2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 23K155

School Name: P.S./I.S. 155 NICHOLAS HERKIMER

Principal: MICHELLE MANNS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Nicholas Herkimer School
School Number (DBN): 23K155
BEDS Code: PK-8
Grades Served: PK-8
School Address: 1355 Herkimer Street, Brooklyn, NY 11233
Phone Number: 718-240-4340
Fax: 718-345-9064
School Contact Person: Christel Barnum
Email Address: cbarnum@schools.nyc.gov
Principal: Michelle Manns
UFT Chapter Leader: Lisa Kent
Parents’ Association President: Minerva Miranda
SLT Chairperson: Jacqueline Henry
Title I Parent Representative (or Parent Advisory Council Chairperson):
Student Representative(s): N/A
CBO Representative: 

District Information

Geographical District: 23K
Superintendent: Dr. Miatheresa Pate
Superintendent’s Office Address: 1784 Park Place
Superintendent’s Email Address: MPate@schools.nyc.gov
Phone Number: 718-346-0816
Fax: 718-385-3768

Field Support Center (FSC)

FSC: Brooklyn North
Executive Director: Karen Watts

2018-19 CEP
Executive Director’s Office Address:  

Executive Director’s Email Address:  
718-935-3954  

Phone Number: __________________________ Phone: N/A  
Fax: N/A
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 Comprehensive Educational Plan (CEP) 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 CEP, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Manns</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lisa Kent</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Minerva Miranda</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Frantasia Louis-Charles</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<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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<tr>
<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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<tr>
<td>Mike Roach</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Andrea Rue</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Valda Waithe</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Jacqueline Henry</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Deborah Jefferys</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Rose Carasco</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Asheena Phelps</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Jose Alejandro</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Yonaira Griffin</td>
<td>Member/Parent</td>
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<td>N/A</td>
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<td>N/A</td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and 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 is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint 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 accomplish high 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 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### 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. |

### The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

#### 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 Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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 CEP, 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 CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** 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 6:** 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: CEP Overview**

1. What is your school’s mission statement?

**Mission Statement:**

At Nicholas Herkimer School, P.S./I.S 155, we believe that student learning is the chief priority, and that all students can learn to their highest potential. Our mission and responsibility are to rigorously challenge and engage all students through multiple entry points, and questioning techniques so that all students will attain higher levels of achievement. Working within that community, our students will develop their individual talents, critical thinking and technology...
skills. Our continuous commitment to improvement will ensure that our students are well rounded, self-direct lifelong learners who will leave us with the necessary tools and skills needed for College and career readiness.

| 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/IS 155 The Nicholas Herkimer School is currently a pre K-8 school with 411 students located in Brownsville Brooklyn. Beginning September 5, 2018 we will transition to a 3K -8 school with the addition of 2 full time 3k classes of 15 students each. The school population is comprised of 54.7% African Americans, 41.5% Hispanic, 1.5% Asian and 0.8% White. The student body includes 15% Limited English Proficient and 18.7% Students with Disabilities. Boys account for 52% and girls account for 48%. The average attendance rate for year 2017-2018 was 88.3% |

| 3. Describe any special student populations and what their specific needs are. |
| PS/IS155K has one of the largest "Students in Temporary Housing (STH)" populations. We are currently at 79 students overall in STH. The students are in need of Academic Intervention Services, Attendance Improvement monitoring and At Risk Counseling Services. Our school also has a large ELL population comprised of 17% of the students at PS/IS155K. The majority of the students arrive speaking little to no english and must receive services in the native language. The students attend ENL services until they reach a commanding language status and pass the NYSELAT exam. |

| 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. |
| Rigorous Instruction: |
| • Continue to develop effective teaching practices through ongoing differentiated Professional Development on what effective teaching practices should be implemented. This will include training that leads to in-depth discussions among students from formulated higher-order questioning. Teacher Team meetings are conducted bi-monthly where specific student data is analyzed and teachers identify and record gaps between what students know and what they need to know. Actions are put into place in their instructional practice to meet the needs of each student. |

Curriculum planning is conducted monthly using the information gathered from the student assessments recorded into teacher record keeping files.

| • Strategically use the Charlotte’s Danielson rubric to provide targeted and timely feedback on the necessary areas in order to strengthen teacher practice around our identified areas of instructional focus. In addition, it is also used in building teachers’ abilities to design cohesive, rigorous, engaging lessons which contain multiple entry points aligned to the Common Core Learning Standard that promote students’ critical thinking skills. |

| • Teachers collect formative data from the 2017-2018 Benchmark ELA and Mathematics exams and Summative 2017-2018 New York State ELA and Mathematics exams data in which teachers gather evidence of student learning, evaluate student progress against key standards and adjust lessons/unit plans to meet the needs of all students. During data team meetings teachers review student work and plan coherent rigorous strategies to close the instructional gap. This data revealed that we have "exceeded" the ELA targeted student achievement metrics and we are "approaching" the targeted Mathematics achievement metrics. |

| • Rubrics created by teachers or extracted from core curriculum resources are utilized and attached to student work with teacher comments and clear next steps for improvement. |
* Concentrate on developing writing across the curriculum to engage and build powerful writers in Elementary and Middle School Grades.

Supportive Environment:

- In collaboration with parents, students, Community Based Organizations (CBO) and all stakeholders create a school wide culture of conduct that reinforces City Wide Behavioral Expectations to support student learning.

- Celebrate student accomplishments through positive teacher feedback, classroom share fairs, ongoing parent contact calls, monthly student award recognition assembly programs and morning circle pep rally.

- Build our work around Social Emotional Learning based on feedback from referrals, incidents, informal conversations with community stakeholders, New Chancellors initiative Universal Literacy Coaches, Single Shepherd Program and Bridge the Gap Social worker. The development of a proactive approach promotes positive character building for all students in 3K for All through eighth grade.

* Incorporate a focus on "Mental Health" using curriculum for all grades provide by DOE. Implementation will begin with training for staff to recognize signs of distress and a need for intervention.

Collaborative Teachers:

- Common planning time embedded into the daily schedule to analyze data and student work.

- Collaborative planning opportunities provide teachers the opportunity to develop strategies to improve students’ proficiency levels and articulate next steps for improvement and share professional practices.

- Provide weekly extended day differentiated professional learning opportunities for teachers to share reflections and feedback on best practices.

* Provided opportunities to meet and collaborate with teachers from other neighborhood schools.

* Encourage self improvement activities, professional learning opportunities and conferences.

Effective School Leadership:

- We will conduct Initial Planning Conferences, Mid-Year self-assessments as well as End-Term Conferences that will allow us to set and monitor goals and provide teachers with feedback related to Domain 1-Planning and Preparation, Domain 2- Classroom Environment, Domain 3- Instruction and Domain 4- Professional Responsibility.

- Conduct formal and informal observations and provide targeted timely feedback in order to build teacher capacity in the focus areas throughout the year.

* Create an environment of shared decision making with school families.

* Attend District/Citywide led Professional Development that increases knowledge base to build capacity within the school.
Strong Family-Community Ties:

- PTA
- 21st Century parent involvement
- Community Forum & Multicultural Festival
- NED Program (Never giving up, Encourage others & Doing your best)
- Weekly Parent Engagement conferences
- Annual Breast Cancer Walk
- Annual Curriculum Fair
- Annual Open House
- Annual Career Day
- Monthly Principal's Breakfast
- Communication systems to parents/guardians: Class Dojo, Sonarcloud, FACEBOOK Page.
- ESL Classes for the community

Nicholas Herkimer School/PS/IS 155 School Strength:

- **Trust: 95%** Parent-teacher trust
  
  93% Parent-Principal trust
  
  86% student-teacher trust
  
  90% Teacher principal trust
  
  95% Teacher-Teacher trust

**21st Century Community Learning Center Grant:** The leadership program will be the School Based Lead Community Based Organization housed in PS/IS155 under the Community Schools Partnership. The other partner CBO’s will be Vision Education Media; Children Achieving Results Effectively; Madison Square Garden and Creative Connections. They will offer a range of high-quality educational, developmental, and recreational services for students and their families Monday through Friday during and after-school. The Lead CBO will have a school based Community Director on the premises at all times. Through the Lead CBO Leadership Program all students and families will receive services and programs that will help them to thrive socially, emotionally and academically. Through the College Access For All initiative Middle School students are offered college awareness/preparation and activities that foster a college mindset and culture throughout the school.
25% of parents/family members of student participants attend at least 12hrs of programming in a year targeting their educational or/and parental skills.

90% of Advisory and NYSAN meetings will include staff members, Grant management and CBO Partners

85% of parents attend celebration/showcase of pupil achievements
<table>
<thead>
<tr>
<th>School Demographics and Accountability Snapshot for 23K155</th>
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<tbody>
<tr>
<td><strong>School Configuration (2018-19)</strong></td>
</tr>
<tr>
<td>Grade Configuration: PK,0K,01,02,03,04, 05,06,07,08</td>
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<tr>
<td>Total Enrollment (2017-18): 416</td>
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<tr>
<td>SIG Recipient (Y/N): No</td>
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<td><strong>English Language Learner Programs (2018-19)</strong></td>
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<td>Transitional Bilingual: N/A</td>
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<tr>
<td>Dual Language: N/A</td>
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<td>Self-Contained English as a Second Language: N/A</td>
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<td><strong>Special Education Programs/Number of Students (2015-16)</strong></td>
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<tr>
<td># Special Classes (ELA): 67</td>
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<tr>
<td># SETSS (ELA): 74</td>
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<tr>
<td># Integrated Collaborative Teaching (ELA): 1</td>
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<tr>
<td># Special Classes (Math): 67</td>
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<td># SETSS (Math): 40</td>
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<td># Integrated Collaborative Teaching (Math): 1</td>
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<td># Visual Arts: 7</td>
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<td># Music: 7</td>
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<td># Drama: 7</td>
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<td># Foreign Language: 7</td>
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<tr>
<td># Dance: 7</td>
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<tr>
<td># CTE: 7</td>
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<td><strong>School Composition (2017-18)</strong></td>
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<tr>
<td>% Title I Population: 97.0%</td>
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<tr>
<td>% Attendance Rate: 87.8%</td>
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<td>% Free Lunch: 95.4%</td>
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<td>% Reduced Lunch: 1.7%</td>
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<td>% Limited English Proficient: 16.1%</td>
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<td>% Students with Disabilities: 21.9%</td>
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<tr>
<td><strong>Racial/Ethnic Origin (2017-18)</strong></td>
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<tr>
<td>% American Indian or Alaska Native: 1.0%</td>
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<tr>
<td>% Black or African American: 51.2%</td>
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<tr>
<td>% Hispanic or Latino: 43.5%</td>
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<tr>
<td>% Asian or Native Hawaiian/Pacific Islander: 2.9%</td>
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<tr>
<td>% White: 1.4%</td>
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<td>% Multi-Racial: 1.0%</td>
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<tr>
<td><strong>Personnel (2015-16)</strong></td>
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<tr>
<td>Years Principal Assigned to School (2018-19): 1.99</td>
</tr>
<tr>
<td># of Assistant Principals (2016-17): 2</td>
</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate: 0%</td>
</tr>
<tr>
<td>% Teaching Out of Certification (2014-15): 28%</td>
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<tr>
<td>Average Teacher Absences (2014-15): 8.5</td>
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<td>Student Performance for Elementary and Middle Schools (2017-18):</td>
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<tr>
<td>ELA Performance at levels 3 &amp; 4: 26.2%</td>
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<tr>
<td>Mathematics Performance at levels 3 &amp; 4: 23.3%</td>
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<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17):91%</td>
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<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17):29%</td>
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<td><strong>Student Performance for High Schools (2016-17)</strong></td>
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<td>ELA Performance at levels 3 &amp; 4: N/A</td>
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<td>Mathematics Performance at levels 3 &amp; 4: N/A</td>
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<tr>
<td>Global History Performance at levels 3 &amp; 4: N/A</td>
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<td>US History Performance at Levels 3 &amp; 4: N/A</td>
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<td>4 Year Graduation Rate: N/A</td>
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<td>6 Year Graduation Rate (2011 Cohort): N/A</td>
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<td>Regents Diploma w/ Advanced Designation: N/A</td>
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<td>% ELA/Math Aspirational Performance Measures (2015-16): N/A</td>
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<td><strong>Overall NYSED Accountability Status (2018-19)</strong></td>
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<tr>
<td>Reward: No Recognition</td>
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<tr>
<td>In Good Standing: Yes</td>
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<td>Local Assistance Plan: No</td>
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<tr>
<td>Priority School: No</td>
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<tr>
<td>Focus Subgroups: N/A</td>
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<td>N/A</td>
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<tr>
<td><strong>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</strong></td>
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<td><strong>Elementary/Middle School</strong></td>
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<tr>
<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17):</td>
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<td>American Indian or Alaska Native: N/A</td>
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<td>Hispanic or Latino: NO</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>White: N/A</td>
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<tr>
<td>Multi-Racial: N/A</td>
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<tr>
<td>Students with Disabilities: NO</td>
</tr>
<tr>
<td>Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged: NO</td>
</tr>
<tr>
<td>ALL STUDENTS: NO</td>
</tr>
<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):</strong></td>
</tr>
<tr>
<td>American Indian or Alaska Native: N/A</td>
</tr>
<tr>
<td>Black or African American: N/A</td>
</tr>
<tr>
<td>Hispanic or Latino: YSH</td>
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</tr>
<tr>
<td>Students with Disabilities: YSH</td>
</tr>
<tr>
<td>Limited English Proficient: YES</td>
</tr>
<tr>
<td>Economically Disadvantaged: NO</td>
</tr>
<tr>
<td>ALL STUDENTS: NO</td>
</tr>
<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in Science (2016-17):</strong></td>
</tr>
<tr>
<td>American Indian or Alaska Native: N/A</td>
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<td>Multi-Racial: N/A</td>
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<td>Students with Disabilities: N/A</td>
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<td>Limited English Proficient: N/A</td>
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<tr>
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<tr>
<td>ALL STUDENTS: NO</td>
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<tr>
<td><strong>High School</strong></td>
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<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17):</td>
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<tr>
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<td>Hispanic or Latino: N/A</td>
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<tr>
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<tr>
<td>Multi-Racial: N/A</td>
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<td>Students with Disabilities: N/A</td>
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<td>Limited English Proficient: N/A</td>
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<td>Economically Disadvantaged: N/A</td>
</tr>
<tr>
<td>ALL STUDENTS: N/A</td>
</tr>
<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):</strong></td>
</tr>
<tr>
<td>American Indian or Alaska Native: N/A</td>
</tr>
<tr>
<td>Black or African American: N/A</td>
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<td>Hispanic or Latino: N/A</td>
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<td>White: N/A</td>
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<tr>
<td>Multi-Racial: N/A</td>
</tr>
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<td>Students with Disabilities: N/A</td>
</tr>
<tr>
<td>Limited English Proficient: N/A</td>
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<tr>
<td>Economically Disadvantaged: N/A</td>
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<tr>
<td>ALL STUDENTS: N/A</td>
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<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in Graduation (2016-17):</strong></td>
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<td>Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged: N/A</td>
</tr>
<tr>
<td>ALL STUDENTS: N/A</td>
</tr>
</tbody>
</table>
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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using 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 Quality Review, 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.

2017-2018 Quality Review Report

Growth

The school leaders and staff make purposeful decisions to align curricula to the Common Core Learning Standards and include rigorous habits, higher-order skills and the instructional shifts. All classrooms educators design lessons and implement the “Gradual Release Model” in classroom instruction. The teacher models examples for students during whole group instruction and then allows the students to engage in collaborative work in groups or pairs before releasing fully to complete individual independent work. Teachers create scaffolds and multiple entry points to individualize instruction and provide rigor to meet the needs of each child. Although this area of the Framework is strong for most educators, 2nd year or teachers rated developing would benefit from further opportunities to work with colleagues on planning and revising to ensure access to curricula and cognitive engagement for all students.

Next Steps

The School Leader and the Assistant Principal will schedule further opportunities for educators to meet, where they are able to plan towards the curricula for students and revise plans to meet students needs.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will increase instructional rigor through data focused instruction, (with data points being the ELA test results, NYSITELL and NYESLAT test scores, as well as school measures) and full implementation of the Gradual Release of Responsibility Model for instruction to improve critical and analytical skills in students resulting in a 5% increase in ELA proficiency for all students and a 3% movement from proficiency levels 1 to 2 and 2 to 3 for Students with Disabilities and ELLS.
### 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>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue to develop effective teaching practices through ongoing differentiated Professional Development on &quot;Gradual Release Model&quot; and what effective teaching practices look like, feel like, and sound like.</td>
<td>K-8 classroom teachers, Grade lead teacher, Coaches</td>
<td>Monthly from September 2018- June 2019</td>
<td>Administration, Grade Lead Teacher, Coaches,</td>
</tr>
<tr>
<td>We will strategically use the Danielson rubric by applying weighed emphasis via feedback on the following areas in order to build teacher practice in relation to our instructional focus. We will build upon teachers’ ability to design cohesive, rigorous, engaging lessons which contain multiple entry points aligned to the CCLS that promote students’ critical thinking skills. Within these lessons we expect to see:</td>
<td></td>
<td></td>
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<tr>
<td>Teachers asking open-ended questions that foster students’ higher level thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubrics utilized and attached to student work with teacher comments and clear next steps for improvement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodations for struggling students in the form of tasks which reflects multiple entry points for students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional coherence across grade levels utilizing &quot;I do, We do, You do&quot; Method.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative planning opportunities, teachers have the opportunity to develop strategies to improve students’ proficiency levels and articulate next steps for improvement and share professional practices.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Current student work displayed in classrooms and around the school building which celebrate student learning</td>
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<td></td>
<td></td>
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<tr>
<td>Print rich environments across classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Data Team will consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</td>
<td>Grade teams</td>
<td>Bi-monthly from Sept. 2018- June 2019</td>
<td>Administration, Lead Teacher, Literacy Coach, Special Education</td>
</tr>
</tbody>
</table>
Teachers review, make adjustments and revise lesson, unit plans, and assessments aligned to the CCLS during grade level teacher teams. Teacher use results to identify trends in both the population at large and within sub-groups to make decisions about curriculum and instruction.

School Leader and team review data to make instructional decisions, to provide support and provide professional learning opportunities for all staff.

### 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.

During the 2018-2019 school year from September through June ongoing workshops, parent engagement activities, Parent/Teacher Curriculum Meetings, Parent Handbook, Principal Breakfast , Updates planned by the Parent Coordinator, 21st Century Community Learning Center Director, Parent/Teacher Association, Coaches, and teachers will be implemented to inform and educate the parents on Rigorous Instruction and Common Core.

### 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.

- Embedded common planning time into the daily schedule.
- Per-Session funding for additional team meetings
- Monday afternoon PD time, substitutes for teachers to meet with the lead teacher during the instructional day
- Outside Educational Consultants from agencies- C.I.T.E.

**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>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
<td>Title III, Immigrant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</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 28, 2019 we will see a 3% increase in student performance in Mathematics. By February 28, 2019 we will see a 3% increase in Students’ ELA performance.
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

NY Performance Series Benchmarks

**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 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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using 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 Quality Review, 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?

Framework for Great Schools Report 2017-2018

PS/IS 155-Student Progress Rating is “Approaching Target”

Percent of students at Level 3 or 4- English- %

Percent of students at Level 3 or 4-Math %

Rigorous Instruction
Collaborative Teachers
Supportive Environment
Effective School Leadership
Strong Family-community Ties
Trust

Our School Survey:

83% teachers took the survey

96% students took the survey

62% parents took the survey

N/A Supportive Environment

90% Trust

The school will continue to focus on a Supportive Environment during the 2018-2019 school year. We were able to reduce superintendent’s suspensions during the 2018-2019 school year, but we saw an increase in the number of incidents related to aggressive behavior. Our school became a Community School beginning in the 2017-2018 school year and we made a conscious effort to focus on Strong Family-Community Ties for the year. This effort coveted
PS/IS155 with an 1.07 increase on the Framework element Score and a 1.27 increase on the Survey element Score. Our parent/guardian ties have strengthened and families indicate they feel more welcome at PS/IS155.

**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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, Administrators, Teacher Teams and Resource Staff will help to develop a series of activities and recognition events to increase student and family engagement and build Strong Community Ties resulting in 10% reduction in Principal's suspensions as measured by the On-line Occurrence Reporting System (OORS). This will also increase our family participation rate by at least 5% when looking at surveys, attendance sign in sheets, ilog entries and Phone call logs. Parents of ELLs and students with disabilities will work hand in hand with our staff to create a chain of mutual support through volunteering, relevant workshops, English classes for immigrants and multilingual parents, and effective communication of students and parents' rights and responsibilities.
### 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>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Monday and Tuesday weekly teacher team meetings.</td>
<td>All Stakeholders</td>
<td>September 2018- June 2019</td>
<td>Administration, Teacher Teams</td>
</tr>
<tr>
<td>- Teacher Teams will design an engaging, rigorous, coherent curriculum that emphasizes Character Education and integrates Common Core State Standard tasks for grades K-8.</td>
<td>All Stakeholders</td>
<td>September 2018- June 2019</td>
<td>SIT Team, Resource Staff</td>
</tr>
<tr>
<td>- Provide training to parents on practices and routines that promote pro-social skills.</td>
<td>All Stakeholders</td>
<td>September 2018- June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>- Monthly assembly programs will celebrate grade level and student accomplishments.</td>
<td>All Stakeholders</td>
<td>September 2018- June 2019</td>
<td>Teacher Teams</td>
</tr>
<tr>
<td>- The Data Team will consistently gather, analyze, and share information on student learning outcomes to understand school and student progress over time.</td>
<td>All Stakeholders</td>
<td>September 2018- June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>- RTI team will consistently engage the school community in the use of data to set and track suitable high goals for accelerating student learning.</td>
<td>All Stakeholders</td>
<td>September 2018- June 2019</td>
<td>Administration, Teacher Teams</td>
</tr>
<tr>
<td>- Using behavior anecdotal and OORS reports, the Student Intervention Team will set goals to improve targeted student behavior thus improving student success.</td>
<td>All Stakeholders</td>
<td>September 2018- June 2019</td>
<td>Administration, Teacher Teams</td>
</tr>
<tr>
<td>- The Administrative Team will align professional collaboration around meeting the school’s goals and student learning and emotional needs.</td>
<td>All Stakeholders</td>
<td>September 2018- June 2019</td>
<td>Administration, Teacher Teams</td>
</tr>
<tr>
<td>- In collaboration with parents and students create a school wide code of conduct that reinforces the New York City Chancellor’s Regulations.</td>
<td>School Community</td>
<td>September 2018- June 2019</td>
<td>Administration, Teacher Teams</td>
</tr>
<tr>
<td>- The Student Intervention Team will monitor and evaluate progress throughout the year, adapt plans and practices to meet school goals for accelerated learning.</td>
<td>School Community</td>
<td>September 2018- June 2019</td>
<td>SLT Team</td>
</tr>
</tbody>
</table>
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.

During the 2018-2019 school year from September through June the school will send home the 4 Required Report Cards with a quarterly report on how their child is progressing. In addition during the months of April the parents will receive a School Designed Progress Report to keep them informed and request feedback on information they feel will be helpful to them. Teachers will ensure that reports are received by recording data tracking all report cards that are returned with a signature indicating read status. The Parent Coordinator will coordinate meetings/ workshops for parents to participate in which will be conducted by Coaches, Teachers, Parent Coordinator, 21st CCLC Director, that informs them of how to understand the information contained in these reports.

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.

- Instructional day coverage for teachers to meet with Parents, Resource Staff, Off Site Consultants Coaches.
- Adjustments made to the daily schedule to support planning.
- Utilization of common planning time to meet with grade level teachers.
- Common Planning time every Tuesday

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>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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</thead>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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 February 2019, we expect to see a 5% reduction in Principal’s suspensions and incident reporting compared to the September-June period 2017-2018 school year.

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

The midyear and yearly OORS report review from 2017-2018 school year to 2018-2019 school year.

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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using 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 Quality Review, 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.

The ITT indicated that the majority of teachers are engaged in structured, inquiry-based professional collaborations and teacher teams consistently analyze assessment data and student work. The ITT recommends that teachers work on formulating and scaffolding higher-order questions for students. Professional Development in the area of Questioning techniques and discussion practices will be the driven focus moving forward.

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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, teacher teams will work together to include in every lesson plan formulated, higher-order questions that lead to critical thinking and in-depth discussion and analyze formative/summative assessments with a specific focus on answering questions that require higher-order thinking skills to address the need. In those lesson plans the needs of ELLs and special needs students will be addressed by drawing on their home language, prior knowledge, and culture. Lessons will be properly scaffolded and will include visual, verbal supports and opportunity for discussion and practice of oral skills.
### 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).

| Target Group(s) | Timeline | Key Personnel
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong> (include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>

**Teacher teams will meet frequently and use The Power of Teacher Teams, by Troen & Boles to implement data-driven protocols.**

- Teachers: Sept 2018 - June 2019
- Principal, Instructional Coach, Assistant Principal, Universal Literacy Coach

**The Examining Student Work protocol will be used to identify gaps and align curricula and individual lessons to Common Core Learning Standards.**

- Teachers: Sept 2018 - June 2019
- Principal, Instructional Coach, Assistant Principal, Universal Literacy Coach

**Teachers will engage in frequent intervisitations and intravisitations with neighboring schools to observe the impact of the teacher team work and share best practices for subgroups, such as English Language Learners and Students with Disabilities.**

- Teachers: Sept 2018 - June 2019
- Principal, Instructional Coach, Assistant Principal, Universal Literacy Coach

**Teachers will meet to adjust lessons and unit plans based on student needs, and provide next steps for students.**

- Students: Sept 2018 - June 2019
- Principal, Instructional Coach, Assistant Principal, Universal Literacy Coach

### 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.**

**During the 2018-2019 school year from September through June parents will be requested to participate at least once during the school year in the Class Volunteer Role. Together with the teacher a shared decision of how they can best support their child at school during that time and at home will be identified.**

### 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.
Teacher Team And Grade Team Meetings. Professional Texts, BFSC Professional Development, Coverages, Off Site Educational Consultants.

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

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<thead>
<tr>
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<td>In Kind</td>
<td></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 February 2019, we expect to see a 3% gain on the Go Math assessments (Grade 3-5) and Triumph Mastering the Standards (Grade 6-8) assessments.

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

Go Math (Grade 3-5) & Triumph MTS (Grade 6-8) assessments

**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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using 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 Quality Review, 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.

Schoolwide priorities include ensuring that all students receive the level of support that they need and that teachers have the tools they need to drive student achievement. Administrative support to improve teacher practice is also critical element of increasing student achievement.

Additionally, our most recent Quality Review (January 2018) indicates that teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best. We will continue to support teachers in implementing effective/highly effective practices.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, a robust system of timely feedback, support and follow up will accelerate the improvement of teacher practice, as measured by a 8% increase in Framework for Teaching component 1e (Designing Coherent Instruction) and component 3b (Using Questioning and Discussion Techniques). As part of our robust system of support our ENL teachers and bilingual staff, and special education teachers will participate in relevant professional developments and workshops that highlight efficient teaching practices, and strategies to better support ELLs and students with disabilities.
### 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 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 Teachers</td>
<td>September 2018-October 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers of ELLs &amp; SWDs</td>
<td>Sept 2018-June 2019</td>
<td>Instructional Coaches, Support Staff</td>
</tr>
<tr>
<td>All Teachers</td>
<td>October 2018-June 2019</td>
<td>Principal &amp; AP</td>
</tr>
</tbody>
</table>

#### Activities

- **All teachers will engage in professional goal setting during their Initial Planning Conference (IPC), with mid year and end of year check ins. School leaders will monitor teachers' progress and provide feedback throughout the year.**

- **Professional development on best practices and strategies for designing lessons for English Language Learners and Students with Disabilities will be provided for Teacher. Also on Data Driven Instruction, Classroom Management Strategies, Creating Effective Rubrics, Formative & Summative Assessments.**

- **All observations conducted will include timely, actionable feedback with clear next steps for the improvement of instruction.**

### 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.**

During the 2018-2019 school year from September through June parents will be encouraged to join the School Leadership Team, Parent/Teacher Association, School Volunteer program. Parents will also be encouraged to attend school family engagement activities to gain a better understanding of the leadership role they can adopt to share in the decisions that affect their children. These recruitment efforts will be spearheaded by the Parent Coordinator, the PTAs Executive Board, the teachers and the Administrators.

### 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.

- Professional Development, Instructional Coaches, Teacher Development & Evaluation Coach, Coverages

**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>C4E</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We expect to see a 5% increase in Advance component 1e (Designing Coherent Instruction) and component 3b (Effective Discussion and Questioning Techniques) by February 2019.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance ratings for component 1e (Designing Coherent Instruction) and 3b (Discussion and Questioning Techniques).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c.</th>
<th>In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using 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 Quality Review, 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.

Traditionally, parent involvement at PS/IS 155 has been an area of satisfaction. Quality Review and NYC School Survey results indicate that parents are largely satisfied with the level of education their students receive, as well as the level of social/emotional support provided to families. One area that has surfaced as a need among families are workshops that specifically address subject area issues, and provide families with the supports and resources they need to continue the academic work their students engage in beyond the classroom. Therefore, establishing a series of content area workshops will be a priority in the coming school year (2018-19).

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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will establish a series of at least 10 parent workshops focusing specifically on ways to support academic achievement at home and in the community, as measured by Parent Coordinator Logs. Our bilingual parent coordinator, ENL teachers, special education committee, will work to provide interactive, engaging, and relevant workshops to parents regarding the services provided by our school such as the identification and placement of students with disabilities, identification and effective instruction of ELL students. These workshops will aim to arm parents with the tools to help children achieve their academic goals as well as socio-emotional health.
## 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>Parents &amp; Families</td>
<td>Sept 2018</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Parents, families, &amp; teachers</td>
<td>Sept 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Parents &amp; Families</td>
<td>Sept 2018-June 2019</td>
<td>Parent Coordinator, Family Leadership Coordinator, Administration</td>
</tr>
<tr>
<td>Parents &amp; Families</td>
<td>Sept 2018-June 2019</td>
<td>Parent Coordinator &amp; Administration</td>
</tr>
</tbody>
</table>

### Target Group(s)

**Who will be targeted?**

### Timeline

**What is the start and end date?**

### Key Personnel

**Who is responsible for implementing and overseeing the activity/strategy?** (include school, educational consultants and/or CBO staff)

1. Parents will be surveyed in September to determine the grade levels and specific content areas (ELA, Math, Science, Social Studies, Physical Education, the Arts) to focus on.

2. Parent Coordinator will reach out to teachers who are recognized as content area experts, as well as community based organizations, and work collaboratively to develop the series of workshops.

3. Each month, a new workshop will be designed and offered to parents.

4. Parent satisfaction and potential changes will result from evaluation forms, email/text messages, informal conversations, and phone calls with parents/families.

## 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.

Beginning the 2018-2019 school year from September through June the Lead CBO "Leadership" will partner with PS/IS155 and be school based at all times. A Community Director employed by Leadership will ensure that all activities undertaken to move the school forward are in direct support of the school, families and the community. The other supporting CBO partners will be Vision Education & Media, Madison Square Garden and Creative Connections.

## 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.

Parent Coordinator, Family Leadership Coordinator, Community Based Organizations, Title I Parent Involvement

### 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 TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By February 2019, we will have created and conducted at least 5 parent workshops specifically offering academic resources and support.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong></th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Coordinator Activity Logs</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5c.</strong></th>
<th>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
**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>Bottom 1/3 grades 1-8</td>
<td>Ready small group guided reading</td>
<td>Small group</td>
<td>Extended Day programs, and A.I.S. Program during the instructional day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Bottom 1/3 grades 1-8</td>
<td>Small group guided math</td>
<td>Small group</td>
<td>Program during the instructional day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Teacher Observations</td>
<td>Differentiated instruction</td>
<td>Small group</td>
<td>Program during the instructional day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Teacher Observations</td>
<td>Differentiated instruction</td>
<td>Small group</td>
<td>Program during the instructional day</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 counseling students receive related services from the school Guidance Counselor on a weekly basis throughout the school day. Non-mandated students are seen by the Guidance Counselor on a need basis.</td>
<td>Author Study</td>
<td>Small group/ One to one counseling</td>
<td>Conducted during the instructional day</td>
</tr>
</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:

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.)

There are approximately 79 students in Temporary Housing as per ATS report.

2. Please describe the services you are planning to provide to the STH population.

Every student that registers in our school gets Residency Questionnaire along with their package. If there is a change of address the parent or guardian gets Residency Questionnaire to fill out. The matter in which we keep Temporary Housing up to date is by insuring that parents provide the school with the current address. Parent fill out residence form upon registering in the school building. Parents provide proof of address which is kept in students’ cumulative record.

The students in Temporary Housing will receive emergency school supplies, uniforms, etc., as well as access to extended day programs, morning academic programs, intervention services and food and nutrition. The parents and students receive supports from the Parent Coordinator, Community Director, Bridge the Gap Social Worker, Guidance Counselor and PTA via workshops.

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).

NA

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

<table>
<thead>
<tr>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>
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

Indicate with an “X” your school’s Title I Status.

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

- PS/IS 155 strive to recruit highly qualified teachers who are certified in the disciplines in which they teach. Teachers who have an assignment outside of their certification area will be closely monitored through observations and grade level or content area conferences. They will also receive support from Model Teacher, Coach and grade leaders in the form of professional development, modeling, and inter-class visitation.

- High quality, on-going professional development will be provided to all pedagogues, paraprofessionals, and cluster teachers. Professional development will be provided in-house by Model Teacher, Coach, and grade level teachers. Staff will also attend out-of-school workshops and conferences when appropriate, in an effort to enhance professional growth. All pertinent information will be disseminated to other staff members through professional development.

- Strategies to attract high-quality, highly qualified teachers to high-need schools. Intensive Professional Development with per-session opportunities will be provided to new teachers. School Leaders and grade leaders will also assist new teachers by modeling best practices, and providing inter-class and inter-school visitations.

- Collaborative groups on each grade level will work together to plan lessons, plan grade level trips and activities, and to discuss any concerns on the grade.

2b. High Quality and Ongoing Professional Development

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

Teachers will have the opportunities to grow as professionals through on going professional development from outside consultants and attending Professional Development with the, Coach and teacher leaders. All teachers participate in staff development opportunities so they will be trained in aligning instruction to the Common Core Learning Standards.

Through this work they will:
- Develop skills in describing and analyzing student learning using evidence and examples
- Identify learning gaps among student populations and create plans of action to address student learning needs
- Self-assess and identify professional learning required to become more effective in teacher practice
- Develop strong questioning techniques and skill asking questions in multiple ways to provide multiple entry points for students to engage in rigorous academic performance tasks
- Develop skill and understanding in the principles of universal design for learning
- Develop skills in improving professional practice around teacher effectiveness related to the practice of designing coherent instruction, engaging students in learning, monitoring practice of designing coherent instruction, engaging students in learning, monitoring and assessing student learning.

Part 3: TA Schools Only

3a. Use of Program Resources

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

| NA |

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).

| NA |

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/info, early intervention services, etc.).

The Pre-K staff holds an annual Parent meeting during the month of September in which families receive a comprehensive overview of Pre-K expectations. The Pre-K teachers, Early Childhood social worker and school nurse conduct yearly meetings to educate parents about student expectations and developmental stages Pre-K students encounter through the academic process. Teachers screen all students using the ESI-R to capture developmental learning delays, gifted and whether English language acquisition support is needed. This screening tool also helps the teachers better meet their students’ needs and individualize instruction. In order to provide students with services that will enhance their learning abilities. The teachers will meet with parent and social worker make referrals to the Committee on Preschool Special Education for possible early intervention services. The use of the Early Childhood
Environmental Rating Scale-r (ECERS-R) ensures that the learning environment is developmentally appropriate and that the teachers are meeting the needs of our youngest learners. The teachers meet with their administrators to review the ECERS-R report in order to make certain that their Pre-kindergarten classroom is providing the foundation of skills and the knowledge necessary to set their students on the path for College and career. In addition to the aforementioned, the pre-school teachers are being trained in the Work Sampling System (WSS). The WSS is an authentic, performance-based assessment that provides teachers with the framework to strategically document students’ behavior, knowledge and approaches to learning. The teachers are being trained to observe their individual students to ensure that the instruction is meeting the needs of all students. The Preschool classroom teachers invite parents to the classroom for special performances and in-house classroom trips so that parents have the opportunity to extend learning at home.

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.

The Measure of Student Learning Committee selected the MOSL for this school year in consultation with the Principal.

PD regarding the MOSL will be conducted for teachers during the initial PD in September 2018. In addition, grade teams along with the Coaches examine the item skills analysis data from ELA and Math exams to decide which specific learning standards to focus on during planning for instruction.

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 codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated. 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 (Refer to Galaxy for school allocation amounts)</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>$23,087</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5D, 5E</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$1010,427</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5D, 5E</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
<td>Section 5A, 5C, 5D, 5E</td>
<td></td>
</tr>
</tbody>
</table>
Title III, Immigrant Federal N/A N/A

Tax Levy (FSF) Local 2,755,757 X Section 5A, 5B, 5C, 5D, 5E

Explanation/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 Priority and Focus School Improvement Funding**: 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.

- **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**: 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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Nicholas Herkimer 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Herkimer School will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

The school’s Parent Involvement

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1\textsuperscript{st} of each school year 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 (ESSA);

● 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.

**School-Parent Compact (SPC)**

**Nicholas Herkimer 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 Common Core 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 1 \(^{st}\) 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;

● 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 with 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 the 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 to 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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

Community school partnerships allow students to benefit from extended learning time through academic tutoring, enrichment, and extra-curricular activities that are grounded in sports, arts, technology, Science and wellness. Community organizations such as the Leadership Program, Vision Inc. and Children Achieving Results Effectively (CARE), Cook Shop, partner with the school to enrich the experiences of our students and their families.

This allows for deeper engagement and more meaningful partnerships with parents and the community as is evidenced in the School surveys.

Students who are part of the program also show an overall higher level of attendance and academic progress.

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By year end, the school will improve overall student attendance and academic performance through a 10% increase in the number of participants in the extended learning programs by including first grade and through heavy recruitment of student participants amongst all grades.

By year end, and through an increase in the number of participants in the program, parent engagement will increase by 5% as will be evidenced through increased participation in parent workshops.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s)--in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness--support your academic goals for students?

Attendance is an important indicator of academic success, when students are in school they learn, hence an increase in attendance in the program will lead to an overall increase in student attendance. Having multiple layers of service for students allow for a second layer of attendance accountability and mentorship.

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>The Leadership Program</th>
<th>Grades 2-8</th>
<th>Mentoring Dance Music Drama</th>
<th>Reduce school wide incidents &amp; Suspensions by 5% from October 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving Results Effectively (C.A.R.E.)</td>
<td>Grades 2-8</td>
<td>Martial Arts</td>
<td>Increase attendance of chronically absent students by 10% from Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Vision Education &amp; Media</td>
<td>Grade 4-5</td>
<td>Robotics</td>
<td>Provide S.T.E.M. activities to elementary age students increasing students Science and Math Test scores by 3%. October 2018-May 2019</td>
</tr>
</tbody>
</table>

**Part 3 – Budget and Resource Alignment**

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Partnerships with the following organizations under 21st Century Community Learning Center.

1. Children Achieving Results Effectively 3. Vision Education Media

2. Madison Square Garden 4. Creative Connections

**Part 3b.** 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 TA</th>
<th>P/F Set-aside</th>
<th>X</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly
coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Community School Director will be based in house to support the school on an ongoing basis. Along with the School Supervisor (A. P.) he will ensure that all programs run effectively and efficiently. He will ensure that the students numbers are on target with the number for the target goal and recruit students if enrollment falls below targeted goal. The community Director will ensure that the Data staff member keeps track of all enrolled students and that attendance is monitored, taken and entered into Youth-Net Services regularly.

### Part 4 – Community School Partnerships Oversight

#### Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

All community partners work together to ensure that student are receiving resources that support them academically, emotionally, socially and behaviorally. School Team members will meet quarterly to gage the effectiveness of the program. The Management Team will also meet at least 2x during the school year to evaluate the program and adress any concerns and/or question of the school team. This Community team is comprised of the Community school Director, The Coordinator, The Data Specialist, The instructors and The Academic Teachers, and The Paraprofessional.

#### Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

The need for a School Based Community Director and School Supervisor to effectively run the program is necessary. An office (Classroom) has been provided for the CSD to meet with students, staff and parents. The CSD is also required to have the basic supplies needed to keep records and ongoing documentation of students and staff.

#### Part 4c. Timeline for implementation and completion, including start and end dates.

The 21st Century Community Learning Center Program will be expected to operate from September 2018 - June 2019.

#### Part 4d. Mental Health Work Plan

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
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></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</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):

- Before school
- After school
- Saturday academy

Total # of ELLs to be served: ____

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

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

Total # of teachers in this program: ____

# of certified ESL/Bilingual teachers: ____

# of content area teachers: ____

2018-19 CEP
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: _____

Our Title II Program will provide our K-5 grade immigrant students with the opportunity to work with teacher created materials (Write Time For Kids) that align to the Common Core Standards. Based on classroom assessments, and the NYSESLAT results we have from 2017-2018 we have concluded that a large number of our ELLs need small instruction to enhance their reading comprehension and vocabulary. Our program is designed to address these needs.

Our Title III Program will be offered once a week as an after-school program. It will run from November to February and it be facilitated by ESL and Bilingual teachers. Teachers will develop thematic units that will allow children to explore content vocabulary and scientific concepts in a fun and engaging environment. Teachers will employ Vocabulary Workshop and Write Time for Kids. Vocabulary Workshop offers an interactive online component that can be used for small group or whole group instruction; and Write Time for Kids enhances reading comprehension as well as writing skills and grammar. Both programs provide scaffold for reading and writing. Data will be gathered through formative assessments (exit slips, paragraph writing, group presentations) and summative assessments (performance tasks, quizzes). Data will guide follow up lessons and activities. For Children who are at entering and emerging levels the program will develop and strengthen phonemic awareness and phonetic skills through the use of Fundations Reading Program.

In addition we will offer ENL for adults. This portion of our program is geared to equip parents with basic oral, reading, and writing skills. The materials used for this segment are Grammar Workshop and carefully selected passages. The objective of this segment is to build a home and parent connection by including parents in our academic goals and planning. Also by ELL parents with basic reading, writing, and oral communication skills we believe they will be better equipped to help their children achieve their academic goals.

The overall goal of our program is to strengthen reading fluency, comprehension, and vocabulary of our target population in order to achieve proficiency in the NYSESLAT, and New York Standardized Assessments.
### 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:**

In order to accelerate the academic literacy achievement of our ELLs in the classroom teachers and administrators will attend a series of workshops through through the Office of English language Learners at no cost to Title III funds. Additionally, Regular PD sessions will be provided on site by our ENL Coordinator and Literacy Coach. Some of the PD sessions offered will be:

- 10/22/18 Cognitive Benefits of Bilingualism (Mrs. Obando)
- 11/19/18 Differentiated Instruction for ELLs (Mrs. Morales)
- 12/17/18 Integrated ENL (Tara Boker)
- 01/07/19 Total Physical response (Mrs. Gomez)
- 02/18/19 Scaffolding for ELLs (Mrs. Obando)
- 03/18/19 Developing Active Listening Skills (Ms. Maxwell)

### 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:**

We will engage ELL parents of ELLs and ELLs in meaningful activities that will impact higher achievement, facilitate teacher-student, and parent communication, foster a better understanding and respect to families in the community, create a safe, supportive and effective learning community for all students and a welcoming environment for parents and guardians. Our parents will be exposed to hands-on language learning workshop activities that can foster an effective home-school partnership to ensure that parents can support and monitor their child's progress.

The schedule and duration is as follows:

- 9/12/18 Informative Workshop - School Expectations (PTA Team)
- 10/24/18 Recognizing Cyberbullying (PTA Team)
- 11/8/18 Resume Writing/ Job Searching (PTA Team)
- 12/13/18 Arts and Crafts Stress Less (PTA Team)
### Part D: Parental Engagement Activities

- 1/17/19 A Call to Action Empowering Parents (PTA Team)
- 2/7/19 Game Night Attendance/ Immigration Awareness (PTA Team)
- 3/17/19 Healthy eating (PTA Team)
- 4/18/19 Financial Aid: How Do I Pay For College? (PTA Team)
- 5/9/19 Empowerment and Motivation (PTA Team)

### 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>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  - Per session                                     |                 |                                                                                                  |
|  
  - Per diem                                        |                 |                                                                                                  |
| Purchased services                                 |                 |                                                                                                  |
|  
  - High quality staff and curriculum development contracts. |                 |                                                                                                  |
| Supplies and materials                             |                 |                                                                                                  |
|  
  - Must be supplemental.                           |                 |                                                                                                  |
|  
  - Additional curricula, instructional materials.  |                 |                                                                                                  |
|  
  - Must be clearly listed.                         |                 |                                                                                                  |
| Educational Software (Object Code 199)             |                 |                                                                                                  |
| Travel                                             |                 |                                                                                                  |
| Other                                              |                 |                                                                                                  |
| TOTAL                                              |                 |                                                                                                  |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

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<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
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<tbody>
<tr>
<td>23</td>
<td>select one</td>
<td>155</td>
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School Name: Nicholas-Herkimer Elementary

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 ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Role/Title</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Mrs. Michelle Manns</td>
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<tr>
<td>Coach</td>
<td>Jacqueline Henry</td>
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<tr>
<td>ENL English as a New Language/Bilingual Teacher</td>
<td>.Mrs. Zorayda Sanchez-Morales</td>
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<tr>
<td>Teacher/Subject Area</td>
<td>Ursula Obando</td>
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<tr>
<td>Teacher/Subject Area</td>
<td>Josefina Gomez-Valera</td>
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<tr>
<td>Related-Service Provider</td>
<td>Lisa Kent</td>
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<tr>
<td>Superintendent</td>
<td>Miatheresa Pate</td>
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<tr>
<td>Assistant Principal</td>
<td>Ms. Christel Barnum</td>
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<td>Coach</td>
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<td>School Counselor</td>
<td>Mrs. Santa Duran</td>
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<td>Parent</td>
<td>Ms. Rasheeda White</td>
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<td>Parent Coordinator</td>
<td>Elba Pimentel</td>
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<td>Field Support Center Staff Member</td>
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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>Certifications</th>
<th>Count</th>
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<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
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<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
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<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
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<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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<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>
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<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
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<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>
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<td>Number of special education teachers with bilingual extensions</td>
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D. Student Demographics

| Total number of students in school (excluding pre-K) | 445 |
| Total number of ELLs                                | 86  |
| ELLs as share of total student population (%)       | 19.33% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  Yes ☑️ No ☐
  If yes, indicate language(s):

- Dual language program (DL)
  Yes ☑️ No ☐
  If yes, indicate language(s):

- Freestanding ENL
  Yes ☑️ No ☐

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.

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 formative assessment tools our school uses to guide instructional planning for ELLs is as follows:

- Pre and Post Reading assessments
- Mathematics Assessment Measure of Student Learning (MOSL),
- New York State Alternative Assessment (NYSAA)
- Grade 3 Baseline Assessments
- Periodic Assessments for Reading and Math to evaluate reading fluency.
- Response to Intervention (RTI) includes assessment components for ELLs and utilize teacher-created assessments for reading, spelling, vocabulary in context, the use of reading inventories, student running records,
- Fryword daily assessments,
- Fundations of Reading, K-1
- NYSITELL and NYSESLAT.
Fauntas and Pinnell assessment, administered to students three times throughout the school year
Teacher-student observations using exit tickets, response to questions, and lesson follow-up

These formative assessments will help guide instruction by:
- Providing teachers with progress monitoring for reading fluency,
- Determine levels of phonemic and phonics awareness,
- Teaching and reteaching of basic sight words and comprehension
- Assist with grouping, planning, and delivery instruction to differentiate instruction
- Address specific core content including mathematics concepts and application as well as science and social studies.
- Improve intensive, strategic and benchmark levels
- Provide vital information to help ELLs improve their academic instructional plan

2. **What structures do you have in place to support this effort?**

We have put into place the following structure:
- Teachers participate in cabinet meetings, and grade meetings during common preparation periods to design intervention plans and examine why the student is not progressing academically.
- Teachers review, analyze, and discuss teaching strategies and overall lesson plans. Both the classroom teachers and ELL teachers meet to organize and itemize data into the school’s “Dropbox” which is one of the tools teachers use to keep track of students data and progress. Once the information is inputted into “Dropbox” it will automatically analyze the student’s data giving teachers a clear picture of each students performance. Classroom teachers who are on the same grade use the Dropbox.
- They retrieve and share data that is in turn used to compare assessment results.
- Teachers review exams and quizzes given to students, projects, and student’s sample classwork and apply rubrics. They reflect on teaching skills or reteaching a particular lesson. They use information gathered to differentiate lessons for students, and to help guide and drive instruction through flexible grouping.

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?**

We use the following baseline/benchmark assessments to identify progress and areas of need:
- Students complete mid/end of unit tests, performance tasks in Ready Gen and Expeditionary Learning
- Periodic assessments in ELA
- NYSESLAT to assess English proficiency level
- Students complete Go Math, pre and posttest, mid unit, end of unit reviews,
- NYS Science inquiry based assessments
- Social Studies performance task, presentations, exit projects
- Produce writing pieces to reflect different genres in writing such as memoirs, argumentative/opinion essays, persuasive writing, report of informational text
- Performance tasks, end of unit vocabulary tests, weekly, monthly grammar/spelling tests.
- Continuous embedded assessments from Imagine Learning technology program for ELLs.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

Once the summative data is gathered, our ELL teachers in collaboration with classroom teachers meet with students and parents on Tuesdays during parent engagement afternoon from 2:20-3:30 pm to:
- Discuss student progress and assessment results and pinpoint areas of strength and development
- Provide feedback and recommendations to parents in the literacy programs.
- ELL teachers in collaboration with classroom teachers meet on common prep periods to analyze and focus on student’s work using Common Core Learning Standards looking for trends in students work. Then they devise strategies to address student notable errors, and come up with an action plan of intervention to adapt lessons and support student in the targeted areas.

**ELLs participate in:**
- The Reading Rescue Intervention program that afford small groups and individual students the opportunity to practice and excel in reading fluency, phonics, comprehension, word attack skills, and spelling. Teachers keep a running record, student log,
portfolios, and student performance task.
Tiered instruction (grouping based on student’s needs) to address areas that student’s struggle with.
Hands-on activities that support the weekly skills taught.
Teacher/student conferences to provide students with positive feedback, intervention strategies, encouragement, and ownership that impact direct instruction.
Technology programs such as: Imagine Learning, Starfall, and Myon.
Additional support is given to students in Title III programs (Early Bird program, ELL into Action, and Immigrant program).

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.]
As outlined in page 65 of the updated ELL Policy Reference Guide, March 2017, support services for ELLs (RTI and AIS) in our school is as follows:
The classroom teachers in collaboration with the ENL Coordinator, Literacy coach, RTI and AIS support service providers analyze the K-5 data to guide instruction. ELLs who perform below levels on periodic and annual ELL English proficiency assessments are considered for additional support services. For example, Transitioning ELLs they receive additional support in ELA and Mathematics. We offer Midwinter, Spring Academy, and Saturday Academy, and the 21St Century Extended day programs.
We carefully examine and take into consideration ELLs years of instruction in the ENL program, English and home language literacy, ELL subgroups such as SIFE, and Long-term ELLs, teacher recommendation based on student class work, and parents request during teacher/parent conference meetings.
We provide SIFE with content area and socio emotional support by allowing teacher/student questions and answer sessions, completion of a student reflective journal and reaching out to parents in order to support the needs of students. The teachers plan grade-level appropriate differentiated instruction and strategies that are aligned to Common Core State Standards (CCSS) and use ELL methodology in all four language modalities (listening, speaking, reading and writing).
Students in K-5 receive intensive tailored instruction outside the 90 minutes reading block as part of the RTI model. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. If the students demonstrate a need for more intensive academic support then they are moved into Tier 2 and 3. Students who test out from the ELL program scoring commanding level of language proficiency or who have met NY State exam requirements in ELA/Math are given additional support for 2 years of 90 minutes instructional allotted time and test accomodations.

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].)
We use the NYSITELL, NYSESLAT results and RLAT modalities reports from ATS. We closely examine areas of need and plan our instruction in speaking, listening, reading, and writing. We look to see how many students are moving across language proficiency (Entering to Transitioning) and look at how well students performed in state exams and periodic assessments in (ELA, Mathematics, Science and Social Studies), and MOSL outcomes and teacher input during inquiry meetings.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
ATS reports are used to explain the results according to language levels and modalities. We use classroom teacher input and share information to plan instruction according to the results and recommendations. Data is shared among teachers through Dropbox, teacher team meetings. Teachers meet with students to share student progress twice a month. They adapt lessons for students and address their individual needs. Parents are informed and encouraged to attend parent/teacher conferences to discuss student progress.
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.

      Based on the revised and amended requirements for English Language Learners (ELLs) as per CR Part 154.2 and 154.3 2015-2016 school year, our (K-8) school delivers and implements English instruction for ELLs in the following way:

      Elementary (K-5): ELLs receive freestanding English as a new language instruction by a certified ENL teacher. ENL instruction is delivered through both Standalone and Integrated instructional organizational model as outlined in CR Part 154 requirements for ENL. ELLs receive Integrated ENL by 2 individually certified teachers using a co-teaching model in the content area of ELA/Math to develop English acquisition through focused instruction in the core content courses. The (K-5) ENL teacher offers language content and vocabulary support through the content area: ELA, Mathematics, Social studies, and Science, in alignment with common core, and home language support. The ENL teacher works collaboratively with general education classroom teachers on student scheduling and programming them into Stars Classroom. Students are homogenously grouped (language proficiency level is the same in one class). The ENL teacher provides instruction and groups ELLs according to language proficiency levels. Lessons include listening, speaking, reading, and writing strategies and are aligned with supplemental material.

      Our Middle School grades (6-8) is usually departmentalized. ENL instruction is delivered through both Standalone and Integrated instructional organizational model as outlined in CR Part 154 requirements for ENL. ELLs receive Integrated ENL by 2 individually certified teachers using a co-teaching model in the content area of ELA/Math to develop English acquisition through focused instruction in the core content courses. Students at mixed proficiency levels are programmed into Stars Classroom in collaboration with the classroom teachers. The content area classroom teachers for ELA/Math collaborate and plan for curricular alignment and instruction improvement, and to work on student’s learning program and schedules. ENL lessons are thematic in nature and include strategies in listening, speaking, reading and writing and are aligned with supplemental material. Graphic organizers and the use of computer programs are used to introduce and to tie-in each lesson unit. The program enhances students home language skills through the use of dictionaries, glossaries, provide native language support through newly purchased translated chapter books, texts, and by pairing ELLs with English dominant peers that serve as language models.

   b. TBE program. If applicable.

      Currently our school does not have a bilingual program, however we have a certified bilingual math teacher in our middle school offering math in Spanish/English to our Spanish-speaking students. Our ENL teacher meets with the math teacher to plan for instruction, to ensure curricular alignment, and continuity of instruction. During ELA lesson, ELLs use translated versions of the assigned classroom chapter books in the home language as a guide and support for instruction. The math teacher provides both English and native language support to students. The teacher uses glossaries, and native-language teacher-made materials, groups Spanish-speaking students for certain activities, and provide mathematical content and concepts clarification for struggling ELLs in Spanish as needed during the lessons. These students also participate in our afterschool Title III programs that offer academic vocabulary enrichment, ELA/Math support. We adhere to NYS CR Part 154, as amended by the Aspira Consent Decree, to open a bilingual program when there are 15 or more ELL students in grades K to 8 that speak the same language in one or two contiguous grades.

   c. DL program. If applicable.

      Currently, we do not have a dual language program at our school. We plan to survey and inform parents of a dual language program. Our teachers, parents and staff will need further professional development opportunities to explore this option for the students.

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)?
P.S./I.S. 155 ELLs ensures that students are receiving the mandated number of instructional minutes provided according to the new 2015-2016 Part 154-2 (K-8) English As a New Language ENL Units of study and staffing requirements. Our teachers are given a schedule to display in their respective classrooms and students are asked to keep a program card in their notebooks as a reminder. Delivery of instruction follows a Stand-Alone/Integrated ENL type for both Elementary (K to 5) and Middle School (6-8).

ENL teachers partner with content area teachers for the delivery of instruction. The ENL teacher co-teaches together with the content area teacher. The content is generally taught through a whole/small/whole lesson format using a specific co-teaching model. During the lesson, the ENL teacher works with small groups of ELLs to teach much needed language objectives in multiple entry points, and differentiate instruction tailored to each students proficiency level. Usually, the ENL teacher teaches the ELLs much needed vocabulary and concepts through visuals, TPR, gestures, graphic organizers to construct meaning, story elements, sentence frames, and the use of electronic devices used for translation. The home language is supported through translated materials, dictionaries, leveled libraries, glossaries, language based computer programs in both English and the home language, teacher-made worksheets as a scaffold for home language support.

Everyday, students are instructed according to their grade level and given the mandated time (Entering/Emerging 360 minutes of instruction and Transitioning and Expanding 180 minutes as outlined per CR Part 154 requirements for ENL. Students are taught in English. The Integrated ENL model consists of two individually certified teachers co-teaching. The ENL teacher works in collaboration with the certified content area teacher. Both teachers plan together lessons and keep track of student portfolios and discuss academic progress. Students with mixed proficiency levels form part of the regular classroom instruction and participate in small group activities where the ENL teacher uses to support student’s language development and academic progress. Depending on the students language needs and proficiency, students are taught ELA and Math according to their mandated instructional units of study throughout the day. For both elementary and middle school, the teachers work with entering, emerging, transitioning, expanding and commanding linguistic levels. At the entering, emerging, and transitioning levels students learn basic academic vocabulary and communication skills and fundamentals so they can be ready to develop socially and linguistically. Across the proficiency levels including the expanding and commanding levels students focus on the English Language Arts, the four language modalities, and content area. The students prepare to take the NYSESLAT through a variety of test sophistication material. Our ELLs are provided with the following mandated units of study: ELLs at the entering/beginning level and the emerging (low intermediate level) each receive two units of study that is equivalent to 360 minutes of instruction and home language support. ELLs at the transition ((intermediate level) and the expanding (advanced level) each receive one unit that is equivalent to 180 minutes of instruction and home language support. Former ELLs that exit the program at the commanding (proficient level) or if student passed based on the new expanding criteria having met requirements in ELA exams with 3+ or 4 are given an additional two year minimum number of units of integrated ENL support (90 minutes instruction per week) including all test accommodations and school supplemental ELL program. Additionally, All ELLs are taken to our literacy center for an additional 45 minute period on Fridays for vocabulary development, phonemic awareness, and listening skills. All ENL lessons are aligned with the curriculum and are structured to teach academic vocabulary, grammar, and expression. Our teachers plan for instruction during common preparation periods and devote time to meet with each other to discuss student progress at faculty meetings and share expertise at professional development opportunities.

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.

Core content is delivered through the use of various methodologies such as: Total Physical Response (TPR), Depth of Knowledge questioning technique (DOK), read aloud, Language Experience Approach, KWL reading strategies, visuals, audiovisuals, the use of graphic organizers, and specific activities to develop the four language modalities.

ELLs participate in After school and Saturday programs that provide targeted instruction, NYSESLAT preparation, and academic achievement standards in the second language. Students receive small group and individualized instruction for the purpose of identifying, developing and strengthening literacy, math, science, social studies, and language skills.

The teachers use NYS-ENL Standards, instructional strategies and alignment to Core Depth of Knowledge (DOK) curriculum, Balanced Literacy. All instruction will also comply with CR Part 154-2 regulations. Classes use Elements of Reading Vocabulary
(Harcourt Achieve) A-D levels, Sadlier Phonics A-D levels, and Moving Into English as their reading program. This research-based reading program is designed to support students as they become proficient readers in English. It uses systematic, explicit reading instruction to develop the skills needed to become a proficient reader. These skills include phonemic awareness, phonics, fluency, vocabulary development and text comprehension. Trade books, Dual language classroom Libraries and a Spanish manipulative picture kit completes the literacy program and continues to address and enhance the teaching and learning of native language arts. All classes have native language literature libraries and dictionaries for their students. Additional funding through Title III will be used to purchase supplementary materials. Content area such as Science, Social Studies and Mathematics are taught and appropriate related materials are purchased. Instructional materials support the learning of our ELL population. We have dual language libraries, Moving Into English, MyOn, Imagine Learning English, Balanced Literacy program as the reading program, Santillana Intensive English program (1999) used to elicit language development and develop cognitive academic vocabulary, Spanish/English dictionaries, picture dictionaries, bilingual glossaries, thesaurus: Synonyms and antonyms, encyclopedia, word walls charts, Attanasio & Associates NYSESLAT preparation booklets K-8, big books, and audio cassette libraries.

All teachers attend in-house professional development opportunities every Monday from 2:20-3:45pm in order to better serve our ELL population. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read aloud, hot topic discussions, graphic organizer, and visuals whenever possible.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Our ELLs take the translated versions of content area exams in Mathematics and Science and are allowed to use glossaries to prepare for exams, and during exams ELLs are given word-to-word dictionaries. Students also use dual language libraries, chapter books, and engage in accountable talk in the home language on cultural topics and everyday situations and experiences. We offer home language support through pairing students of various language proficiencies to support each other in the home language and English. We use bilingual staff who speak Haitian-Creole, French, Spanish, and Arabic to help clarify to students and classroom teachers specific lesson concepts and content when needed.

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. Instructional plan for SIFE: We continue to identify and service SIFE students as mentioned in the CEP Part 154-2 amended requirements 2015-16. Our plan for students with inconsistent/interrupted formal education (SIFE) begins with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58’s) with a HILS OTELE (Other than English) and a complete review of the Spanish LAB, NYSITELL and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level in literacy in their home language and are two or more years below grade level in mathematics due to inconsistent or interrupted education prior to arriving into the United States. Much feedback is received from oral interviews, the classroom teacher and parent.
b. Instructional plan for Newcomers: Our plan for Newcomers who are not only newly arrived ELLs and who enrolled in United States schools for less than 3 years, but may also be students who are born in the United States and are at emerging, transitioning, or higher levels of language acquisition will continue to receive ENL services in small class size for optimum academic performance. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students’ individual needs. The transitional plan will help students increase language development through technology and small group instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the transition process. The student who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. ELA test practice and daily test sophistication is used to prepare student readiness to meet NYS standards.
c. Our plan for developing ELLs (4 to 6 years) is also to place them in small class size for optimum academic performance. Students and teachers plan together long and short-term goals to meet individual needs. Increase and continue language development through technology and individualized instruction. ELA test practice and daily test sophistication is used to prepare students to meet NYS standards.
1) The ENL teacher will provide additional support to ELLs in our Early Bird morning ELL reading/Math program given Mondays, Tuesdays, and Wednesday from 7:30 am -8:00 am. Students will have an opportunity to read and write across the curriculum in a variety of genres, biographies, books about science and history, art and music, etc. Students will be engaged in literacy through dramatic activities such as stories in the form of plays. The ENL teacher will utilize Building Fluency through Reader’s Theater, High Interest literacy chapter books, and Moving Into English.

2) The ENL teacher will conduct literature circles during reading. Students will have opportunities to engage in accountable talk, discussions, and character analysis. Parents will be given opportunities to listen to their child read to them during school events such as special literacy assemblies, Poetry Day, audio and video recordings, and school newsletters, etc.

3) The ENL teacher will meet with classroom teachers to discuss individual student progress and student class work every Tuesday and have daily feedback during common preparation periods throughout the day. 4) Students will have opportunities to read for fluency and comprehension in four voices, small groups, silently, orally and choral.

d. Our plan for long term ELLs (7 or more years) is to involve them in Academic Intervention Services (AIS), Saturday programs, Midwinter and Spring Academies, test sophistication sessions, counseling services, peer study groups, Title III After School Programs, and After School programs offered by 21 Century Academy. Daily journal writing and teacher directed writing projects that will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

e. Our plan for former ELLs (up to 2 years after exiting ELL status) is as follows: We plan to provide additional support in content area English Language Arts, Social Studies, Science, and Mathematics through our extended-day programs; one-to-one tutoring sessions during our 90 minutes per week instructional support given on Fridays at our literacy center, Response to Intervention, RTI services during the schools instructional time set aside for vocabulary practice that is scheduled by classroom teachers and clusters throughout the day. Students will receive test accommodations during NYS exams. Students will have access to bilingual glossaries, bilingual libraries, additional Science-Lab hours, laptops and internet access for research and can participate in our 21 Century Homework Assistance program that is open to all students. Additionally, students will be included in field trips, assemblies, and extracurricular activities and school based parent/teacher community activities.

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?

Teachers of ELL and of Students with Disabilities, (SWDs) deliver 90 minute block periods of Literacy and Mathematics daily. MyOn is used as a comprehensive Content Area reading technology program. Our plan for ELLs with special needs is to increase high frequency vocabulary, the implementation of Fundations reading program, use more lesson adaptations such as smart boards, visuals, big books, and technology such as Imagine Learning English, Passport Journeys II, Starfall, and one to one instruction to enrich language lessons. Students participate in guided reading instruction using the Wilson Program and Elements of Reading Vocabulary to introduce and reinforce vocabulary, phonics, phonemic awareness, syllabication, and sentence building that provide students access to academic core-content areas and accelerate English language development. Continue test sophistication and much needed one-to-one practice, differentiated instruction.

Our plans for ELL students with disabilities whose IEP recommend ENL/Bilingual instruction is as follows:

1) The ELA/ENL teacher will provide additional support to ELLs in our Early Bird morning ELL reading/Math program given Mondays, Tuesdays, and Wednesday from 7:30 am -8:00 am. Students will have an opportunity to read and write across the curriculum in a variety of genres, biographies, books about science and history, art and music, etc. Students will be engaged in literacy through dramatic activities such as stories in the form of plays. The ENL teacher will utilize Building Fluency through Reader’s Theater, High Interest literacy chapter books, and Moving Into English.

2) The ENL teacher will conduct literature circles during reading. Students will have opportunities to engage in accountable talk, discussions, and character analysis. Parents will be given opportunities to listen to their child read to them during school events such as special literacy assemblies, Poetry Day, audio and video recordings, and school newsletters, etc.

3) The ENL teacher will meet with classroom teachers to discuss individual student progress and student class work every Tuesday and have daily feedback during common preparation periods throughout the day. 4) Students will have opportunities to read for fluency and comprehension in four voices, small groups, silently, orally and choral.

d. Our plan for long term ELLs (7 or more years) is to involve them in Academic Intervention Services (AIS), Saturday programs, Midwinter and Spring Academies, test sophistication sessions, counseling services, peer study groups, Title III After School Programs, and After School programs offered by 21 Century Academy. Daily journal writing and teacher directed writing projects that will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

e. Our plan for former ELLs (up to 2 years after exiting ELL status) is as follows: We plan to provide additional support in content area English Language Arts, Social Studies, Science, and Mathematics through our extended-day programs; one-to-one tutoring sessions during our 90 minutes per week instructional support given on Fridays at our literacy center, Response to Intervention, RTI services during the schools instructional time set aside for vocabulary practice that is scheduled by classroom teachers and clusters throughout the day. Students will receive test accommodations during NYS exams. Students will have access to bilingual glossaries, bilingual libraries, additional Science-Lab hours, laptops and internet access for research and can participate in our 21 Century Homework Assistance program that is open to all students. Additionally, students will be included in field trips, assemblies, and extracurricular activities and school based parent/teacher community activities.

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2) The ENL teacher will conduct literature circles during reading. Students will have opportunities to engage in accountable talk, discussions, and character analysis. Parents will be given opportunities to listen to their child read to them during school events such as special literacy assemblies, Poetry Day, audio and video recordings, and school newsletters, etc.

3) The ENL teacher will meet with classroom teachers to discuss individual student progress and student class work every Tuesday and have daily feedback during common preparation periods throughout the day. 4) Students will have opportunities to read for fluency and comprehension in four voices, small groups, silently, orally and choral.

d. Our plan for long term ELLs (7 or more years) is to involve them in Academic Intervention Services (AIS), Saturday programs, Midwinter and Spring Academies, test sophistication sessions, counseling services, peer study groups, Title III After School Programs, and After School programs offered by 21 Century Academy. Daily journal writing and teacher directed writing projects that will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

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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?

PS/IS 155 is committed to providing curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs-SWDs to achieve IEP goals and attain English proficiency within the least restrictive environment. We adhere to the revised K-8, 2015-16 CR Part 154 requirements for English as a New Language. Our ELLs are placed in a General Education classes according to grade level. SWDs are placed in their classes according to their Individualized Educational Plan, (IEP). The assigned classroom teachers keep ELLs for the day. Cluster Content Area teachers visit the classroom and provide instruction after the 90 minute block periods.

360 minutes instructional time is devoted to ENL for students in the Entering and Emerging levels. Both Entering and Emerging ELLs receive 180 minutes of Integrated instruction. Entering ELLs receive 180 minutes Standalone. Emerging ELLs receive 90 minutes Standalone and 90 minutes Flexibility in any other content area. Transitioning ELLs receive 90 minutes Integrated ENL/ELA and 90 minutes Flexibility with ELA or any other content area for a total of 180 minutes instructional time. Expanding ELLs receive a full 180 minutes of Integrated ENL/ELA or other content area. Commanding ELLs receive 90 minutes Integrated ENL/ELA or other content area for two years support. ELLs are scheduled into Stars Classroom for ENL classes according to language proficiency levels in the subject areas of ELA, Mathematics, Science, and Social Studies. They are programmed by grades and grouped together in the same classrooms in order to facilitate ENL scheduling and programming mandated allotted time. This model facilitates grouping for instruction in both General and the least restrictive environment, and allows few interruptions to students' daily academic schedule.

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 ELL population come from different native-language backgrounds such as: Haitian, French, and Arabic, and from different socioeconomic levels and experiences. 10 ELLs in our school are SIFE and have interrupted formal education. In instead of a simplified curriculum for ELLs, our targeted intervention program for ELLs in ELA, Math, and other content area include high rigor and support result in higher achievement for ELLs. For reading, we use the ReadyGen and Expeditionary programs, Elements of Reading Vocabulary, Sadlier Phonics with emphasis in phonics and vocabulary, and comprehension development. We will continue to use the Wilson Foundations program three times per week to develop core vocabulary and fluency during the school's 90 minute literacy block.

For Math, we use Go Math and MPC3 components with emphasis in subject related vocabulary development. Students learn to use manipulatives, charts, and graphs in each lesson. Students in expanding level are grouped to work collaboratively in specific skills with other students.

For Science and Social Studies student concentrate in developing more sophisticated vocabulary through the use of picture analysis and the Voyager Passport Journey II program. Students have daily scheduled visits to our state-of-the-art Science Laboratory and are exposed to hands-on experiential activities, research and the scientific method. Students prepare written projects and oral presentations for language understanding and fluency. Test sophistication material and leveled libraries are used to prepare for NYS Content Area Science and Social Studies examinations in the content area.

ELLs will be supported through scaffolding techniques in the classroom. Students will participate in learning tasks through thematic instruction and guided direct instruction through common core lessons. We will target students in specific language groups such as the ones mentioned above. We plan to pay special attention and target SIFE students who are below grade level and are in the tested grades (3-8). SIFE students who enter the school system in grades K-2 will receive additional support and will participate in our extended day and extra curricular activities. The ENL teacher will monitor progress through portfolio evaluation and lesson outcome. Additionally, we will provide instructional support to low performing, struggling ELLs in reading, writing, and ELLs in Special Needs classes. Our students will continue to participate in more rigorous yet consistent plan for instruction in English to develop language proficiency in order to deliver new aligned common core lessons and grade-appropriate subject matter to ELLs. We plan to provide literacy, Mathematics, and core-content area: Social Studies, Science instruction to all students. Students who scored Level 1 will receive additional support in literacy and mathematics during our extended-day program on Wednesdays and Thursdays from 2:20-3:10 pm., and students who scored a level 2 in ELA and Mathematics will be supported during Response to Intervention program (RTI) which is offered to students one period twice a week by classroom teachers. Additionally, students will receive support during the 90 minutes Literacy Block. Out of classroom teachers will also work with
selected students throughout the week during their administrative periods. We also offer the following targeted intervention programs for ELLs: Title III Early-Bird program that is offered on Thursdays and Fridays from 7:00 am to 8:00 am. The subgroups targeted are our entering and emerging beginners and our transitional Intermediate level ELLs. Also, students participate in our ELL Into Action program that is offered on Wednesdays - Fridays from 2:20-4:20 pm. for all ELLs including ELLs who passed the NYSESLAT and continue to receive 2 year literacy support and test accommodations.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? Based on data and trends, the improvements considered for the upcoming school year includes: more teacher professional development for both Content Area classroom teachers and ENL teachers on co-teaching models, lesson alignment with the Common Core Learning Standards, more use of technology based lessons through the use of Smart Boards, and laptops. We plan to expand our library to include more literacy dual language books in languages such as Haitian-Creole, French, and Arabic. We plan to use more grade-level, age appropriate anchor chapter books and high interest content area material as scaffold for newcomers and SIFE students. We plan to improve our existing program by providing additional support to ELLs in Mathematics and Science. Students will be exposed and manipulate state-of-the-art science material in our Science Lab. ELLs will continue to be exposed to new technology such as smart boards and DVD leveled libraries while continuing to include field trips, hands-on learning experiences, and other related activities. The program will include further collaboration and participation of parents and teachers.

10. If you had a bilingual program, what was the reason you closed it? Due to a shift in the school’s population and demographics shows an insufficient number of ELLs registered in two contiguous grades of the same language to make up a bilingual class. Parent’s Choice Survey indicates parents prefer their child in an ENL program.

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 afforded equal access to all school programs at our school. Parents are sent notices to inform them of the academic programs being offered After-School. We offer the After-School Title III ELL into Action program, Early-Bird Title III program, Response to Intervention (RTI) program to all students upon parent request, and student interests. Students are offered weekly a two-day Extended-Day 50 minutes of intensive instruction in ELA, Math, and test sophistication skills. We plan to continue using all instructional programs in school in order to reach all children of diverse cultural, and linguistic backgrounds. Our ELLs have equal access to all school instructional academic programs, including Reading lab, After-school programs, Leadership program, ELL parent and community resources, Saturday Academy, and the 21st Century extracurricular activities that is open to all students. Additionally, the academic intervention program: ELL Into Action, and our Saturday Academy serve as a continuing transitional support, and (2 year) for ELLs reaching proficiency.

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. The instructional materials used to support ELLs are as follows: Moving Into English for K-8, Ready Gen K-2 Published by Pearson, Expeditionary 3-8, Buckle Down, to the Common Core State Standards, Elements of Reading, Sadlier Phonics, Grammar Usage and Mechanics levels 1-5 by Time For Kids, Progress Coach (English Language Arts and Mathematics K-4), Getting Ready for the NYSESLAT and Beyond by Attansio and Associates, Comprehension Series, Developing Fiction and Nonfiction Skills by Teacher Created Materials Publishing. ELLs native language is supported through small group instruction utilizing trade books, chapter books, and content area material, internet web based sites such as: www.spanish.flashcard.com, aaamath.com, etc.… Classroom teachers use dictionaries, bilingual glossaries, Ready Gen and Expeditionary ELL components, as well as books in the content area to support native language instruction. All classrooms are equipped with leveled libraries, and resources that correspond to ELLs culture, age and grade levels. We use Voyager Passport and Moving Into English for ELA instruction that has individual reading packs to improve student’s vocabulary and fluency. Open Court (phonics wall card), Reader’s Theatre are used as supplementary instructional material. The students also participate in Imagine Learning English K-8 technology program for differentiated instruction.
The program helps develop and strengthen student vocabulary, phonics, listening/speaking, as well as reading comprehension. Students use Elements of Vocabulary and Grammar Usage and Mechanics as a component to the Reading/Writing workshop. ELL lessons are supplemented through the use of websites such as: www.starfall.com, www.usingenglish.com, aaamath.com, www.biography.com, storylineonline.net, and www.spanishflashcard.com to support home language instruction.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In our ENL program model, home language support is delivered through the use of dual language Spanish leveled libraries in a variety of genres. We use cultural informational DVDs and computer internet virtual-tours to teach students about their culture, music, and heritage. ELLs lessons include the teaching of cognates, high frequency words, dolch wordlist, to foster better comprehension skills in the native language, glossaries and word-to-word dictionaries are used to clarify meanings and to understand mathematical terms and concepts.
Students are afforded time to share and interact in small groups to discuss their interests in particular topics. ELL classrooms include newspapers, magazines, sets of audio-leveled books to read and do research.

14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The new reading programs such as Ready Gen for K-2 and Expeditionary 3-8 are aligned with the New York State Common-Core Learning Standards.
In both reading programs students advance through oral, written, and listening skills. The reading program utilizes and includes performance based assessments in narrative, expository, informational texts, text based vocabulary, words in context, anchor texts, supporting texts, and a scaffolded instruction for English Language Learners in the areas of writing, decoding, clarifying details, and strategic support for struggling ELLs in order to monitor their progress.
Expeditionary program builds background knowledge through guided question techniques, reading-literature, informational texts, writing to explain: drafting strong paragraph and English language modules. All lessons include suggestions, and use of graphic organizers as scaffold that can be used by learners with lower levels of language proficiency and/or learning. The rich, complex reading programs mentioned above are being implemented to all students, including the ELLs. The program features challenging but interesting selections, and rigorous motivating activities and resources that correspond to ELL age and grade levels.
All classrooms are equipped with leveled libraries, and resources that correspond to ELLs culture, age and grade levels. Our ENL teachers use the supplemental material embedded in the teacher’s guides to expand and review concepts taught by classroom teachers.

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?
Presently, our school does not share a building (collocation), however if in the future our school building is shared, we will coordinate efforts with the other school personnel within our building. We will connect and collaborate and with all administration, reading coach, guidance counselors, school leadership team, ELL coordinators, parent coordinators, and community organizations to plan and share best teaching practices and strategies to ensure that all ELLs’ academic, linguistic, and socio-emotional needs are met.

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).
All ELLs have equal access to all school instructional academic programs, including Reading lab, Title III After-School program, Early-Bird Title III program, Leadership program, ELL parent and community resources, Saturday Academy, and the 21st Century extracurricular activities that include track and field, chorus, dance, soccer/flag football, martial arts, drumming, and basketball that is open to all students.

All ELLs including newly enrolled ELLs participate and are exposed to the school’s extracurricular activities such as assemblies, class field trips to parks, museums, and colleges. To further assist newly enrolled ELLs before the beginning of the school year, parents are given an informational packet to familiarize them with the school programs, student schedule, school rules and regulations, resources and to review goals for the school year.
Parents meet with school officials such as the principal, school secretary, parent coordinator, and PTA president to receive a general orientation about school protocols.

17. What language electives are offered to ELLs?
   Currently we do not offer language electives, but we plan to have two teachers provide instruction to middle school students in Spanish and French as a foreign language.

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)?

   Currently, we do not have a dual language program in our school, however in the future with additional support and funding, and with parents consent we could try a pilot program with one Kindergarten class.

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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?

   We are committed to offering ongoing Professional Development to all teachers of ELLs and non-pedagogic staff. The following school staff is included in our Professional development plan:
   - ENL Teachers, paraprofessionals
   - Bilingual guidance counselor, bilingual Social worker, bilingual psychologist, bilingual occupational therapist, family workers, parent coordinator
   - Department of Education: Single Shepherd support team (social worker and guidance counselor)
   - Bridge the Gap Service provider

   Professional Development Opportunities being offered:
   All teachers, and non-pedagogic attend weekly professional development series from the Center for Integrated Teacher Instruction, CITE every Monday from 2:20-3:45 pm. Cite consultants/coordinator are part of a highly successful educational team; providing professional development in classroom management, ELL strategies, Danielson Framework, Team collaboration, Goal setting and pre-quality review preparation. Additionally, CITE works with our school to help teachers in aligning Common Core Learning Standards & Curriculum, using Data to Drive Instruction, RTI, Depth of Knowledge questioning techniques (DOK), portfolio assessment, Special Education strategies, Differentiation of Instructional, Reading and Writing across the curriculum, Rubric development, and defining instructional protocols.

   All teachers, and non-pedagogic staff attend in-house training given by our Master teacher in the area of mathematics, and by our Reading Coach in the area of ELA/literacy as an ongoing service throughout the school year. Our Math teachers and Literacy coach work closely with all ENL staff.

   Every Tuesday from 3:00-3:35 pm teachers of ELLs and non-pedagogic staff attend ENL study groups. Teacher receive training in ENL techniques, methodology, reading strategies: KWL, scaffolding, reading in four voices, jigsaw/chunking reading strategies, Total physical Response (TPR) activities, practice Language experience approaches, and NYSESLAT test sophistication to improve learning. Participants discuss issues regarding Bilingual/ENL and specific student needs.

   ELL personnel and content area teachers participate in various ELL related activities and discussions described below as part of
our District initiatives and professional development opportunities on a monthly basis. Role playing, guided reading, read aloud, ELL policy, graphic organizer, KWL charts and visuals new Co-teaching models, trends, lesson planning, classroom techniques, and ENL strategies.

ENL teachers, content area classroom teachers, paraprofessionals, and non-pedagogic staff meet grade leaders and administrators every Wednesday from 2:20-3:10 p.m. during common preparation periods for teacher inquiry teams. They address the specific needs of ELLs and ensure ELLs’ needs are taken into consideration in lesson planning, projects, and school initiatives. Recommendations are given that consequently lead to new topics for staff development in the content area: Mathematics, Science, and Social Studies. Teacher select students for mentoring and provide intervention where needed based on class work, homework, written and oral projects.

ELL teachers and other non-pedagogic staff participate in the annual NYSABE Professional Development seminars, which also afford teachers the opportunity to learn about how to further help ELLs.

ELL teachers and classroom teachers participate in professional development opportunities from the Office of Brooklyn North located at 131 Livingston Street. Dates and time are announced via email.

ELL teachers and classroom teachers attend conferences offered throughout the school year at the Instituto Cervantes endorsed by the Spanish Government in New York. Conference includes meeting published authors, best teaching practices, and home language Spanish support through interdisciplinary approaches (Literacy, Art, History).

Our ENL teachers, SETTS teacher, and Coach attend Response to Intervention (RTI) Institute, and ELL Institute Cohort Seminars. Participants receive new up-to-date information regarding Bilingual/ENL best practices, policies and regulations and how to work with RTI students. Teachers meet during common preps to discuss, plan activities, review data, plan field trips, meet with Principal and prepare lessons.

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.

As per CR Part 154.2, outlined in the updated March 2017 ELL policy and Reference Guide, PS/IS 155 will provide required Professional Development to all teachers and administrators working with ELLs through our borough Field Support Center and School professional development. A minimum of 15% of required hours as per CR Part 80 will be dedicated to language development, content instruction for ELLs, and best practices in the co-teaching models. ENL and bilingual teachers will receive a minimum of 50% required hours of professional development that will be dedicated to language acquisition in alignment with core content area instruction, best co-teaching practices, and content instruction. ELL/LAP team members in collaboration with the Assistant Principal will review, update, and maintain training records for participants. They will keep records in school file, log teacher attendance of hours of participation, and share much needed linguistic activities across the grade levels.

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?

Our school hosts open-house, family night, and open school afternoons/evenings parent/teacher conferences held 4 times throughout the school year to provide parents with feedback regarding student academic progress. Most parents are reached and informed via school letters, invitations, and school newsletters. At meeting parents discuss key questions from school agenda, and sign an attendance sheet. During annual individual meetings with parents of ELLs teachers discuss the goals of the
program, their language growth, language proficiency assessment results, and language development needs in the core content. We meet parents every Tuesday from 2:20 pm to 3:35 pm to discuss individual students progress and parent concerns. We adhere to the Office of Field support for our district, and DOE guidelines. During these meetings, parents are afforded language interpretation and translation as needed in the home language offered by staff members who speak the language and services rendered by the Translation and Interpretation Unit.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Parental Involvement Activities are as follows:
   We provide specific activities throughout the course of the the school year for parents of ELLs. Professional development is offered once a month in the afternoon to discuss topics of interest and needs. Parents meet with ELL staff to discuss student progress at parent-teacher conferences.
   PTA and our Parent Coordinator reaches parents by phone or mail to inform them of upcoming school events, exam schedule, and up to date information on the chancellor’s regulations and policy.
   As members of the school leadership team, parents become involved in their children’s education and learn new ways to help their children succeed academically. Specific ELL students needing help are addressed at the meetings and parents’ input is seriously acknowledged.
   The school partners with the School Leadership program agency and community based organization such as the 21st Century Extracurricular Program. Our PTA provide interesting workshops and community services to ELL parents as well.
   Translation services are provided to parents through our bilingual staff including our Parent Coordinator Mrs. Maria Pimentel. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations.
   The school partners with the School Leadership program agency and community based organization such as the 21st Century Extracurricular Program. Our PTA provide interesting workshops and community services to ELL parents as well. We evaluate the needs of parents through parent surveys provided in the language of the parent.
   Translation services are provided to parents through our bilingual staff including our Parent Coordinator Mrs. Maria Pimentel. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations.
   The school partners with the School Leadership program agency and community based organization such as the 21st Century Extracurricular Program. Our PTA provide interesting workshops and community services to ELL parents as well. We evaluate the needs of parents through parent surveys provided in the language of the parent.
   A school-wide survey is also be sent home with the students as a needs assessment. After careful review of the parent surveys, we contact and match parents with the appropriate agencies that can further assist and guide them regarding their specific needs.

   Additionally, translation and interpretation support is given to parents in the following languages: Spanish, French, and Haitian Creole during Open-School teacher-Parent conferences. Parent Orientations, assemblies, and Parent workshops are often addressed in Spanish by: Bilingual/ENL teachers/ENL Coordinator.
   Parents who speak a language other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education as stated in Regulation A-663 of the Chancellor’s Regulations.
   The school provides all parent translated notices, including district and central notices, lunch applications, flyers, and other parent information. We use the Language and Interpretation Services Unit from the Department of Education central, regional, or district offices. Oral Interpretations are provided by in-house and school staff, as well as by parent volunteers in French, Haitian Creole, and Spanish. We have assigned translators throughout the school building on every floor. Mr. Dover will translate in French, Mrs. Tisdol with Haitian Creole, and Ms. Maria Pimentel will assist with Spanish. UAs for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services as well.

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**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.
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, Michelle Manns, 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.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Manns</td>
<td>Principal</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Christel Barnum</td>
<td>Assistant Principal</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Elba Pimentel</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Sorayda Sanchez-Morales</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Rasheeda white</td>
<td>Parent</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Ursula Obando</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Josefina Gomez-Valera</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Jacqueline Henry</td>
<td>Coach</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Santa Duran</td>
<td>School Counselor</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Miatheresa Pate</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 23K155  School Name: Nicholas- Herkimer Elementary  Superintendent: Matheresa Pate

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>
</tr>
</thead>
<tbody>
<tr>
<td>Ursula</td>
<td>Obando</td>
<td>ENL Teacher</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Zorayda</td>
<td>Sanchez-Morales</td>
<td>Bilingual Teacher</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* 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.

   The information and data gathered from completed student’s Home Language Identification Survey, (HLIS) by the parent during the ELL Identification Process, School Emergency contact –blue cards, (RCPL and RAPL) ATS reports, and a Parent Preferred Survey will be used as an assessment tool to identify language preference and provide all parents with adequate, timely information in a language they can understand.

   - Our LAC Coordinator is consulted as to the needs of PS/IS 155 and for translations. Our LAC Coordinator in collaboration with the Parent Coordinator, will maintain an open communication and have input into this process.
• PS/IS 155 ensures that Parents who prefer a language other than English be provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education as stated in Regulation A-663 of the Chancellor’s Regulations.

• The school provides all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in the parents preferred language of communication. Translation and interpretation services are made accessible to all parents/guardians, including parents that can speak English, but need assistance in reading and writing in order to complete specific school documents. Translation and Interpretation services have been provided by in-house school staff, however we use the Language Translation Services from the Department of Education T&I Unit from central office, and the support from our Brooklyn North Field Language Coordinator.

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>Arabic</td>
<td>9</td>
<td>1.33</td>
<td>9</td>
<td>1.33</td>
</tr>
<tr>
<td>Bengali</td>
<td>2</td>
<td>0.3</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td>Chinese</td>
<td>5</td>
<td>0.74</td>
<td>5</td>
<td>0.74</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>0.59</td>
<td>0.59</td>
<td>0.59</td>
</tr>
<tr>
<td>English</td>
<td>496</td>
<td>73.48</td>
<td>73.48</td>
<td>73.48</td>
</tr>
<tr>
<td>Spanish</td>
<td>155</td>
<td>22.96</td>
<td>22.96</td>
<td>22.96</td>
</tr>
</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.

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.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters from Principal, Parent workshops, surveys</td>
<td>September 2017</td>
<td>School staff assists with written translation between two languages.</td>
</tr>
</tbody>
</table>
We use language specific templates from DOE. Any document needing translation in a language where language staff is not available we use services from the Translation & Interpretation Unit, and Translation vendor for non-covered languages when needed. Translation of documents are submitted in a timely manner.

<table>
<thead>
<tr>
<th>Letters from a specific child, absent or lateness notifications, disciplinary matters</th>
<th>On-going</th>
<th>School staff assists with translation, DOE Intranet language specific documents are used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>After-school program letter, information</td>
<td>October-March</td>
<td>ELL Coordinator and School Staff assist with translation</td>
</tr>
<tr>
<td>SLT Agendas, announcements, special events, calendars, Agendas, brochures, fyers,</td>
<td>On-going</td>
<td>ELL Coordinator, Parent Coordinator and school staff assist with translation of Agendas and letters in Spanish, Arabic, French, Haitian Creole, translation vendor for non-covered languages</td>
</tr>
<tr>
<td></td>
<td>September, November, February, May</td>
<td>Parent Coordinator assist with translation, Intranet language specific template are used</td>
</tr>
</tbody>
</table>

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>Curriculum night</td>
<td>September 2017</td>
<td>The entire month of September will be dedicated to meeting with parents to acquaint them to their child's school expectations. Formal face-to-face meetings with parents and teachers are generally offered</td>
</tr>
</tbody>
</table>
during curriculum nights, parent-teacher conferences, and every Tuesday afternoon as needed throughout the school year. Bilingual guidance counselors and attendance teachers communicate informally on the phone and in person on a daily basis with parents to discuss student progress, behavior, and attendance. We use language interpretation, in person and over-the-phone interpretation services provided by T&I unit, and for other languages not available we contact the DOE’s contracted vendor.

<table>
<thead>
<tr>
<th>Parent Teacher Conferences</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>March 2018</th>
<th>May 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are four official Parent-Teacher conferences programmed into the school year where parents meet to discuss curriculum and instruction.
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency we will follow the school’s general response protocol. Parents are informed throughout the school year on what to do in the event of an emergency. A translated letter is sent to parents outlining to them the use of an Alert card used as part of our school’s emergency plan. The card includes what to do in case of an emergency and shows the color symbols used to indicate emergencies such as: green to evacuate, red Soft/Hard lockdown, yellow Shelter-In. We reach limited-English-proficient families by using language assistance services from bilingual personnel, bilingual Building Response Team (BRT) members, and school security. Information is circulated through the use of body language, pointing to signs and location, word-of-mouth, and through alert signs and symbols displayed throughout the school. ATS Roster, Emergency “Blue-Cards”, or the day’s ATS absent report will be used to contact parents. Teachers will be directed to have in their possession a record of class’ attendance including parent’s telephone numbers with them should they need to exit the building and/or provide additional information and instruction to parents.
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.

PS/IS 155 will review on a regular basis the school's language assistance needs in order to fulfill Section VII of the Chancellor's Regulation A-663, which establishes our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students. Parents receive a copy of the Bill of Rights and Responsibilities which include parent's rights regarding translation and interpretation services. The school Language Access Coordinator (LAC) will turnkey training on language access to all staff members. LAC will be responsible to post charts in the primary entrance of the school in the target languages the availability of interpretation services. Both our Parent Coordinator and our LAC will be receiving training on policies and procedures to meet compliance. We will continue to guide and monitor all relevant school personnel to follow compliance procedures. Our school safety plan includes procedures to ensure parent accessibility of translation services. We will utilize the DOE website to provide information, parental rights to translation and Interpretation services and instruct parents on how they can access services. Specialized bilingual pedagogues, in-house school staff, and parent volunteers will be utilized to translate and interpret information to parents and guardians through correspondence, phone, or via e-mail in order to accomplish our translation and interpretation services goals according to the Chancellor's Regulations.

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/IS 155 will make limited-English Proficient parents aware of their right to receive information by posting parent informational brochures on the Parent Bulletin board located on the first floor upon entry to the building. The bulletin board will display pertinent information to parents in the parents preferred language such as: Parent’s Bill of Rights, school bell schedule, PTA information, the Parent Guide to Language Access and “I Speak Card”, and the use of the Multilingual Welcome poster visible for all parents to see. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. Additionally, the data and information we gather from completed School Emergency Contact -blue cards, (UPPG) ATS reports and Parent/Guardian Home Language Identification surveys will be utilized to provide all parents with appropriate and timely information in a language they can understand. A school-wide survey is also sent home with the students as a needs assessment.

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 conduct an annual language access services survey. The survey is given to parents that prefer a language other than English and helps us gather feedback from parents on the language services they receive, and how the school can better help parents throughout the school year. Our school is consistently monitoring language access of parents and is implementing the feedback gathered from surveys to improve language services. Our parent coordinator, PTA and LAC will help monitor parental language needs, and use feedback from parent surveys on the quality and availability of services. We will have all parent correspondence translated into the parents preferred language, and have all school announcements and procedures displayed in designated areas making them easily accessible to all parents including limited English proficient parents. From the survey we notice there is a greater need to have Spanish translation services for the majority of Spanish speaking parents. However, we will continue to address parents needs and those who prefer a language other than English. We are giving translation and interpretation to parents in the following targeted languages: Arabic, French, and Hatian Creole during Open-School teacher-Parent conferences, Parent Orientations, assemblies. The main office staff is becoming more vigilant and aware of parents’ language communication needs. Additionally, we are translating report card comments about student progress in the child’s home language and using all personnel possible to reach our parents and provide them with the services they need.