and these are disseminated in the major languages (English/ Spanish) spoken by the majority of our parents. Our Librarian Ms. Felipe and PTA President update the School Website in the Parent corner, in both languages.

The Ell coordinator and Parent Coordinator will create fliers in Spanish and English detailing once a month workshops with tentative dates of November 20, December 11, January 22, February 12, March 19, and May 21, 2019. These Parent Coordinator workshops will be 45 -60 minutes in length. Topics that will be covered include: Transitioning to Middle School (facilitated by Guidance Counselor), Literacy Workshop (facilitated by the Literacy Coach), Coping with the Holiday Blues, Preventing Bullying At Home , and Coping with Test Anxiety (facilitated by Brooklyn Psychotherapy Center), Cornell University Nutrition Workshops and WIC Program workshop.

Additional Parent Workshops will be hosted by our ESL teacher on Saturdays at 9:00 focusing on: How to prepare for the NYSESLAT, Computer Resources, How to Build Fluency at Home, and Supporting your student with Think Central Math. The teacher will be paid per session. Tentative dates are Dec. 1, Jan. 12, Feb. 9, and March 9, 2019. At this time, there is translator on site. Parents who speak of other languages will be accommodated with their language in advance through the translation unit website or via calling (718) 935-2013. Parents are also provided with the "Information for parents on the DOE Translation and Interpretation pamphlets. There will be opportunities to participate in school sponsored workshops addressing appropriate programs and subjects such as literacy/Math classes and Common Core Standards. Parents will be invited to student share fairs in the classrooms and multicultural presentations.

Parent invitation fliers, attendance sheets and agendas will be maintained in the 2018-2019 Parent Engagement binder in the Principal's office.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Allocation Amount: $_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Category</td>
</tr>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
</tr>
<tr>
<td>• Per session</td>
</tr>
</tbody>
</table>
### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____  

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Brooklyn</td>
<td>145</td>
</tr>
</tbody>
</table>

School Name: Andrew Jackson

#### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ELL teacher, and one parent.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Linda Malloy</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Catherine Garzon</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Irene Soto, Maria Hernandez</td>
</tr>
<tr>
<td>School Counselor</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Johanna Gomez-DL</td>
</tr>
<tr>
<td>Teacher</td>
<td>type here</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Ms. Rosa</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Sheila Gorski</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
</tbody>
</table>

#### C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>5</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>7</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>7</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>6</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>4</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>3</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>7</td>
</tr>
</tbody>
</table>

#### D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Whether Offered</th>
<th>Language</th>
<th>If Yes, Indicate Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td></td>
<td>English/Spanish</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The tools our school uses to assess the early literacy skills of our ELLs are Core Knowledge unit assessments and Fountas and Pinnell, periodic running records. These tools test decoding, word recognition and comprehension and writing. We use this data to create action plans for our students in order to strengthen small group instruction. We utilize Wonders/Maravillas specifically in the Dual Language program, to gauge reading skills and decoding in Spanish Language. We also use the Primary Literacy Assessment. These assessments are utilized for flexible grouping on a daily/frequent action plan. Writing is assessed via Spanish/English writing performance tasks.

   At the beginning of the school year, each student is given the TCRWP running records. According to this data, 86.05% of our ELL students in grades 1 through 5 scored at level 1, 6.98% scored at level 2, 1.15% scored at level 3 and 5.81% scored at level
4. Based on this data, ELL students are grouped accordingly during small group instruction, ELL students receive AIS support during the school day as well as instruction during the ELL After School Academy.

2. What structures do you have in place to support this effort?
The teachers' lesson plans include procedural, verbal, and instructional scaffolds and exit tickets are used to form flexible groups with English proficient students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? To evaluate the success of our Ells, we look at several factors, standardized ELA, Math, Science and Social Studies tests, NYSESLAT results-how many students moved up a level, “Mock” tests to see growth, Running Records, school report card, participation in after school and articulation with cluster teachers. Lesson plans reflect specific scaffolds for Ells.

4. What structures do you have in place to address interventions once the summative data has been gathered? Depending on the ELA need, we look at the student data and create 6 week action plans to target instruction. Emphasis is placed on schema building and supporting oral and written communication. The goal is to deepen content/not conflate language ability.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] Our school uses data such as NYSESLAT, ELA, Math and other performance tasks to determine which Tier of Instructional support to provide our Ells. The students who fall into Tier II and III are enrolled in the Afterschool program or are provided RTI during the school day with an AIS provider. They are all given priority in these programs.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) The data patterns across proficiency levels on the NYSITELL and NYSESLAT revealed that after two years in a DL/ESL program students were able to transfer their skills and knowledge into their second language in Writing and support was needed to advance in speaking. As part of the schoolwide goal we will continue to work on developing student language and reading comprehension through assimilation of academic and domain vocabulary in all content areas by providing sentence prompts/picture scaffolds and opportunities for viable discussions for students at all proficiency levels; Entering, Emerging, Transitioning, Expanding and Commanding.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The EDAT is distributed in the beginning of the year to set goals and determine by modality where most to least support is needed. This guides the teachers' instruction. We have a graph that the ENL providers use as their guide.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
a. Freestanding ENL program.

Our organizational models consist of Dual language, ENL push in, Freestanding ENL. In our push-in ENL program, ELL students spend most of their day in a mainstream English classroom. The push-in program is implemented through a "team teaching" and "team planning" that requires the regular classroom teacher and the ENL teacher to plan on a regular basis. In the beginning of the 2015-2016 school year we added one more ENL teacher to meet the demands of the new CRPart 154.2 mandates. Integrated instruction is delivered by the ENL teacher through content instruction-language arts, math science, social studies. In our ENL program content areas (math, Science and Social Studies) are delivered in English by the teacher using pictures, graphic organizers, charts with realia, computers, baskets of books in the students native language, peer buddies, performance task, smart boards, and other proven methods to make content comprehensible to enrich language development.

Depending on the 5 levels of English proficiency the units of study can be combined with Stand-Alone ENL or integrated ENL. The Former ELLs up to 2 yrs will receive (2 units of study) 90 minutes per week in the form of book clubs with our licensed dually certified ENL librarian. In our Freestanding English as a Second Language classes which exists in the Second and Third grade, all academic instruction during the school day is in English by licensed ENL teachers. The core content areas are taught using ENL strategies and methodologies. The objective of this program is to have ELL students immersed in the English language in order for them to become fluent and literate in the second language. They also receive support in the native language; each of these classrooms have a small library with Spanish books, glossaries, Spanish dictionaries, sentence starters and scribe pens.

b. TBE program. If applicable.

NA

c. DL program. If applicable.

Our DL program is a developmental, language-enriched, Bilingual education program that integrates students who are native English language speakers with native speakers of Spanish. Students receive half the instruction in English and half in the target language Spanish. Language is taught through content areas as well as Literacy. The model that is used is for grades K-2 is the alternate week model. Students learn to read and write and receive instruction in other disciplines in both languages. The goal is to develop Bilingual and Biliterate academic goals in both English and Spanish for all students.

In Grades 3-5 there is the Roller coaster method, where half of the day’s lesson is in English and half is in Spanish. The next day, the schedule is inverted. If the day before English was taught in the morning and Spanish in the afternoon, then Spanish would be taught in the morning with English in the afternoon. A lot of factors go into determining which grades will use which model.

First there is the logistics, like class sizes. If there are not enough ELLs with parental request, the side-by-side model can’t be used, due to budget constraints. We have a good amount of bilingual certified teachers qualified to teach in both languages. The Roller coaster method was put in place to accommodate testing grades and materials.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We added one more licensed ENL teacher to provide ENL services for the ELLs. Among the two teachers we will strategically program the correct amount of units and the types of ENL that is mandated. Their programs will reflect for example; for an Entering student, 360 minutes (180 minutes of Standalone ENL and 180 of Integrated ENL/ELA). Transitioning student (90 mins integrated ENL/ELA and flexibility of 90 mins standalone or ENL with content area. Expanding student (180 integrated ELA or other content area) Commanding student (90 mins-integrated ENL/Content area or other approved former ELL service for 2 yrs.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   Free Standing- The class receives instruction in English as a group and is heterogeneously grouped. Each lesson targets Learning Objective and Language objective. The lessons are Tiered to reflect multiple access points inclusive of verbal, instructional and procedural scaffolds. The teachers utilize strategies/materials such as realia, visuals and multimedia. Lessons include; Close interactive read alouds, collaborative discussions and language frames for speaking and writing.

   ENL Push-in- The teacher plans in conjunction with the classroom teacher. The teacher scaffolds activities according to our mandated school curriculum and material; Core Knowledge K-2nd grade, Expeditionary Learning grades 3-5, Disciplinary Literacy-Science and Social Studies, and Go math. The ENL teachers push in and use strategies such as; TPR, Deconstruction and Reconstruction of complex text, graphic organizers, discussion prompts, and open-ended questioning.

   DL- The teacher scaffolds activities according to school's English curriculum-above mentioned. The material is aligned in Spanish with a combination of teacher created Spanish material and authentic Literature and Spanish -Science & Social Studies content technology and Spanish Go Math program. As part of Spanish word work for grades K-2, the Wonders/Maravillas program is used and the students are assessed after specific benchmarks.

   For Grades k-2, the language is alternated on a weekly basis. The flow of the Day is Read-aloud, Core Knowledge-Skills, Guided Reading Lunch Disciplinary Literacy -Science and Social Studies(Read and Write) and Math.

   For grades 3, 4 and 5 the Roller Coaster model is practiced. For the Roller coaster model the Flow of the Day is the same everyday: Read aloud/skills, ELA/NLA Expeditionary Learning Program, Guided Reading Lunch Math and Disciplinary Literacy-Science and Social Studies. For example, on a given week Monday: English morning, Spanish afternoon, Tuesday: Spanish morning, English afternoon, Wednesday English morning Spanish afternoon...etc.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

   As a school administrators collect benchmark assessments three or more times a year. Progress is tracked and teachers and administrators discuss action plans and next steps by looking at formative assessment: small group instruction grouping sheets and conference notes. Progress is monitored via the Spanish Writing Performance Tasks, Spanish Running Records and Math unit tests.

5. How do you differentiate instruction for each of the following ELL subgroups?

   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. During this current year we do not have SIFE students. However, our instructional plan for SIFE students include support in L1. Students receive extra support through technology that assists in using decoding and comprehension.
   b. ELL students less than three years receive differentiated instruction by proficiency level through both whole group and individualized. Provisions for modeling and demonstrations are provided. Materials include books on tape, laptop listening centers, visuals, and smartboard. These students have priority for the after school program. Lesson plans include specific differentiation including, verbal, instructional, and procedural scaffolds.
   c. ELL students receiving services 4 to 6 years we provide differentiated instruction emphasizing reading and writing strategies across content areas. These students also receive extra periods of AIS. Student work is closely analyzed by inquiry teams to close the instructional gaps and provide additional support.
   d. These students are provided with Tier III interventions and academic intervention service support and discussed in the /RTI meetings.
   e. Our plan for continual support for our former ELLs we will provide the 90 minutes a week via Book Clubs with our dually licensed librarian.
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

   The instructional strategies used to provide access to academic content and accelerate English language development are; small group instruction, one to one instruction, peer collaboration and content based research groups and Disciplinary Literacy. Teachers engage in revisions of units to identify how to better utilize instructional scaffolds and to determine when to use appropriate types such as: Verbal-(Wait time, prior knowledge, think a loud) Procedural- (explaining task, role playing, guided practice, pairing groups, coaching) Instructional-(Pictoral, words cards, sentence strips..etc)

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

   Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD as follows: All ELL-SWD's parallel their general education peers in curricular and instructional materials. The materials are adapted and modified as per the linguistic needs of this population. In addition, assessments are modified so that ELL-SWD’s have more time hence scheduling flexibility is achieved and our students do not feel frustrated if they cannot complete the task. Flexible scheduling also takes place via mainstreaming of ELL-SWD’s with non ELL-SWD’s as per IEP stipulation.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   Our targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. The intervention is provided in English and/or Spanish by the classroom teacher during differentiated instruction and extended day. The cluster teachers OTPs also provide intervention during the school day. Intervention activities include Reading and Math during the day.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

   We will begin the Wonders/Maravillas program for Dual Language in grades K, 1, and 2. Teachers College will be implemented in grades K, 1, and 2.

10. If you had a bilingual program, what was the reason you closed it?

    There will be no programs discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    ELLs are offered the afterschool program via supplemental services which is supported through Title III funds. ELLs participate in extracurricular activities such as: Glee club, Band and Enrichment Cluster based on an interest survey.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

    All ELLs, regardless of subgroup receive the same materials. All ELLs attend computer lab. We utilize MYON in English and Spanish in the after school program. Brain POP is used in both languages to support Science and Social studies. Newsomatic is used to support and build nonfiction reading skills. Math is supported through Go Math and Mathletics. We offer special computer lab time for parents and students of ENL during parent engagement Tuesdays. We are always searching for new scaffolds- the latest is the scribe pens that our alternate language paraprofessionals and teachers use with the students. Our ELL teachers have special laptops with headphones as a listening center as part of English support-STARFALL. Scribe pens are used to support reading and listening skills.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

    Home Language is supported by fiction and non-fiction books in our DL program. New Common core Aligned Authentic Literature and Content Area books have been purchased. In our Dual and ENL classes, students have glossaries, dictionaries and Spanish content vocabulary.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   All required services support and resources correspond to ELLs’ ages and grade levels using differentiated instructional strategies. An intervention program "Starfall" to support vocabulary development is used in the classroom in form of technology.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   Not Applicable. We do not share a building.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   Before the beginning of the school year, newly enrolled students are given a tour and orientation of the library by our librarian Ms. Felipe. Our guidance counselor and parent coordinator set up a meet and greet and show how to access the schools monthly newsletter.

17. What language electives are offered to ELLs?
   Not applicable.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   Our DL program is a developmental, language-enriched, Bilingual education program that integrates students who are native English language speakers with native speakers of Spanish. Students receive half the instruction in English and half in the target language Spanish. Language is taught through content areas as well as Literacy. The model that is used is for grades K-2 is the alternate week model. Students learn to read and write and receive instruction in other disciplines in both languages. The goal is to develop Bilingual and Biliterate academic goals in both English and Spanish for all students.

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Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Strategies to address the needs of student English Language learners, and other high-need student sub-groups:

- Identify resources and structures to support teachers’ understanding of types of scaffolds (e.g., web videos on ADVANCE, teacher team meetings, inter-visitations, Engage NY articles specific scaffolds for Ells and SWD).
- Administrators will visit each teacher’s classroom over the course of the year for observations, and provide teachers with feedback specifically matching student work products with relevant scaffolds and discussing how well students utilize the tools during independent or group work.

Classroom teachers and clusters who service Ell’s, F-Ells will meet in 6 week cycles during Monday PD time. Our ENL teachers provide demo lessons and intervisitations. • The priority need is for teachers to focus on Danielson components 3B and 3C, Questioning and Discussion and Student Engagement. Teachers need to craft higher order questions that lead to curiosity, debate, and discussion. Learning activities are to be developed that encourage student choice and motivation and that are “minds on”.
- Teachers will carefully select appropriate scaffolds that are a true support to students, scaffolds that match students’ needs, scaffolds that are utilized effectively by students and transitional strategies that are implemented by teachers in order to reduce or eliminate scaffolds as they are no longer needed. Teachers of English Learners will also focus on creating language objectives to integrate within their lessons in order to strengthen language development in students.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

- A series of workshops to target new Part 154.2/.3 mandates of providing 50% Pd for all teachers and 15% for ENL teachers
- ENL PD will include effective practices that; connects previous learning for language support including “chunking” and “webbing” to make information manageable, cooperative and interactive activities, multiple access points, low risk environment practices which promote high self-esteem in order to improve student outcomes.
- “Try and Share” follow-up sessions will be planned to consolidate new initiatives so all voices are heard for the purpose of gauging “new and best practices.”
- Responsibilities will be delegated to empower teachers and other staff member to build capacity and keep best practices alive throughout the year cohesively among all stakeholders.
- School leaders establish a common lens and language to provide feedback in informal and formal snapshots.
- The data collected through these frequent cycles of observations will be used to plan additional professional development for teachers by teachers.

Record will be kept in school-wide PD binder. Certificates will be given to new teachers who need mandated hrs.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We have a PTA which meets monthly and there is parental involvement as part of our School Leadership Team which apprises parents of curriculum, budget and projects. We hold workshops according to parents’ needs and requests. Our parent coordinator, Arleen Lopez seeks different agencies to come to our school to provide workshops on parenting and nutrition. During the fall, we send out surveys to find out what programs parents are in most need of. Parents are encouraged
attend assemblies when the auditorium is available. We have educational trips to “Repertorio Espanol ” and New York City Landmarks. Parents are kept informed through our calendar and school website.

The needs of parents are evaluated by using questionnaires, surveys and by parent request. Often the parents come to the school and speak to the parent coordinator and relate the types of information they would like to receive. The Principal and AP’s also have an open door policy. When translation is needed the parent coordinator coordinates with the Office of Translation to provide support.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. During the fall, we send out surveys to find out what programs parents are in most need of. Parents are encouraged attend assemblies when the auditorium is available. We have educational trips to “Repertorio Espanol ” and New York City Landmarks. Parents are kept informed through our calendar and school website.

The needs of parents are evaluated by using questionnaires, surveys and by parent request. Often the parents come to the school and speak to the parent coordinator and relate the types of information they would like to receive.

**Additional Information**

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

This year a cohort of teachers in grades 2, 3 and 4 who work with ELLS received job-embedded support in ELA and mathematics from consultants from Generation Ready. The consultants focused on shifts in education of ELLs, specifically the shifts in planning and offering of learning opportunities. Teachers focused on language acquisition, high expectations for ELLs and high levels of support. The consultants also worked with the teachers on using formative assessment in lessons and then using data from the assessments to inform instruction.
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Linda Malloy, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

### School Name: PS 145 The Andrew Jackson Elem  
**School DBN:** 32K145

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
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<th>Name (PRINT)</th>
<th>Title</th>
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<tr>
<td>Linda Malloy</td>
<td>Principal</td>
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<td>Catherine Garzon</td>
<td>Assistant Principal</td>
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<td>1/1/01</td>
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<tr>
<td>Arlene Lopez</td>
<td>Parent Coordinator</td>
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<td>1/1/01</td>
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<tr>
<td>Irene Soto Maria Hernandez</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Lillian Alvira</td>
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<td>Johanna Gomez</td>
<td>Teacher/Subject Area</td>
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<td></td>
<td>School Counselor</td>
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<tr>
<td>Lillian Druck</td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Zedalia Rosa</td>
<td>Other Related Service Provider</td>
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The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Catherine</td>
<td>Garzon</td>
<td>Asst. Principal</td>
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<td>YES</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor’s Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

PS 145 uses a variety of data sources to determine language preferences of parents. The ENL coordinator runs the ATS report RHILA four times a year. This report shows that 331 families prefer to communicate in Spanish, 381 in English, 1 in Chinese and 1 in Thai. Information is also culled from the HLIS when students are registered. Blue Emergency cards are completed and updated three times a year during Parent Teacher conferences and home language is noted on these cards. Teachers are in constant contact with parents as part of the Tuesday Parent Engagement time in order to determine how to best meet the needs of the parents in terms of communication. Letters that are sent home to the two families (Chinese and Thai) can be sent to the translation unit for written translation. Teachers also can provide the parents with the translation and interpretation brochure.

At P.S. 145 every letter, calendar and any parent notification written in English is translated into Spanish which is the native language of the vast majority of our parents and sent home. All parent meetings are conducted in Spanish and English. Our parent coordinator, Ms. Enid Burgos, is fluent in languages as well as the Guidance Counselor, Ms. Nerina Rodriguez and the Family Worker, Ms. Nancy Ponce who translate all written materials to...
ensure parent involvement and understanding. All three Assistant Principals provide support in both languages. Our school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Parent Committee as trained volunteers and welcomed members of our school community. We share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. In addition, schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions by translating all critical school documents and provide interpretation during meetings and events as needed. We utilize the Home Language Survey (Parent Information) data to ensure that we provide translations in written and oral form based on their chosen language request. Furthermore, we use current data from meetings, parent teas, Family Fridays, Parent Teacher Conferences, PTA meetings and workshops to determine language necessities. In some case where there is a need for Chinese/Cantonese translation (for one newly arrived student) we elicit support from a volunteer parent whenever possible.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ATS report RHLA shows that 331 families prefer to communicate in Spanish, 381 in English, 1 in Chinese and 1 in Thai in both written and oral communication.</td>
<td></td>
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</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
At PS 145 many of our staff members are fluent in Spanish, they are able to provide oral and written translations on the spot and when necessary in written form in a timely fashion. The Spanish written translations of materials and resources sent to parents are done in-house for all documents that are sent home in advance so that parents remain informed and up-to-date on school initiatives which affords them with the opportunity to participate or attend an upcoming event, function or workshop. The following documents are translated in both Spanish and English and backpacked to all parents either by our Parent Coordinator or Family worker: Monthly calendar, weekly announcements, student progress reports, afterschool information, letters from School Leadership. The newsletter which is on the PS145 Website is translated by our School Librarian. The Monthly calendar is also enlarged, laminated and placed in the main entrance for all to see.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal face-to-face meetings occur in September as Family Night (Meet the Teacher), Parent Teacher Conferences in November and March, and Evening Conference in May to discuss student progress. Parent Engagement time is also on Tuesday afternoons of every week. For the Tuesday parental support there is a schedule binder and any classroom teacher who needs one to one translation elicits support from our key staff members. The guidance counselor and the school Psychologist are in constant communication for student updates on progress and student needs. The attendance teacher and Family Worker work hand in hand in communicating with individual parents on a daily basis.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

PS 145 will fulfill Section V11 of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service by sending home all notices and letters in both Spanish and English. We will also communicate to parents during parent workshops, PTA meetings, parent teas, parent teacher conferences and special events in both English and Spanish. In addition, current information will be displayed on the outside billboard. The brochures and Language "I speak..." Cards will be introduced and information disseminated to the teachers at the September Welcome back meeting and before the two parent teacher conference days so that parents can be made aware of over the phone translation and interpretation assistance. Parents' Bill of Rights are disseminated to parents at Parent Teacher Conferences throughout the year in both Spanish and English. Parents will be given access to the Department of Education website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access the services.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We constantly elicit feedback from parents on a monthly basis at the School Leadership Meetings and at our Dual Language meetings and information gathered from surveys and verbal feedback from monthly parent workshops and daily parent intake forms that filter through our Parent Coordinator and grade specific supervisors. Feedback from parents is also elicited from our PTA through meetings and events held at the school.