2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 19K202
School Name: P.S. 202 ERNEST S. JENKYN
Principal: RONALD JAMES
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Ernest S. Jenkyns
School Number (DBN): 19K202
BEDS Code: 331900010202
Grades Served: Pre-K - Grade 5
School Address: 982 Hegeman Avenue, Brooklyn, New York, 11208
Phone Number: 718-649-7880
Fax: 718-923-2173
School Contact Person: Ronald James, Jr.
Email Address: rjames7@schools.nyc.gov
Principal: Ronald James, Jr.
UFT Chapter Leader: Alison Shepherd
Parents’ Association President: D. Grenard
SLT Chairperson: Pending
Title I Parent Representative (or Parent Advisory Council Chairperson): Pending
Student Representative(s): N/A
CBO Representative: Pending

District Information

Geographical District: 19
Superintendent: Dr. Thomas McBryde, Jr.
Superintendent’s Office Address: 557 Pennsylvania Avenue, Brooklyn, New York, 11207
Superintendent’s Email Address: kmcbryde@schools.nyc.gov
Phone Number: 718-240-2741
Fax: 718-240-2751

Field Support Center (FSC)

FSC: Brooklyn North
Executive Director’s Office Address: 131 Livingston Street, Brooklyn NY 11201
Executive Director: Bernadette Fitzgerald
Executive Director’s Email Address: bfitzge2@schools.nyc.gov

Phone Number: 718-935-3954       Fax:  

Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronald James, Jr.</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Alison Shepherd</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Dayanne Grenardo</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Daisy Morales</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Myriam Lopez</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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<td>N/A</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Pending</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Elaine Stribling</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Pending</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jamilla Salahuddin</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Pending</td>
<td>Parent</td>
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</tr>
</tbody>
</table>

2018-19 SCEP-FF 5
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
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<td>Parent</td>
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<td>Parent</td>
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<td>Tonya Barrett</td>
<td>Parent</td>
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<td>Parent</td>
<td>Tonya Barrett</td>
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<td></td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

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

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
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<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
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<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
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</tbody>
</table>

**Accountability Tools and the Framework for Great Schools**

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

**NYSED’s Six DTSDE Tenets**

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

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

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

**NYCDOE’s Quality Review (QR)**

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

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

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1**: Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2**: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

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

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

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

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

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

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

1. **What is your school’s mission statement?**

   **19K202** is committed to equipping ALL students with the tools, skills, & resources to ensure ALL students are ELIGIBLE for ALL life opportunities towards college and/or career readiness in their formative years.

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.**

   **Contextual Information:**

   PS 202 is located in the East New York section of Brooklyn in a residential neighborhood. Our school serves an ethnically diverse population of 436 students in Grades Pre-K through Grade 5. All classrooms in our school are heterogeneously grouped. ELL students are serviced in a free-standing, full-time ENL program. Special needs students are serviced in self-contained classes, ICT classes, SETSS, and the IEP Team. The school population comprises 59% Black, 35% Hispanic, 9% White, % Native American and 1% Asian students. Boys account for 49.82% of the students enrolled and girls account for 50.18%. The average attendance rate for the current school year 2017 - 2018 was 87.2%.

   The following committees inform our collaborative work: Instructional Cabinet, Math Team, School culture committee, School Beautification Committee, Fund raising & Grant Writing committee, Principal’s Parent Empowerment Council.

3. **Describe any special student populations and what their specific needs are.**

   The student body included a number of areas of focus including those are classified as economically disadvantaged, SWD population at just above 29%. an ENL population of at about 7%.

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.**

   Trust.

5. **Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.**

   Teachers are given time in their grades for common planning time to be able to collaborate on the use of data and to plan vertically as well.
### School Demographics and Accountability Snapshot for 19K202

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 439
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 60
- **# SETSS (ELA)**: 56
- **# Integrated Collaborative Teaching (ELA)**: 39
- **# Special Classes (Math)**: 60
- **# SETSS (Math)**: 47
- **# Integrated Collaborative Teaching (Math)**: 38

#### Demographic and Accountability Data (2018-19)
- **Focus District**
  - Reward: Yes
  - Regent Diploma w/ Advanced Designation: 4 Year Graduation Rate
  - Global History Performance:
    - Performance at Levels 3 & 4
  - ELA Performance:
    - Performance at Levels 3 & 4
    - % Teaching with Fewer Than 3 Years of Experience
    - % of Teachers with No Valid Teaching Certificate
  - Science Performance:
    - Performance at Levels 3 & 4 (4th Grade)
    - % Hispanic or Latino
    - % American Indian or Alaska Native
    - % Limited English Proficient
    - % Title I Population
    - % Teaching Out of Certification
    - % Multi-Racial
  - Personnel (2015-16):
    - Years Principal Assigned to School: 1,25
    - % of Teachers with No Valid Teaching Certificate: 3%
    - % Teaching with Fewer Than 3 Years of Experience: 5%
    - Average Teacher Absences (2014-15): 7.9
  - Student Performance for Elementary and Middle Schools (2017-18):
    - ELA Performance at levels 3 & 4: 17.7%
    - Mathematics Performance at levels 3 & 4: 17.0%
    - Science Performance at levels 3 & 4 (4th Grade) (2016-17): 52%
    - Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A
  - Student Performance for High Schools (2016-17):
    - ELA Performance at levels 3 & 4: N/A
    - Mathematics Performance at levels 3 & 4: N/A
    - US History Performance at Levels 3 & 4: N/A
    - 4 Year Graduation Rate:
      - Performance at Levels 3 & 4: N/A
      - 6 Year Graduation Rate (2011 Cohort): N/A
    - Regents Diploma w/ Advanced Designation:
      - % ELA/Math Aspirational Performance Measures (2015-16): N/A
  - Overall NYSED Accountability Status (2018-19):
    - Reward: No
    - Recognition: N/A
    - In Good Standing: No
    - Local Assistance Plan: No
    - Focus District: Yes
    - Focus School Identified by a Focus District: Yes
    - Priority School: No
    - Focus Subgroups: SWD, Hispanic, ED

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

#### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: YSH
- **White**: N/A
- **Students with Disabilities**: YSH
- **Economically Disadvantaged**: YSH

#### Mathematics (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: YSH
- **White**: N/A
- **Students with Disabilities**: YSH
- **Economically Disadvantaged**: YSH

#### Science (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: YSH
- **White**: N/A
- **Students with Disabilities**: YSH
- **Economically Disadvantaged**: YSH

#### High School
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

#### Graduation (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
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</table>

3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.  

3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.  

3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.  

3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Part 1b. Needs/Areas of Focus:

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

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

Our most recent Quality Review in 2018 indicated the following areas within the instructional core that were identified as proficient:

- There are assessments that are aligned to the school’s curricula and help to determine student progress across most grades and subjects. Most teachers consistently use ongoing checks for understanding and student self-assessment during lessons (domain 2.2).
- Curricula and academic tasks afford diverse learners access to Common Core-aligned content with the necessary

Based on the Quality Review in 2018 & Teacher survey. In order for our school to move to a proficient rating in domain 1.2, we must address the fact that across the vast majority of classrooms there is uneven student engagement across grades and there are missed opportunities for students to participate in lessons and make their thinking visible. Also, students grapple with higher order thinking and test level questions during instruction.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By April 2019 all students in grades 3-5 will engage in differentiated multi-step tasks in small groups which result in a 10% increase in Math state test performance.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| - All students with a focus on those who hold the ENL & SWD designation | by June 2019 | 1. Math Team  
2. Administration  
3. Classroom Teachers |
| - Identified focus students. Including lowest 1/3 of state determined of each sub group | by March 2018 | 1. AIS providers |

- Question lesson study across all grades
- Purchase CCLS Aligned literacy & math Grades K-5
  - Engage in curriculum planning identify the gaps
  - Provide supplement when needed to support the gaps identified in students' reading & math skills.

- Provide targeted reading intervention to the lowest 1/3 of each grade through the use of Instructional Support Specialists.

### 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.**

- Our school will engage families and support their understanding of Rigorous Instruction and the CCLS in order to increase student achievement and support their children at home. Parents are provided assistance in understanding City, State and Federal standards and assessments during monthly meetings with the principal (Breakfast with the Principal) & selected Principal Parent empowerment meetings.
- Teachers attempting to receive tenure are tasked with holding instructional workshops monthly as a way to enrich the home school connection.
- A review of the CCLS and the steps our school is taking to align curriculum to meet the standards will provided for parents by grade level teachers during the open house period. For example, parents have the opportunity to participate in Go Math workshops where they will receive an overview of the program as well as access to websites such as Think Central and Go Math Academy to help their children at home.
- Additionally, parents are provided with information and resources during parent workshops regarding the changes in the New York State assessments and the expectations of their children. Teachers will rotate from
grade levels to address the specified areas of importance to parents. Our parent engagement committee will actively seek to engage and support teachers with assistance from the CBO’s and other school partnerships.

**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.

Budget resources for intervention, curriculum intervention materials. Consultants, per session.

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

<table>
<thead>
<tr>
<th></th>
<th>Title I 1003(a)</th>
<th>Title III</th>
<th>PTA Funded</th>
<th>SIG Grant</th>
<th>School Achievement Funding</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</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.

Our progress towards meeting this goal will be checked following our scheduled November 2018, February 2019 and EOY benchmarks. It will be expected that by February 2019, 55% of our students in grades 3-5 will have already shown that they are proficient in answering multi-step problem on interim benchmark exams.

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

School issued interim benchmark exam.

**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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

As evidenced by the 2018 Quality review 19K202 proved to be proficient in the following areas:

- Observations, professional development, and consultants help support the system of accountability of expectations related to planning differentiated lessons and small-group instruction to engage learners. Teachers offer ongoing feedback and guidance to students that support them in preparation for the next level (domain 3.4).

Our area of focus for growth derives from our 2017-2018 school survey:

- 52% of teachers noted that they believe students “follow directives” & or have "belief that students will behave when not being watched."

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 100% of teachers will implement the Sanford Harmony social emotional lessons to build character development skill, resulting in a 35% decrease in level 3 & 4 OORS classrooms incidents.
### 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><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? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
</tbody>
</table>
| ● All students | Throughout the school year to June 2019 | ● Student Council  
● individual students  
● Teachers  
● Parents |
| ● Ongoing, year-long recognition of students through award ceremonies, certificates and incentives for improvement in targeted areas such as attendance, honor roll, community service, citizenship and other key social areas. | Throughout the school year to June 2019 | ● Teachers  
● Administration  
● PPEC |
| ● Training for all staff in classroom management and behavioral management to improve staff-student trust and relationships  
● Opportunities for student voice and student choice  
● Transitional Supports (elementary to middle)  
● Effective use of school counselor to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in ASCA standards. | Throughout the school year to June 2019 | ● Guidance staff  
● SBST  
● THRIVE  
● SLT culture subcommittee |

- The SLT school culture sub committee will oversee this
- Introduction and implementation of PBIS curriculum into our instructional lesson and unit plans.
- Develop an Social emotional inquiry team to analyze and develop a systematic approach to monitor the social and emotional progress of each student
- Matching all students with a staff member who will meet with them regularly and address their needs. (social, emotional, and academic)
- Utilizing and disaggregating data to monitor systems in attendance, suspensions, and other social and emotional health components that are used to support students and access effectiveness and progress.
- each class creating an agreed upon class contract with expectations, mood meter, accountability measure and reward system as evidenced by

- All students
- Throughout the school year to June 2019

- Ongoing, year-long recognition of students through award ceremonies, certificates and incentives for improvement in targeted areas such as attendance, honor roll, community service, citizenship and other key social areas.

- All students
- Throughout the school year to June 2019

- Training for all staff in classroom management and behavioral management to improve staff-student trust and relationships
- Opportunities for student voice and student choice
- Transitional Supports (elementary to middle)
- Effective use of school counselor to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in ASCA standards.

- All teachers and educational assistants
- Throughout the school year to June 2019

- Guidance staff  
- SBST  
- THRIVE  
- SLT culture subcommittee
• Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.

### 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.

- SLT subcommittee will address this initiative with families
- Teachers will send contract to parents to ask for signatures
- Parents will be invited to the classrooms to hear have their role as parents identified for further support in this initiative.

### 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.

- Sanford Harmony resources
- SLT subcommittee funds
- Welcoming environment funds

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

|       | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
|-------|----------|---|-------------|---|-------------|---|--------------|---|---------------|---|
| X     | Title I 1003(a) | | Title III | X | PTA Funded | | SIG Grant | | School | Achievement Funding | | Other |

### Part 5 – Progress Monitoring

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

1. 50% reduction of OORS reporting from the 2017-2018 school year
2. Student wellness survey will be given 3 times (October, February, and EOY closing)
3. Teacher survey

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

- OORS reporting
- Student wellness survey

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

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

As evidenced by the 2018 Quality review 19K202 proved to be proficient in the following areas:

- Teachers have a voice in key decisions that affect student learning. Teacher practices in designing rigorous curricula and creating engaging lessons has improved along with progress toward goals for groups of students (domain 4.2)

Our area of focus for growth derives from our 2017-2018 school (teacher) survey:

- Only 54% of teachers surveyed said that they would recommend school to families. Only 54% would recommend this school to other colleagues.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019 100% of teachers will engage in at least 3 lesson study intervisitation cycles to build capacity in creating differentiated multi-step task across math classrooms.
### 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>
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<th>Target Group(s)</th>
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<tbody>
<tr>
<td>• All teachers</td>
<td>• Sept-May</td>
<td>• Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Consultants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• BNFSC</td>
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<td></td>
<td>• Administration</td>
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</table>

The use of the District equity plan as well as instructional coaches, network support, and administrative support to ensure effective pedagogical practices, including using data to design cultural responsive & differentiated instruction. All teacher will conduct a PD session for their colleagues in groups; one per month.

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<tbody>
<tr>
<td>• Teachers of the identified sub-group</td>
<td>• Sept-May</td>
<td>• BNFSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Consultants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Administration</td>
</tr>
</tbody>
</table>

The specific needs of subgroups, ENLs, SWDs, as well as other identified student groups, will be addressed by teachers collaborating on instructional practices by refining lessons and activities based on student work and current data, student engagement and questioning and accountable talk, and use of rubrics.

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<table>
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<td></td>
<td>• Administration</td>
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</table>

- Facilitate goal setting by teachers based on their self-reflection and choices.
- Facilitate teacher-to-teacher inter-visitations, PD sessions, and formative classroom observations by school leaders.
- Provide Professional Development through outside organizations, research literature, and other media.
- Principal and Assistant Principals will conduct informal and formal observations in a systematic, structured approach for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.
- Each teacher will meet with his/her instructional supervisor to identify individual teacher goals based on the selected teaching framework he/she chooses.
- Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles; beginning of year, mid-year, and end-of-year feedback session. Teacher-supervisor ongoing conversations around practice will be in place.
- Each classroom teachers will engage in two environmental, class culture and/or instructional rounds and as a result on each grade.
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.

Families through the PPEC will be given the opportunity to volunteer in the creation of these lab sites. Teachers will be also asked to host workshops highlighting how these practices will effect the home school connection.

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.

- Per session
- Per diem
- Common Planning Time
- Consultant
  - Professional Text
  - Inter visitation (in school & across district)

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

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

Part 5 – Progress Monitoring

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

- By October teachers will be given instruction and training on how the framework effects their overall learning environment. Goals will be delivered to admin
- By January 2019 teachers will have conducted their two intervisitations with feedback on adjusting their practices with due date
- By February 2019 Lab sites will be established
- By June 2019 all teachers would have conducted their PD sessions
- School survey data will monitored

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

Teacher survey. Internal PD survey/reflection

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

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

Part 1 – Needs Assessment

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

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

According to the 2017-2018 Quality review:
- The principal communicates his expectations for teacher performance related to the Danielson Framework for Teaching through the staff handbook, regular emails, verbal communications, and through posters posted throughout the building highlighting the instructional focus. He sends out a regular communication entitled, “The Principal’s Mile Marker,” which emphasizes the school’s instructional focus centered upon engaging students in small-group instruction with a data-based rationale. Observation feedback helps to remind teachers about utilizing resources shared at staff meetings, working with a cooperating teacher, and seeking support from the coach or data specialist to support their efforts. As a result, teachers are held accountable to stated expectations but also supported to help them achieve expectations (domain 3.4).

Our area of focus as a result of the 2017-2018 Quality Review:
- There is uneven student engagement across grades and there are missed opportunities for students to participate in lessons and make their thinking visible.

Part 2 – Annual Goal
**Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.**

**BY June 2019 school leaders will create individual teaching plans to engage grow their practice in 3C as evidenced by MOTP growth one upward level in advance.**
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Teacher Improvement Plans with each of the TIP teachers.</td>
<td>TIP Teachers By Oct. 1 2018</td>
<td>Principal James, Teachers</td>
</tr>
<tr>
<td>All teachers including the TIP teachers will complete the TSEF form given by Administration.</td>
<td>TIP Teachers By Oct. 1 2018</td>
<td>TIP Teachers, Administration</td>
</tr>
<tr>
<td>Pair TIP teachers with teachers rated Effective or Highly Effective in their same content area during the 2016-17 school year and program cycles of intervisitation into all teachers’ schedules allowing for TIP teachers to see an exemplary model of the implementation of the PS 202K TIP Planning template and also be observed by these same colleagues</td>
<td>TIP Teachers Throughout 18-19 School Year</td>
<td>Administration</td>
</tr>
<tr>
<td>Check lesson plans of TIP teachers on the Friday before the lessons are implemented the following week</td>
<td>TIP Teachers Weekly</td>
<td>Administration</td>
</tr>
</tbody>
</table>

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.

Teachers will share best practices in family friendly way to families in an open house setting at least 3 times throughout the school year.

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.

Per session monies for teachers to review lesson plans and collaboratively plan, program intervisitations into the school schedule, professional development session on providing feedback to peers and norming the observation process.

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

| X | Tax Levy | X | Title I SWP | X | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
|---|---|---|---|---|---|---|---|---|---|---|
| X | Title I 1003(a) | | Title III | | PTA Funded | | SIG Grant | | School Achievement Funding | | Other |

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

By February 2019, school leaders, working collaboratively with teachers designated as being in need of Teacher Improvement Plans ("TIP" teachers), will create and implement a professional development plan that builds teachers' capacity to create lesson plans that utilize the PS 202K lesson planning protocol, rubric, and assessment tracking system resulting in 50% of "TIP" teachers improving one performance level (to at least an "Effective" designation) as reflected in components 1E & 3C in Advance.

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

Advance

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

   - Progress reports for families to have conversations around student progress and performance
   - School Messenger, and various outreach practices invite parents to events and to work on PA and SLT.
   - Develop parent workshops in conjunction with the parent coordinator that are aligned to CCLS, instructional shifts and systems and structures
   - Parent coordinator and staff improve parent involvement making phone calls and sending notices to homes.
   - Weekly Tuesday parent engagement activities in which teachers schedule meetings with parents/guardians to discuss progress and give parents strategies to implement at home. Teachers also make phone calls to deliver positive news and improvements in classroom instruction, behavior and attendance.
   - Open door policy for parents to articulate with school administrators.

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.

   - Emphasize reading through our Scholastic Book Fair and MyOn.

   - Parents/Guardians are invited to visit classrooms to observe instruction (Current 79%/District 84%)
   - Parents/guardians agreed or strongly agreed that school staff regularly communicate with them about how they can help their child learn. (Current 81%/District 92%)
   - Parents/guardians agreed or strongly agreed that teachers work closely with them to meet their child’s needs (Current 87%/District 93%)
## Part 2 – Annual Goal

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

School leaders will create a principal parent empowerment council with the goal of creating inclusive volunteer opportunities three times monthly.
# Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Parents</td>
<td>-2X Monthly each month</td>
<td>-Parents</td>
</tr>
<tr>
<td>-Parents</td>
<td>17-18 School year</td>
<td>-Parents</td>
</tr>
<tr>
<td>-Parents</td>
<td>-Monthly</td>
<td></td>
</tr>
</tbody>
</table>

- Academic Parent workshops & Parent Interest workshops.
- School website page that is dedicated to parents information as well as events that take place throughout the school year.
- Remind.com to keep open line of communication with all parents concerning student progress and with selected parents concerning opportunities to enrich the experience of families in the building.
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.

In concert with PC for People distribute or aid targeted parents with Laptops or Internet access for 75% of targeted parents.

---

## 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.

- PC For People
- NY Cares
- CBO’s

## 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.

| -Per session monies |
| -STH Funds |

### 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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

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

Parental Engagement Survey to be housed with PC in the main office with 100 respondents by Feb 2019

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

School generated survey three times yearly

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>NYS ELA Exam, MOSL Assessments, ReadyGen Assessments, Performance tasks</td>
<td>Crosswalk Coach, New York State Coach, Scholastic Reading and Waterford are reading programs. These instructional materials are used for targeted instruction and assessment. Teachers track student progress and administrators review data. The results are shared and discussed at grade meetings and common planning time. Informed decisions are made to increase student performance.</td>
<td>Academic Intervention in this subject area is small group, one to one. Using assistive technology such as computers, laptops, Smartboards, Smartables, or projectors.</td>
<td>During the school day, where specific needs are targeted based on data analysis results. These services are also offered during our Wednesday and Thursday afterschool program.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>NYS Math Exam, GoMath assessments, Performance Tasks</td>
<td>New York State Coach and Crosswalk Coach are used to address the needs of our struggling students. These are used for instructional and assessment purposes. Teachers track student progress and administrators review data. The results are shared and discussed at grade meetings and common planning time. Informed decisions are made to increase student performance.</td>
<td>Academic Intervention in this subject area is small group, one to one. Using assistive technology such as computers, laptops, Smartboards, or projectors.</td>
<td>During the school day, where specific needs are targeted based on data analysis results. These services are also offered during our Wednesday and Thursday afterschool program.</td>
</tr>
<tr>
<td>Science</td>
<td>NYS Science Exam, Unit assessments, Performance tasks</td>
<td>Skilled teachers incorporate lesson that encompass all hands-on instruction focused on hands-on</td>
<td>Small group instruction focused on hands-on</td>
<td>Small class size for afterschool program</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FF 34
<table>
<thead>
<tr>
<th>Core Subject Areas</th>
<th>Activities (experiments) and short response to explain the process of data gathering to conduct an experiment. Using the computer and other technology to access research and develop inquiry skills to enhance scientific reasoning.</th>
<th>Science teachers incorporate hands-on lessons as a means of demonstrating scientific inquiry skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>Unit assessments, Performance tasks.</td>
<td>Grade 5 Social Studies teachers use ELA strategies in conjunction with unit tests, exit projects, end of unit tests and periodic assessments to address the needs of the students.</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Guidance Counselor, School Psychologist, Social Worker, SETTS teacher, and IEP Teacher.</td>
<td>Individual and group counseling to meet students' emotional and/or academic needs. Role playing, group intervention, family intervention counseling if needed and referral for outside family counseling, if warranted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide psychological counseling to help resolve interpersonal problems that interfere with school performance in a small group or one to one setting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>During the school day related services for at-risk and mandated students occur throughout the day in small group and one-on-one settings.</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)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>64</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Uniforms, school supplies, books, thrive services, mental health services, financial literacy services, PC for People</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A |   |   |
Section 8: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Principal in collaboration with DOE liaisons work with the Division of Human Resources to identify qualified literacy teachers through major recruitment fairs and through relationships with Colleges and Universities. The pupil personnel secretary works closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. To attract highly qualified candidates to teach at PS 202, we invite them to visit the school and meet with current staff and administrators. Current staff shares insights about the school and the positive aspects of working at and continuing to grow professionally at our school. Candidates are informed that provisions are made for a great deal of differentiated professional development. The prominence of clear expectations regarding teacher and student performance, as well as opportunities to actively contribute to their own professional growth and evaluation via the Teacher Performance Review process are other strategies which help us to attract highly qualified teachers.

2b. High Quality and Ongoing Professional Development

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

To maintain high quality teachers at PS 202, teachers are supported as they enhance their content knowledge and pedagogical skills. They increase their instructional skills and strengthen their professional practice through ongoing professional development via faculty conferences, professional learning sessions, network offerings, professional development days, with the assistance of administrators, coaches and colleagues. Mentors are assigned to support new and struggling teachers. PS 202 continues to target and plan differentiated high quality professional development. All professional development is evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. As highly qualified teachers participate in our professional community, we build capacity and improve in our expertise. Reflection on the impact of instruction helps to ensure that all students receive instruction by highly qualified teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A
3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

In order to assist preschool students with the transition to an elementary school program, we meet with the make arrangements for the parents of students in day care to come to a special pre-kindergarten orientation which focuses on curriculum, intervention services, and routines of the school and visit the classrooms. In addition, parents have an opportunity to meet and speak with the assistant principal and parent coordinator.

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.

Teachers will use the item skills analysis to create power standards assessments to administer throughout the months of Jan-May.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to Schoolwide pool. (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 B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>383,809</td>
<td>☒</td>
<td>5A,5B,5C,5D,5E</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979.00</td>
<td>☒</td>
<td>5A,5B,5C,5D,5E</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>129,973.00</td>
<td>☒</td>
<td>5A,5B,5C,5D,5E</td>
</tr>
</tbody>
</table>
Title II, Part A | Federal | $7,355 |  |  |
Title III, Part A | Federal | $12,366 | X | 5A,5C |
Title III, Immigrant | Federal | 0 |  |  |
Tax Levy (FSF) | Local | 2,811,529.00 | X | 5B, 5C, 5E |

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

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

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

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and
achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

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

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

<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. PS202, The Ernest Jenkyns 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>PS 202, The Ernest Jenkyns 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>
<tr>
<td>• 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;</td>
</tr>
</tbody>
</table>
The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st 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;
- 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)

PS 202, The Ernest Jenkyns School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

• conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
• convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

---

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

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

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

---

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

---

II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
● check and assist my child in completing homework tasks, when necessary;
● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
● set limits to the amount of time my child watches television or plays video games;
● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
● encourage my child to follow school rules and regulations and discuss this Compact with my child;
● volunteer in my child’s school or assist from my home as time permits;
● participate, as appropriate, in the decisions relating to my child’s education;
● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
● respond to surveys, feedback forms and notices when requested;
● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
● participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one): ☑ conceptually consolidated (skip part E below) ☐ NOT conceptually consolidated (must complete part E below)

### 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: ______
**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: 

PS 202 will use Title III funds to run a supplementary support program for ELLs in the 2018-19 school year. This program is an after school program (one program) which will be offered to all entering and emerging English language learners, twice a week beginning January 29th, 2019. The sessions will run from 2:30pm to 4:30pm (2 hours) on each day selected. Each group will be serviced by a certified ENL/Bilingual teacher and there will be an assigned paraprofessional. There will be approximately two groups of students about 6-8 students in each group. The focus of the program will be literacy to help students meet the state standards as measured on the NYS ELA exam. There will also be support in all modalities: speaking, listening, reading and writing, to prepare for the New York State English as a Second Language Achievement Test (NYSESLAT). The After School program will be offered from January 2019 to the end of March 14th, 2019 (or until funding runs out) for two hours (2:30pm-4:30pm) on Wednesdays and Thursdays. In addition the ENL teacher will provide push-in/pullout services to students during the instructional day for 45 minutes daily. The ENL teacher will maintain all pertinent records such as attendance, student progress and performance. The instruction will be in English only and there will be one licensed/certified ENL/Bilingual teacher and 1 paraprofessional.

Group 1: grades k-2 Group 2: grades 3-5

Once students have been given pre-assessments once the after school program commences, there will be a review to verify if groups need to be modified depending on the number of students that are able to attend. Again, Students with the proficiency levels of entering, emerging and transitioning ELLs will be invited to participate in the after school program for 2018-19 school year.

Materials to be used for the After School program:

I. Skill based workbooks aligned with Common Core Learning Standards from Continental Press such as:

- New York ELLs ( NYSESLAT test prep all grades)
- Fundations targeting phonics.

II. Texts from Readygen (all grades) and GoMath

specific texts selected by instructors of each group / additional fiction and nonfiction texts for independent reading selected by instructor(s)

III. Various teacher made worksheets and supplemental materials (all grades)

IV. Bilingual dictionaries (picture dictionaries available) and glossaries as resources

Once the after school program begins, additional materials will be ordered depending upon student need.

Based on the initial assessments using the most recent NYSESLAT scores, we will be able to understand their current level of performance and set interim goals for the school year. In addition, the classroom teachers have also conducted Fountas & Pinnell running records assessments to be used to scaffold and differentiate instruction in the classroom. We will be utilizing the Imagine Learning Program with all of our ENL students to better serve their needs.
Part B: Direct Instruction Supplemental Program Information

in reading, writing, and phonemic awareness. Students will take an initial assessment during the 2nd week in December. Based on the assessment results they will have an individualized program that they will engage in throughout the school year as an additional resource in the classroom. We anticipate that Grades K-5 will be served through our program.

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:

There are professional development sessions/periods that are offered to all teachers/staff, which are conducted by various education specialists such as the ELL Coordinator TESOL licensed K-12, Ms. Zayas Assistant Principal - Ms. Murat Principal (Mr. James), technology teacher (Ms. L. Wilen) and outside specialists such as ELL Coach Instructional Atara Boker and Tatyana Ulubabova Senior ELL compliance and performance specialist. The school encourages all teachers of ELLs (currently 30 teachers - all licensed per DOE regulations), other content area teachers and paraprofessionals to attend various professional development workshops that will support those teachers who deliver instruction and services to LEP students. These professional developments sessions are scheduled at least once a week (sometimes several per week) on Monday afternoons, during the lunch periods (periods 4 and 5) and/or prep periods. The teachers that receive training are in all grades (K to 5) and the training runs a minimum of 45 minutes per session to a maximum of 1 hour and 30 minutes.

Here are a list of some of the training/PD sessions scheduled for the 2018-19 school year:

**Fundations Training and how to support ELLs with phonic instruction**/ Ms. Deane - Universal Literacy Coach

Schoolnet/Stars/ - lead by Ms. Murat and Ms. Zayas

This workshop trains teachers of ELLs to use various sites/online sources to use data for their ELLs to drive instruction using technology resources.

**Data assessment training** - lead by Ms. Murat AP and Ms. Deane - Universal Literacy Coach Assistant

This workshop trains teachers of ELLs to use various data/compilations to drive instruction and how to implement different sources to better support the literacy skills of ELLs.

**Students with Disabilities (including those ELLs who have IEPs)** - lead by Vanessa Martinez, Special Education School Improvement Specialist and Ms. McLawrence Special Needs Liaison

This workshop for teachers of ELLs supports teachers by offering training on explicit teaching techniques/strategies especially when it comes to vocabulary teaching which is the core building methods of social language which then supports overall literacy skills of ELLs.

**IEP training** - lead by Ms. Pac (IEP specialist) and/or Vanessa Martinez (RSE TASC)

This workshop for teachers of ELLs trains teachers how to write IEPs and what to look for to differentiate those ELLs who may have been mishandled in terms of the type of support they may need or require.

**Readygen and GoMath training** - lead by Ms. Murat and Ms. Pac (data specialist), and Ms. Zayas (differentiation on ELA/Math lessons for ELLs) - TESOL licensed (K-12) ESL Teacher/ELL Coordinator
Part C: Professional Development

This training is for teachers of ELLs to further support their lesson planning/writing and strategies of teaching to ELLs in the classroom using the ELA - Readygen and MATH - Go Math programs. Literacy for ELLs/ESL strategies in the classroom - lead by Ms. Zayas (ESL Teacher) This Training will be on teachers preps in order to be specific with instruction in their classroom. These workshops are for teachers of ELLs to provide additional support and resources when differentiating their lessons in the classroom especially for newcomer ELLs and those ELLs who are struggling with their literacy skills in English. The trainings model various techniques and strategies for teachers to use in the classroom for instructional delivery. All of the workshops that are covered in our PD programs consider the ELL population and how to better support teachers by reviewing/implementing various ELL teaching strategies/methodologies, differentiated instruction between language proficiency levels and assessment tools to enhance planning, goal setting and data copulation. PS 202 understands the need to support the teachers who have ELLs in general education classes because they need to foster the learning community to emphasize the improvement of the four modalities of speaking, listening, reading and writing in language learning. In addition, the ENL teacher attends professional development outside of the building organized by the Office of ELLs at the DOE, CFN and other related Implementation departments. The ELL Coordinator turnkeys the information obtained at the workshops to all general education/content area teachers (specific teachers dependent on subject) and other staff members based on the information at hand. This is all at no cost to Title III funds but benefits those teachers working with the ELLs especially during the afterschool program since the instruction is explicit with a smaller class environment.

All records for PD, workshops and afterschool programs will be maintained by school officials. More specifically, my assistant principal, Ms. Murat will maintain all records.

Professional development for teachers will include topics such as: Academic vocabulary and the ELL population, ELL Family outreach, assessment, technology and ELL's, ELL Strategies and Best Practices, and other pertinent topics. These PD sessions will have a positive impact in the following ways:
1.) It will help us to know our ELL population both collectively and individually by recognizing their strengths and weaknesses and identifying the supports that they require.
2.) Learning about new curriculum, curriculum guides and assessments for all grade levels and understanding what is expected to be taught and mastered by all ELL's.
3.) Preparing and collecting all data on ELL's and their student progress towards meeting proficiency. The PD sessions will help us to use data to identify areas of strength and need as well as come up with a list of professional development topics.
4.) Lastly these PD topics will help us to identify best practices and put systems in place for student performance and progress.
Using the feedback form PD sessions as well as classroom observations, data and support from outside agencies, we will provide ongoing support and additional professional learning sessions.

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
Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: ______

There is a family room (Room 111) that is the main office for the Parent Coordinator (Ms. Julian) and is open to all parent/guardians of PS 202. There is a Language Access Coordinator (LAC) appointed at the school (Ms. Zayas - TESOL licensed/certified K-12) which supports and ensures that all participating parents/families of ELLs benefit from all workshop/event sessions and have access to a translator in the home language if there is no English proficiency. There are proficient Spanish speakers (volunteer parent/school aide/para professional/teacher) who are able to assist the school community with language translations. The dominant home language is Spanish/Arabic. We make use of the DOE translation unit and other members of the PS 202 community for Arabic home languages, which are the other languages that are represented at the school. This family center allows the parents of ELLs to come in and discuss any concerns and offers a platform to voice any needs that are lacking at the school for their children. This allows a true involvement and is an integral part of the connections and open communication that the school provides for ELL parents. There are several workshops that are offered throughout the year that deal with various issues to enhance and educate everyone on English Language Learners (ELLs). ALL ELLs and parents of ELLs are invited to all workshops, activities and events that are scheduled.

Parent Involvement is one of the crucial factors for the home-school connection for the school community. These areas need to be an ongoing focus of support for ELL students. The following are the planned parent involvement events:

All of the parental involvement activities and events are lead by a parent coordinator (unless specifically noted).

Volunteer meeting - 1st meeting on October 10, 2018. This is a monthly meeting where all parents are invited to attend. The purpose of this meeting is to review placement and follow-up on activities and events that have passed or are upcoming. There is scheduling and placement that is addressed in every meeting. These meetings scheduled normally at the beginning of each month and run from 9am-11am depending on specific events

Meet and Greet event - On September 24, 2018 / Welcoming ELL parents to the new school year, plans for parent involvement and information/explanation supplied on the common core curriculum and how to access information on-line.

ESL Orientation for parents of new students & other information of the ESL program - lead by Ms. Zayas (ESL Teacher/ELL Coordinator) and all parents of ELLs invited to attend and review ELL eligibility in general. NOTE: ESL parent orientation for newly identified ELLs are ongoing all school year. The ESL orientation for parents run approximately 1 - 2 hours depending on parent need and availability. Some parents request a follow-up meeting if they are only able to stay for a minimum amount of time.

Parent Forum - planned for FEB - March 2018 - ALL ELL parents encouraged to attend. Various workshops, activities and arts/crafts will be scheduled for specific dates once all events have been confirmed. Staff members will be on-hand as well as parent volunteers to assist and participate. ELL parents encouraged to participate and volunteer with all parental engagement activities. This forum is planned to run approximately 2 hours.

Parent Trips to Cultural Sights - all school year (Ms. Zayas, Ms. Murat will set up culturally based trips involving both the parent and the student free of cost.

All parents of ELLs in all grades invited to attend. Priority goes to those parents who have attended workshops/meetings with in the year. Spaces can be limited depending on specific
### Part D: Parental Engagement Activities

Trip. Some examples of scheduled trips are: Museum of Natural History, Brooklyn College - Performing Arts Center (various shows/performances), Native American Museum - Battery Park, Jewish Museum - Battery Park, Radio City Music Hall, Brooklyn Botanical Gardens, Various farms and zoos. Trips usually run from 9:30am to 1:30pm.

Talent Show - This show will be held at the end of the school year June 2019 where ELL's will have the opportunity to able to do culturally based performances.

To increase cultural awareness, arts and crafts, international cuisine, cultural costumes and dance.

All of these parent workshops/events are to address the needs of parents as school partners and increase participation of the parents of ELLs. With the continued support of the Parent Coordinator, administration and staff the school will do all possible to strengthen the home-school relationship and make us of the Family-room as a resource for ELL parents. We will continue to provide parents with school news and events via a monthly school calendar/newsletter.

### 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>• Per session</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Per diem</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Purchased services</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Travel</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Other</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>TOTAL</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Brooklyn</td>
<td>202</td>
</tr>
</tbody>
</table>

School Name Ernest S. Jenkyns

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>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Spencer-Edwards</td>
<td>Natasha Radix</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Sherril Smith</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Robyn Hawkins-Julian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of certified bilingual teachers currently teaching in a bilingual program 0

<table>
<thead>
<tr>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of certified ENL teachers not currently teaching in the ENL program 0

<table>
<thead>
<tr>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>53</td>
<td>10.60%</td>
</tr>
</tbody>
</table>
**Part II: ELL Demographics**

A. ELL Programs

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

Check all that apply

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
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**Part III: Assessment Analysis**

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

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

   For the 2017-18 school year, PS 202 will use the following assessment tools to assess the early literacy skills of ELLs:
   - NYSESLAT/NYSITELL (for newly identified ELLs only)/SPANISH LAB (for HL - SP students only dependent on NYSITELL score)
   - DRA (running records)
   - TCRWP (MOSL) reading/writing assessments
   - PALS assessments
   - Scott Foresman/Avenue Program assessments for ELLs
   - Rubicon Curriculum Mapping Assessments for all units
   - authentic teacher made formal and informal assessments.

   Teachers meet at least twice a week in each grade level meetings and a large part of the reviews are based on various assessments. The insights the data provides about the ELLs is how quickly the beginner ELLs are either improving or areas in which there needs to be more attention and support based on various learning styles. If a particular assessment tool is not used, please indicate which tool is used in the assessment.”
working well with certain ELLs depending on their proficiency level and months/years of service, the lessons can be adjusted or an alternative authentic assessment can be implemented with the assistance of the ELL Coordinator.

All of the ELLs in grades K-2 have had 1 or 0 years of service. 35% are at an A reading level (based on TCRWP) and the other 65% are unable to read/write. Over 90% of these students have no literacy in their home language. The 65% are not proficient with letter recognition/letter sounds so we are working to see what additional literacy supports will best benefit the ELLs based on the data thus far.

2. What structures do you have in place to support this effort?
   N/A

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?
   PS 202 uses a variety of both formal and informal assessments to measure the success of the ELL program. Each ELL is profiled not only by the ENL teacher but is monitored by the classroom teacher with student portfolios and there is a holistic review throughout the school year. Student results are reviewed and monitored. The administration reviews teacher and parent feedback regarding ELL programs at the school as well. Data is reviewed to track the performance of ELLs.
   The following assessments/tools are used:
   - NYSESLAT/NYSITELL (GR K-5)
   - ELL Periodic Assessments (Fall/Spring) (GR 3, 4 and 5)
   - Interim Assessments (GR 3, 4 and 5)
   - MOSL assessments - reading/writing content areas (GR K-5)
   - DRA (running records) (GR K-5)
   - Rubicon Curriculum Mapping Assessments (GR K-5)
   - PALS assessments (GR K-2)
   - authentic teacher assessments, observations, student portfolios (GR K-5)

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

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.]
   The school is in the process of reworking the RTI model and will plan to implement an instructional framework for using data to drive instruction for ELLs using this framework. Many members of the CEP/LAP team will be planning within the RTI framework once it is officially adapted. In the meantime, members of the PPT team are working closely with teachers to impose RTI strategies for ELLs in the classrooms and PDs will be offered to those teachers of ELLs to develop intervention plans within the classroom.

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].
   Grade K - Reading/Writing needs improvement on the whole (100% are newcomers). There is a priority to build their social language and have them become more communicatively competent within the classroom and learning environments when at school.
   Grades (1-2) - Reading/Writing needs a lot of support since 41% of these ELLs has a C or lower. The other 59% have an A level or are unable to read in write in English or their home language. Speaking/Listening skills also need to be developed for about 90% of the students (92% are newcomers).
   Grades (3-4) - 24% have just arrived to the US from another country since this school year has commenced or have been living in the US 1 year or less. There is a need to build proficiency in all modalities based on the data patterns especially since 67% or more of the students are more than one or two grades (or more) below reading/writing level not only in English but in their native languages.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Monthly ELL meetings to monitor enrollment and pedagogical practices.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      The ELL program at PS 202 focus on the following for all ELLs:
      • academic rigor; high expectation and goal setting
      • the use of ENL methodologies during instruction within the common core curriculum
      • alignment of all instruction with the NYS Common Core and ESL standards
      • the recruitment and retention of high quality teachers of English Language Learners (based on funding).

      PS 202 has a Freestsanding heterogeneous ENL program that provides all english language arts and content subject core matter instruction in English through the use of specific instructional strategies. Students are pulled out and travel to another classroom (RM 213) to receive ENL instruction which is provided by a TESOL certified/licensed teacher (S.Oh) for those students who are at an Entering, Emerging and Transitioning proficiency level. These students also receive integrated ENL instruction in their classroom when the ENL pushes in. The Expanding and Commanding proficiency level ELLs receive integrated ENL instruction in their classroom as the ENL teacher co-teaches with the classroom teacher. Support is also provided in the students’ native language by pairing students of the same language group if necessary for newcomers only. There is 1 certified/licensed ENL teacher (S. Oh) that serves the ENL student population. She facilitates student comprehension and linguistic summary (pragmatically/semantically) where needed to ELLs as part of the language program instructional support by consulting with classroom teachers, grade leaders and administration. Out of the 53 current ELLs, 79% are newcomers and 48% of the newcomers have been residing in the United States or registered in a US school system about 1 year or less.

      All ELL students receive standalone and/or integrated services as an ENL delivery model and receive instruction as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all pull out/push in ENL classes for grades Kindergarten to Grade 5.
      - Students are grouped not only by proficiency (SPK/LST modalities) but also by literacy levels. Students are blended by grades as well:
      There are 8 main ENL groups:
      1.(GR K-2)
      2.(GR K-2)
      3.(GR 2-4)
      4.(GR 3)
      5.(GR 3-5)
      6.(GR 5)
      7.(GR 4-5)
The number of students in each group may shift depending on new admits, transfers, student needs, progress and unit/topic. Most groups are heterogeneous except for the students who have just arrived from another country within the past few months and have no reading/writing skills in English or in their home language. Some immediate newcomer groups will change as the year continues because some may develop/progress stronger literacy levels whereas others will require more support since there was no literacy skills in their native language to transfer skills.

b. TBE program. *If applicable.*
   N/A at present

c. DL program. *If applicable.*
   N/A

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)?

   Students receive mandated instruction (90, 180 or 360 minutes dependent on their tested proficiency level based on the NYSITELL and/or NYSESLAT results) and are scheduled for ENL instruction as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all standalone and/or integrated ENL services for grades Kindergarten to grade 5. Once all of the ELL students are identified, the ELL Coordinator works with the principal to schedule the ENL program for all ELL students in grades K to 5. All of the teacher/student schedules are compared to ensure that students are serviced with ENL support time during the appropriate periods. Students are not to be pulled during content area subjects (other than ELA) or any other mandated subjects that they are required to be in the self-contained class. The staff ensures that all ELL students are serviced per their proficiency level requirements as supported/authorized by the administration. A copy of each student’s ELL service eligibility and proficiency levels are given to all classroom teachers in writing and special services staff. All school administrators are supplied copies of ELL schedules, statistics and data throughout the school year.

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.

   In the Freestanding ENL program, an instruction is provided 100% in English. The teacher will ask more advanced students within a group to assist with minor translations of certain words/concepts when necessary depending on a lesson. Although the school has selected READYGEN as the literacy program, the differentiated instruction for ELLs have been considered for higher proficiency students. Since 90% of the ELLs this school year are newcomers with most at an Entering or Emerging proficiency level, a newcomer ENL curriculum has been designed. As for the other remaining ELLs, the ENL teacher works with the grade curriculum maps, classroom, and grade leader teachers and differentiates for those ELLs. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs with a focus on explicit teaching. Content is mainly delivered using the TPR (Total Physical Response) method for new arrivals and Community Language Learning Approach.

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

   Our ENL program delivers instruction in English only. The ELLs at PS 202 currently are not evaluated in their home language throughout the year. The school currently does not have any native language classes and does not have an evaluation process in place since we do not have any TBE or Dual language classes. The only evaluation in place is the SPANISH LAB to evaluate native language (for those spanish speaking students only) after NYSITELL exams have been administered for those students who are eligible for SPANISH LAB.

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. Plan for SIFE:

The ELL Coordinator (A. Zayas) ensures that all SIFE students are identified in the school. The classroom teacher is also providing one on one time for these students. Extra service time is provided to those SIFE students depending on which content areas need attention and more support. As we receive more SIFE students in the future, we will continue to support their needs with extra services. Some examples may include a bilingual placement (based on parent choice/approval) with additional pull-out using ENL strategies, AIS services and/or after school tutoring and programs (when available based on funding). Special Education services are also available for those students who may need to be referred for evaluation to verify if any learning disabilities may exist. We also have a Pupil Personnel Team (PPT) that teachers can refer students to for evaluation and progress. The SIFE students currently enrolled at PS 202 are assessed and monitored throughout the year. Since they are in need of extra support, SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that all educators are aware of the needs. We request parents to engage and participate in their child’s learning.

b. Plan for ELLs in school less than 3 years/Newcomers:

Based on the results of their NYSITELL/NYSESLAT assessments, newcomers to the English language school system will receive their required ENL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers (when available). Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students’ seating arrangements will enable them to clearly see and hear the teacher during instruction.

Newcomers to the country are immediately serviced with some one-on-one ENL time during the first month of the program (as available) which they are made to feel more comfortable in their new setting by developing some "survival" language to begin their communicative competence fluency after they are assessed via the NYSITELL exam (within 10 days of registration), SPANISH LAB (if applicable) and other diagnostic materials to determine their English Language Proficiency (ELP). The ENL teacher also provides integrated/push-in services to the general education classroom per regulation, in order to make the transition as smooth as possible for the student (based on need).

c. Plan for ELLs in school 4-6 years:

The ELLs who are receiving service for 4-6 years are offered various support services such as RTI/AIS services in addition to the ELL support services based on proficiency. The school's literacy teacher (J. D'Ambra) with the assistance of the ENL teacher offers teachers various teaching strategies to differentiate to their ELLs. Also, the elected READYGEN literacy program caters to this group of ELLs as they have designed differentiated planning for ELLs in this program which is geared for more advanced proficiency ELLs. Parents are asked to really get involved and work with the students at home with their literacy support and language support. They are closely observed and the goals that are set for them are examined monthly. The push is to concentrate on the modalities that they are having trouble testing proficient on the NYSESLAT. There is close examination of what progress of the 4-6 year ELLs so that they do not fall into the Long-Term ELL pattern. There are professional developments (PD) and various workshops that are offered to the self-contained classroom teachers with ELLs so they are able to continue to support the needs of these ELLs in all of the content areas. All grade inquiry teams work closely together as ELL students move from grade to grade. There is extreme effort to ensure that all the long term and short term individual students goals are documented and followed closely so that the students are monitored in their “trouble” areas.

Both the classroom teacher and the ESL teacher use modeling, scaffolding and realia techniques. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English and their social-functional meaning), develop the ability to use language by actively employing the students’ information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas, and use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students). There is a focus on explicit teaching.
d. Plan for ELLs in school 6 years completed or more / Long Term ELLs:
Long term ELLs will continue to receive their required ENL services plus additional support that will be provided through a Personal Intervention Program and/or additional support with academic services (RTI/AIS services). There is a review of the Long-Term ELLs progress and target the skills that are keeping the student from testing out on the NYSESLAT. Besides additional academic intervention services that are offered, there is counseling and various meetings with the student to discuss not only short term and long term goals, but to target the modalities that need the most support. These ELLs are also offered afterschool programs for additional support and Saturday academy classes (based on funding). There is support of reflection and peer work that will strengthen the student’s confidence so that the most important goal of testing proficient on the NYSESLAT is evident. The progress is documented and various ENL strategies are investigated to seek the best teaching methods for these students. There are also PD and various workshops to support the general education classroom teachers so that they too can participate in the specific ELL needs of the students in a meaningful way. The parents are encouraged to be involved to work together with the teachers to foster language learning so the goal of testing proficient can be met on the upcoming NYSESLAT.

e. Plan for Former ELLs:
The school adheres to all testing accommodations for Former ELLs. They also receive 90 minutes of integrated ENL services for up to 2 years or more. The ELL Coordinator advises all teachers of former in ELLs in writing of their status and works with them throughout the year to verify if there are any issues and need for additional ENL service time (based on availability). The ENL teacher schedules the former ELL in appropriate groups in their main classroom for additional services when necessary and placement depends on need within the existing ENL groups.

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?
Some instructional strategies that teachers of ELLs implement is the TPR method, Community Language Learning approach and fostering of a collaborative small group learning environment. The teachers use various technological programs such as Waterford and Myon reading/writing programs to support and build literacy. There is use of smartboards, Promethean boards and various language learning websites to aid instruction. There is use of bilingual glossaries, dictionaries and native language books in the classroom libraries (ENL) to build comprehension and provide access to academic content areas and accelerate English language development. Some grade-level materials used are the Scott Foresman ESL texts as well as the Avenues text by Hampton Brown along with numerous fiction/non-fiction texts. This is outside of the ELA - READYGEN program texts. Various graphic charts/organizers, flash cards, periodicals, posters, manipulatives, games etc. are implemented to differentiate and vary instruction and lessons. The ENL, SETSS (R. McLawrence) and SPEECH (K.Jean) teachers work closely together for those ELLs with special needs based upon their IEPs.

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?
The school will do all possible to use curricular, instructional, and scheduling flexibility to meet the diverse needs of all ELL-SWDs. The school culture enables grade team leaders, inquiry team leaders and administration to meet frequently to discuss the special needs of all students. The ENL teacher also works together with classroom/cluster teachers frequently to discuss various needs of particular student(s) so that the necessary changes can be made in scheduling or instructional matters. The ELL Coordinator is invited to join any of the teams that are in place at the school. The focus is to be as flexible with the needs of all ELLs within the least restrictive learning environment. We have a parent coordinator (R. Julian) and guidance counselor (S. Smith) available for those students who may need additional counseling or other needs. There is also a PPT team on hand to aid those referred students who are in need of immediate academic interventions. The ELL Coordinator works closely with the IEP team, especially the school psychologist (C. Cylin) and family assistant(Z. Cabrera).

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.
Intervention Programs for ELLs (RTI, AIS, PPT) - offered based on need/individual student basis (based on funding)
Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as
need) and during after school, before school and Saturday programs (as funding permits). ELLs are offered academic intervention services mostly in ELA and math subjects in small group tutorial sessions during the school day or after school (funding to be determined for this school year’s after school programs). In addition, ELLs are invited to participate in all scheduled academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
There has been a large investment in technology at our school and the ENL dept has been provided with a Promethean board as well as most classrooms. We have already implemented Waterford and Myon reading/writing programs and the following will be considered:
- Reading from A to Z. (for newcomers and struggling readers)
- Girls and Boys Club
- Better grouping for After/Morning School ENL program (based on funding)
- Saturday Academy

10. If you had a bilingual program, what was the reason you closed it?
Currently, there are no specific programs/services that are being discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ALL eligible ELLs are afforded equal access to all school programs. There are ELL funds set aside to assist those ELLs who may have financial difficulties to participate in a particular program so that they can experience all that the school may have planned. Every year there is one or more of the following scheduled usually by the month of DEC for ELLs (instruction by licensed ELL teacher and 1 or more content area teacher based upon the number of students):

- ENL After school program (usually offered for 2 hours or more twice a week or more - as funding permits)
- ENL Morning program (usually offered for 1 hour at least 4 times per week - as funding permits)
- ENL Saturday program (usually offered for 3 hours or more - as funding permits)

All ELL students are provided with the opportunity to participate in all school activities (when scheduled/offered) and are not excluded in any way. The school does not discriminate and all ELLs are welcome and encouraged to participate in all programs and events offered at the school. ELLs are afforded equal access to all school programs such as academic, dances, school shows, events, workshops, fairs etc. Parents are given access to information where ELLs are able to participate in community based organizations such as the PAL program, DFOY, CYPRESS and other independent after school programs such as More For You. ELLs are afforded the same eligibility to participate in after school programs as any other student.

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.
Instructional materials including technology/ Instructional materials in Content Areas:
PS 202 utilizes instructional materials that include both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ENL students are also used to bolster student ability and use of technology.

Besides the READYGEN/GO MATH programs we supplement with the use of Scott Foresman ELL materials with both hardcover and workbook for newcomers to advanced proficiency levels grades K-5. We also use The Avenues program for grades K-5. These programs greatly consider newcomer ELLs which is the largest population at our school. There are various/numerous books, educational magazines and games that are geared to support ELLs with their second language acquisition. There are also authentic materials that are used which vary from all proficiency levels and grade bands. All ENL students (K-5) are provided additional technology time every week and they work in pairs (when not in technology class and in the ENL room). Technology is also used to support all ELLs. Besides computers, the ENL program uses the Promethean/Smart boards, DVD player and cd player to incorporate various lessons and exercises that foster proficiency in the listening and speaking...
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native language support is provided by the knowledge of more advanced proficiency students if necessary during a particular ENL lesson. There is a bilingual library available (currently in the Spanish language) in the ENL classroom, bilingual glossaries and bilingual dictionaries available for students to use whenever necessary. There has been an increase of Arabic speakers in the past couple of years so bilingual Arabic books will be added to the library. We currently offer Arabic-English dictionaries and glossaries besides what can be accessed online. ELLs are encouraged to maintain their home language and it is not discouraged in classes. Students are encouraged to continue expanding their literacy in their home language while they are continuing their second language acquisition. This information is shared with parents at parent-teacher conferences, parent orientation and workshops. The parents are advised that maintaining the home language is an asset and big support of second language acquisition. All of our services support, and resources correspond to ELLs' ages and grade levels.

14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ELL students have the support of their teachers, administration, the parent coordinator (R. Hawkins-Julian), the guidance counselor (S. Smith) and all staff members. The guidance counselor assist students with middle school requirements. The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, both written and oral, is provided to parents in their native language to ensure effective communication and parent involvement whenever possible.

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?
Instructional materials including technology/Instructional materials in Content Areas:
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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).
At this point in time, there is no specific program in place to assist newly enrolled ELL students before the beginning of the school year other than a school rep. providing a tour of the school requested and a licensed pedagogue assisting with the registration process and forms, especially the HLIS form/interviews. The administration usually holds an open house in the month of August which all ELL parents/students are welcome to attend that offer assistance. All ELLs are invited to participate in any school activity such as dances, trips, clubs (karate, biking, basketball etc.).

17. What language electives are offered to ELLs?

Currently, there are no language electives offered to ELLs or any other student at PS 202 but that may change in the near future.

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)?

N/A

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?

Professional Development are planned throughout the school year. There are at least 5 sessions planned for teachers of ELLs each month. The administration also enables the ELL Coordinator to attend ELL related PDs throughout the year offered by the DOE affiliated branch, Office of ELLs or NYS/NYC Regional Bilingual/Education-Resource Network(RBE-RN).

PD plan for teachers and staff working with ELLS (other than the ENL Teacher):

The ELL Coordinator (S.Oh - TESOL certified) will support staff needs including: professional development, best approach methodology, ENL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

The ELL Coordinator also receives support from DOE affiliated offices (Office of ELLs-SWDs) throughout the year on how to assist teachers of ELLs to better support them to differentiate to ELLs in accordance to the common core curriculum. Staff development will include training for all teachers using ENL methodologies. Many classes have at least one or more current or former ELL student(s) and teachers must be trained in the strategies that can be incorporated into the READYGEN and GO MATH programs that will enhance English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including, Four Square for writing, Venn diagram, T-chart etc.), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy when necessary. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. Strategies for including culture is another main theme at the PDs. Incorporating culture into the classroom should be about more than holidays and food.
There are many strategies that teachers can use to encourage an awareness of student diversity.

PS 202 provides support to staff to assist with ELLs as they transition from elementary to middle school with various orientations, counseling, events where middle school reps come into the school for speaking engagements as well as a yearly career fair (chaired by S. Smith). There is inquiry team and SLT team involvement so that students can transition smoothly and know the academic expectations and challenges of the next grade.

Training of all staff – 7.5 Hours required/records
Teachers presently working at PS 202 are long time staff members and are familiar with the 7.5 hours of ELL training for all staff. For those teachers that must fulfill the training requirement, training will be provided on site by the ELL Coordinator and administration. The training will be facilitated to staff in the Fall and the Spring at a minimum. Each participant usually is awarded a certificate of completion upon completion of the training series. Evidence of these trainings will be filed and secured (attendance/agenda planned).

The principal is in high support of professional development for the ENL teacher and permits attendance/participation at least once a month or more based upon scheduled events. There is also participation/feedback required during grade leader meetings and common core planning. The school concentrates on fostering PDs to the ENL teacher especially to turn-key strategies and information that is acquired outside of the building.

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.

The ELL Coordinator works closely with the guidance counselor who handles all transition needs from elementary to middle school grades. There are meetings that are scheduled specifically for ELL students and parents who may require information in their home language. The ELL Coordinator schedules a translator to be in attendance at these meetings with parents and/or with student.

The ELL Coordinator plans/schedules PDs throughout the year to meet the minimum 15% of total hours for all teachers for ELL related professional developments. The principal ensures that the ENL teacher receives ELL-specific professional developments by authorizing attendance to meet the 50% of total hours necessary for ENL teachers to receive support at these ELL-specific PDs. The principal advises the ENL teacher about workshops/events that are offered throughout the year.

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?

ELL Parents are provided and offered annual individual meetings throughout the year especially during open school night every Tuesday of each week. Of course ELL parents can schedule these meetings outside of this time. There are translations available for high frequency languages such as Spanish and Arabic specific to our school but we also make use of the DOE translation unit for interpretation/translation needs.

Parents/guardians choose the program that will best meet their children’s needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. Certain activities are initiated and planned to address the needs of parents which are ongoingly evaluated throughout the school year. Parents are reminded that the DOE offers a website that has useful information for all types of parental needs and is translated in many languages. Parents are encouraged to attend DOE sponsored parent events/orientations/workshops. Parents are provided copies of flyers in both
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Exclusive parent trips and cultural exchange programs are scheduled each year. Cooking, technology, academic, cultural and other informational workshops/programs are scheduled each month. There is an events calendar that is planned by the PTA and parent coordinator regarding all of the activities and on-goings at the school. There is also invitations of parent volunteer opportunities.

ELL parents are always invited to be involved with various activities at our school. All parents are invited to PTA meetings and open school night functions. Many of the parents are invited to join in for READ ALOUDS program in classes, WALK IN OUR FOOTSTEPS program and observations not only with the ENL teacher but with all the teachers at the school. We encourage parent volunteers in all areas of the school. Parents are involved with various bake sales, flower sales, escorting students on field trips and classroom activities to name a few. There are many teachers who are proficient in Spanish which is 83% of the dominant home language for the ELLs at our school. We also have a few PTA parent volunteers who are proficient in both English and Spanish. We offer parents translation services for a language that is not immediately offered by a professional at the school by arranging the necessary trained translation specialist based on need or with the assistance of the DOE translation dept.

**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.

Paste response here:
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, Ronald James, 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>
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<tbody>
<tr>
<td>M.Spencer-Edwards</td>
<td>Principal</td>
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<td>Natasha Radix</td>
<td>Assistant Principal</td>
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<td>Robyn Julian</td>
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<tr>
<td>Angelina Zayas</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Sherril Smith</td>
<td>School Counselor</td>
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<td>Superintendent</td>
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<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

Daniel B. Nguyen
Superintendent:

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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* 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.

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

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<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>
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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>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
• Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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?