2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 20K229

School Name: P.S. 229 Dyker

Principal: William Kirk
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S. 229K</th>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>20K229</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>332000010229</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PK, K, 1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>School Address:</td>
<td>1400 Benson Avenue, Brooklyn, New York 11228</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718.236.5447</td>
</tr>
<tr>
<td>Fax:</td>
<td>718.331.8173</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Andrea Abrams</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:AAbrams6@schools.nyc.gov">AAbrams6@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>William Kirk</td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>Linda DiMonda-Perone</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Jennifer Randazzo, President</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Angela Tipaldi &amp; Dina Vallaro, Co-Chairpersons</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>not applicable</td>
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<tr>
<td>Student Representative(s):</td>
<td>not applicable</td>
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<tr>
<td>CBO Representative:</td>
<td>not applicable</td>
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District Information

| Geographical District: | 20 |
| Superintendent: | Karina Costantino |
| Superintendent’s Office Address: | 415 89 Street, Brooklyn, New York 11209 |
| Superintendent’s Email Address: | KCostan@schools.nyc.gov |
| Phone Number: | 718.759.4908 |
| Fax: | 718.759.4842 |

Field Support Center (FSC)
Brooklyn South

Mauriciere de Govia

FSC: __________________________ Executive Director: ________________________________

415 89 Street, Brooklyn, New York 11209

Executive Director’s Office Address: _________________________________________________

mdegovi@schools.nyc.gov

Executive Director’s Email Address: __________________________________________________

(718)-759-4862 718.759.3930

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Kirk</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Linda DiMonda-Perone</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Jennifer Randazzo</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Mildred Collado</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></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></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Krista Baiada</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Melanie Chen</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Vito LaBella</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>--------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Sandra Song</td>
<td>Member/Parent</td>
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<tr>
<td>Angela Tipaldi</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Dina Vallaro</td>
<td>Member/Teacher</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

<table>
<thead>
<tr>
<th>Rigorous Instruction</th>
<th>Supportive Environment</th>
<th>Collaborative Teachers</th>
<th>Effective School Leadership</th>
<th>Strong Family-Community Ties</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
<td>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>
<td>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>
<td>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>
<td>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>
</tr>
</tbody>
</table>

### The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

#### NYCDOE’s Quality Review (QR)

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

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

#### School Quality Guide

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

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

1. What is your school’s mission statement?

   *The motto of P.S. 229K is “Home, School, Community.” These three supports are the necessary elements to educate all children academically, socially and emotionally.

   We are creating a community of caring, technologically sophisticated, self-directed, lifelong learners, through content-rich curriculum, standards-driven instruction and active parent involvement.*
We are committed to having all our children meet standards of excellence and become productive citizens of the 21st century (Mission Statement and Vision).

| 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. |

The majority of the students currently served live in the neighborhood zone of Dyker Heights, closest to Bath Beach.

Additional families from District 20 select P.S./I.S. 229K for Gifted and Talented programs, one for elementary grades (K-5) and the other for middle school (grades 6-8), The District 20 Superintendent’s Program: The Honors Academy @229K.

Home – School – Community

The family is the primary teacher who hands on the value of school and learning to the young.

During 2017-18, the Common Core-aligned Go Math! Academy, an online resource which corresponds to math instruction lesson by lesson for K-8, provides tutorials/explanations of procedures in mathematical practices for parent and child, as well as math games for the child to enjoy at home.

The Parent-Teacher Association (PTA) actively seeks to involve families in their children’s school life. In order to keep families and students aware of mastery as well as areas in need of improvement, our PTA has generously funded the online application, Pupil Path, to improve the home-school connection and correspondence.

Families also have access to our school website, www.PS229.org, which provides links to resources to support their children academically.

For families of fifth and eighth graders (and any others who wish to attend), transitioning to middle/high school workshops are presented by our parent coordinator and guidance counselor.

Family events are hosted throughout the year for children and their families (e.g., Fall Carnival, Parent & Child nights, concerts, annual art show, classroom celebrations). We plan to increase such offerings in the 2017-18 school year, focusing around literacy and mathematics.

Parent workshops allow parents and guardians to learn about strategies to use at home in order to help the child grow intellectually, socially, and emotionally.

Teachers use additional supports of choice (e.g., TenMarks [math], Class DoJo, Remind.com) to keep in contact with the families of their students.

Home – School – Community

Throughout the grades, our personnel are provided with resources for a standards-based curriculum strong in foundational reading, writing, and mathematical skills instruction, as well as hands-on and higher-order thinking.
activities for enrichment and/or remediation. In addition to a beautiful, new school library, classrooms are stocked with leveled books for use by the children.

The Arts have been an integral part of our curriculum since the 1980s, starting with the development of a School Band and sequential General Music programs. In the 1990s, the music program expanded to include an Orchestra Program (string ensembles), along with the addition of a sequential Visual Arts program and an after-school Musical Theatre program. In recent years, as the school expanded from being an elementary school to a Pre-Kindergarten to Grade 8 community, our Arts Programs and staff have grown to offer courses to all students as well.

During the 2016-17 school year, a number of partnerships were continued. Junior Achievement (JA) is the world's largest organization dedicated to educating students in grades K-12 about entrepreneurship, work readiness, and financial literacy through experiential, hands-on, multidisciplinary programs — connecting information across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills correlated to the Common Core standards. Materials were given to the school for a weekly grade 6 program and a trip to the Brooklyn Finance Park. Edward R. Murrow High School students came and addressed our youngest learners. A group of eighth graders were invited to visit the business school campus at New York University. Professionals from the business world came and spent a day with our middle school students.

Students in grade four are given the opportunity to join the orchestra in the highly participatory Link Up program at Carnegie Hall, in which they learn to sing and play recorder in the classroom and perform with a professional orchestra with the rest of the audience at a culminating concert in Carnegie Hall’s Stern Auditorium. Professional Development is provided and materials (from Carnegie Hall’s Weil Music Institute) are used with our students prior to the event.

In the upper elementary grades (4-6), general education official class teachers have developed a departmental program for English, mathematics, science, and social studies, in consultation with administration.

All students in the middle school grades (6-8) have the opportunity to select and participate in enrichment clubs during the school day. In eighth grade, these young people have the opportunity to take the Spanish Language Proficiency Examination in order to obtain high school credit. Honors Academy students also have high school level classes culminating in the Core Algebra 1 and Living Environment Regents Examinations at the end of grade 8, with a 100% passing rate since we began offering those state examinations.

We continue to build our school website, www.PS229.org, using an updated platform created by the eChalk company webmasters.

Home – School – Community

Community Connections, sponsored by the PTA, staff members, or student groups, unite our students with the needs of the world around them. Students participate in events, which include a food drive, a collection of pajamas with Scholastic Books, a Halloween Art Store Window Painting Contest (by a local civic organization), and fundraisers for people in special need around the world.

The Neighborhood Improvement Association (NIA) COMPASS program has long partnered with the school to offer an after-school enrichment program for students in Kindergarten through grade 5 (recently adding the program for middle schoolers explained above). This year, the NIA offered Family Tech Nights for parents and their children.

The Neighborhood Improvement Association (NIA) SONYC (free after-school program for middle schoolers) is now in its third year at 229K. This program continues to enhance student life via trips to New York City cultural institutions and athletic complexes; Specialized High School Admissions Test (SHSAT) preparation sessions; our CHAMPS
Basketball team (The 229 Tigers) plays other schools with an NIA program at home and away, in addition to the regularly scheduled Saturday games; and collaboration with the New York Pops on a Broadway Jr. performance at the school.

**Student Safety Squad** members assist our early childhood children during morning breakfast and line-up routines.

We cooperate with institutions of higher learning to assist alumni and staff on their pathway toward fulfilling state certification requirements for staffing schools (e.g., observation hours, student teaching).

In addition to the names of citizenship awardees and the academic honor roll posted in the hallway en route to the general office, we are proud to be an affiliate-school hosting the P.S./I.S. 229 Chapter of the National Junior Honor Society since 2010, which promotes four pillars of excellence: Character, Scholarship, Leadership, and Service. Young women and men who maintain membership for three years in the Society are recognized at Graduation.

Having just completed our Sixth Commencement, our eighth graders join the ranks of past graduates who have been accepted into Brooklyn Latin, Brooklyn Technical, LaGuardia, Staten Island Technical, as well as Stuyvesant High Schools. Other alumni have been accepted into high school honors and special programs throughout the city.

May P.S./I.S. 229K continue to be a lively center for sound learning, new discovery, and the pursuit of wisdom. Whether our students work individually or as a team, academically or in service for the sake of others, may these activities strengthen their skills, values, and perspectives that will best prepare them for family leadership, high school, college, and career success, as well as active citizenship.

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

From the NYC DOE P.S. 229 Statistics webpage "Register," we find the following student population characteristics about 229K: 56% Asian, 29% White, 12% Hispanic, 2% Black, 1% Other.

15% Students with Disabilities (having IEPs), 12% English Language Learners;

Our students with disabilities have social-emotional needs that require strategies and approaches that address their emotional challenges and support them socially. They are supported academically in the least restrictive environment. We have an Integrated Co-Teaching class on every grade-level, from Pre-K through grade 8. Students in our five special education classrooms (12:1), are integrated into our general education classes for content learning.

Our English Language Learner population has shifted some in recent years from mostly second generation immigrants to more new arrivals with little English. Therefore, there is a much greater need for vocabulary acquisition and foundational skills. We are continuing to work with District 20 and Brooklyn South FSC staff to implement Advanced Literacy (N. Lesaux). Moving away from a remediation approach to an enrichment approach, our ESL teachers now co- teach in a push-in model.

Total enrollment in our school has reached a record 1,253 students.

41.5% Free Lunch Eligible; 11.3% Reduced Lunch Eligible.

### 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.
The areas of "Effective School Leadership" and "Trust" have shown growth from 2015 to 2017. In the 2017-18 school year, “Effective School Leadership” remained strong at 82%, and “Trust” continued to be strong at 87%. “Strong Family-Community Ties” was actually the strongest at 91%. A key area of focus will be to establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers ("Supportive Environment," 69%). Another key area of focus will be to ensure that all students, particularly the sub-groups of Students with Disabilities, English Language Learners, and high-achieving students are challenged and supported by “Rigorous Instruction” (79%).
School Demographics and Accountability Snapshot for 20K229

School Configuration (2018-19)
- Grade Configuration: 0K,01,02,03,04,05,06,07,08
- Total Enrollment (2017-18): 1249
- 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): 75
- # SETSS (ELA): 31
- # Integrated Collaborative Teaching (ELA): 77
- # Special Classes (Math): 72
- # SETSS (Math): 24
- # Integrated Collaborative Teaching (Math): 73

Types and Number of Special Classes (2018-19)
- # Visual Arts: 42
- # Music: 35
- # Drama: N/A
- # Foreign Language: 4
- # CTE: N/A

School Composition (2017-18)
- % Title I Population: 59.0%
- % Free Lunch: 48.8%
- % Limited English Proficient: 11.9%
- Racial/Ethnic Origin (2017-18)
  - % American Indian or Alaska Native: 0.6%
  - % Hispanic or Latino: 12.0%
  - % White: 25.9%

School Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 67.1%
- Mathematics Performance at levels 3 & 4: 73.9%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): 98%
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): 83%

School 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
- 6 Year Graduation Rate: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

Overall NYSED Accountability Status (2018-19)
- Reward: No
- In Good Standing: Yes
- Focus District: Yes
- Priority School: No

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

Elementary/Middle School

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

Met Adequate Yearly Progress (AYP) in Mathematics (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

Met Adequate Yearly Progress (AYP) in Science (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

High School

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

Met Adequate Yearly Progress (AYP) in Mathematics (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

Met Adequate Yearly Progress (AYP) in 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

2018-19 CEP
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

During the 2017-18 school year, we continued to make a number of changes to align our curriculum resources to the New York State Common Core Learning Standards through teacher team-created unit pacing, performance tasks, and rubrics to assess student achievement and areas for improvement. Teachers are seeing more readiness on the part of the children to reflect on their own work, particularly in the area of writing in all content areas.

The most recent Quality Review (Spring 2015) revealed "curricula and academic tasks consistently emphasize rigorous tasks and higher-order thinking skills across grades and subject areas, and are planned and refined using student work and data. A diversity of learners, including English language learners (ELLS) and students with disabilities (SWDs), have access to the curricula and tasks and are cognitively engaged."

Each year, the Common Core-aligned state examinations are being designed calling students to increasing attention to detail and thoroughness in their responses. The Spring 2018 assessments resulted in 67% of all students (7% of ELLs; 21% of SWDs) demonstrating proficiency in English Language Arts (ELA) and 74% of all students (37% of ELLs; 32% of SWDs) demonstrating proficiency in Mathematics. Our school has met the annual yearly progress (AYP) goals determined by New York State. (Source: data.nysed.gov/assessment)

As we move forward in the 2018-19 school year, we will revise and amend last year’s work as deemed necessary in the light of a new emphasis on the connections between 1e-Designing Coherent Instruction and Domain 3 of the Framework for Teaching (3b-Questioning & Discussion, 3c-Engaging Students in Learning, and 3d-Assessment in Instruction).

Classroom portfolios gather student writing related to all academic areas in order to focus attention of the children, their families, and staff on progress throughout the year. Following fruitful classroom discussion and student engagement ("speaking" and "language acquisition"), we will continue focusing upon the writing portion of lessons, particularly as related to ELA and Math activities for all students, including ELLs, SWDs, and high achievers.

Part 2 – Annual Goal

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

By June 2019, teachers will design and implement Common Core Learning Standards aligned, project-based learning opportunities with scaffolds and supports for all students; including students with disabilities, English language learners,
and advanced students through teacher observation evidence and student learning evidence related to Advance components 1e, 3b, 3c, and 3d. All teachers will show an increase of at least .10 in component 1e (to 3.43 or higher) and one of the Domain 3 components. Growth reflected in student work will be measured through teacher assessment, peer-assessment, and self-assessment using established rubrics.
### 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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of ELLs, SWDs, ELA, mathematics, and social studies</td>
<td>Fall/Spring Terms</td>
<td>Administration, FSC staff, teachers</td>
</tr>
<tr>
<td>All teachers of all students, including ELLs and SWDs</td>
<td>Fall/Spring Terms</td>
<td>Teachers, FSC Staff, Administration</td>
</tr>
<tr>
<td>Teachers of ELLs</td>
<td>October 2018 - March 2019</td>
<td>ENL Teachers, Content Teachers, Administrators, ELL Services Administrator</td>
</tr>
<tr>
<td>All families</td>
<td>October 2018 – June 2019</td>
<td>Language Access Coordinator, Parent Coordinator, Teachers, Administrators</td>
</tr>
</tbody>
</table>

Professional development opportunities will be offered for the research-based Open Court Reading 2016 program (PK-5), Amplify Science, Passport to Social Studies 2016, and the Go Math! series. Sessions will cover overviews of the grade/subject content, CCLS ELA Foundations (section 2), close reading, writing process, Framework for Teaching (domain 3), and scaffolding mathematical performance tasks.

Professional development opportunities will be offered with strategies for academic intervention, students with disabilities, and English languages learners in all classrooms. Sessions topics will include scaffolding instruction, differentiated instruction, modalities of learning/universal design for learning. Also, teacher Inquiry Teams will look at student work, assessing student progress impacted by specific strategies, and sharing best practices with the entire staff. Strategies will be put in place to address the needs of all students, including ELLs and SWDs.

Our newly formed ESL Inquiry Team (along with Grade-Level Inquiry Teams) will be focused on our ELL students and strategies to successfully support them in their classrooms. With support from the Brooklyn South FSC, our shift in Advanced Literacy will result in a set of schoolwide instructional practices and routines for implementation, which will become our site-specific Hallmarks of Advanced Literacies.

In order to continue to promote the participation of parents and communities of limited English proficient children, we will use both site-based and outside resources for translation/interpretation of communications and support materials in Chinese, Spanish, Russian and Arabic. We have identified the preferred languages of families for each class to ensure these communications and supports are provided.

STEM (Science through Technology, Engineering, and Mathematics) cluster for elementary grades will focus on project-based learning using both the scientific and engineering design methods, as well as serving as a liaison.
between District 20/DOE and staff. Staff members will have opportunities to participate in District 20/DOE STEM workshops of interest related to their course content. The school-level STEM/STEAM Fair will lead to participation in District 20 STEM/STEAM Fair.

| Student Portfolios (unit work gathered by subject) | All students, including ELLs and SWDs. | September through June | Classroom teachers; administrators. |

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.

In order to enable families to support their children at home, our school will engage families and support their understanding of Rigorous Instruction and the Common Core through family workshops. Parent/guardian workshops will focus on Common Core shifts in ELA and mathematics. These family workshops will be conducted during the Spring term. Key personnel responsible for implementation and oversight include mentors, teachers, and the administration.

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.

Staff members will regularly meet for Professional Development on Monday afternoons, with presentations by staff members and consultants. Key instructional resources for the students will be Open Court Reading, Passport to Social Studies, and Go Math. Pearson's Core Literature will be continue to be used in the middle school grades. Moving toward implementation of the New York State Next Generation Science Standards, we have initiated a STEM elementary cluster (Science through Technology, Engineering, and Mathematics) for students and staff focus on project-based learning. We continue student programming for ELLs to receive mandated instruction in both stand-alone and push-in formats. Schedules for SWDs are coordinated across the grades in order to foster differentiated instruction and services. After-school per session programs include our annual Title III program for ELLs and "Academic Success" (supervisor and teachers). Family programs may be offered during the day or in the evenings by staff members.

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

| X | Tax Levy |  | Title I SWP |  | Title I TA |  | Title II, Part A | X | Title III, Part A | X | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | C4E | 21st Century Grant |  | SIG |  | PTA Funded |  | In Kind |  |

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.

Students shall demonstrate at least 50% mastery of the grade level standards in the subject areas of ELA, Math and Science, through incorporating ELA and Math standards in STEM activities preparing for the Science Fair in the Spring.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
By the end of January 2019, each grade-level will complete one unit of study utilizing the Amplify Science program materials. Benchmark assessments, writing/subject portfolios, and unit projects will be used to analyze student progress.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

The NYC DOE 2017-18 School Quality Guide includes data from the NYC Survey of middle school students, all families, and staff indicates that this element still needs to be reviewed. Our school’s strength lies in “social-emotional” component, while “personal support” and “classroom behavior” components need further study. Personal attention and support as reported by students is at 58%, which is significantly below the city average of 69%, and just below the “approaching target” point.

More focus on discovering new strategies to build student ownership of lessons, allowing for more student interaction and discussion, with the teacher acting as facilitator in a supportive environment can support the importance of a child’s self-awareness and the process of self-actualization. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, has done, or has planned. While students may be involved in “hands-on” activities, it is more essential that they be “minds-on.” It is also essential that our teachers, “encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards,” (Framework for Teaching).

Part 2 – Annual Goal

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

By June 2019, administrators will observe a .10 increase in effective/highly effective ratings in the Framework for Teaching components of 2a-Creating an Environment of Respect and Rapport (3.80 or higher), and 3c-Engaging Students in Learning (3.45 or higher). Classroom instructional practices shall foster student leadership through participation, interest, enthusiasm, thinking, problem solving, and self-/peer-assessment during group performance tasks as observed by the administration throughout the year.
### 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>
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<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td></td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Professional Development (PD) series: Student-led Daily Routines in the early childhood classroom; Cooperative Learning; Socratic Seminar Professional Learning activity, including resources for supporting ELLs (WeTeach); Quality Questioning techniques with all learners (Walsh &amp; Sattes), including English language learners, students with disabilities, and advanced learners.</td>
<td>All staff</td>
<td>September through May</td>
<td>Administration; teachers sharing best practices; consultants</td>
</tr>
<tr>
<td>Student Leadership Council (representatives from each official class)</td>
<td>Middle school students</td>
<td>September through June</td>
<td>Guidance; Social Worker; Administration</td>
</tr>
<tr>
<td>National Junior Honor Society (Character, Leadership, Service, Scholarship); Community Service enrichment program.</td>
<td>Middle school students</td>
<td>September through June</td>
<td>Faculty Advisor; collaboration with PTA</td>
</tr>
<tr>
<td>&quot;Parenting&quot; Workshops: Supporting your child at home</td>
<td>All families and students</td>
<td>September through June</td>
<td>Parent Coordinator, Consultants</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

In order to enable families to support their children at home, our school will engage families and support their understanding of Supportive Environment by organizing and conducting "Parenting" Workshops for Supporting your child at home. These workshops will be held during September through June. Consultants will be hired as the key personnel responsible for implementation and oversight of these "Parenting" Workshops for Supporting your child at home.

### 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.

Staff members will have opportunities during Professional Development time to discover and discuss strategies to engage students as leaders in their own learning. Various staff members will work with students through different groupings to build up leadership qualities of students at home, in school, and in the community. Families will be
supported by parent workshops cultivating best practices for success as in individual, socially, emotionally, and intellectually.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
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</table>

**Part 5 – Progress Monitoring**

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

At the mid-year, we will review the calendar and participation in professional development opportunities, student activities, and parent workshops.

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

School calendar of events conducted for September through January; Advance School Overview data page: *Framework for Teaching*, Domain 2-The Classroom Environment and Domain 3-Instruction.

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

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Teacher Teams have been established previously, at each grade level. A grade leader (a role given first to those who volunteer) serves as the liaison between the team and administration, though all teams are encouraged to rotate members into the various roles.

During the 2015-16 school year, our teams began participating in the District 20 Collaborative Inquiry Process, which continues to be a district-wide focus. Protocols proving to be useful will continue to be used. New protocols tested successfully by one or more teams will be shared with the staff as a whole.

During the 2017-18 school year, teams went deeper into the inquiry cycles in order to have a more profound understanding of individual student needs, paying particular attention to English language learners, students with disabilities, and those in need of academic intervention.

This year (2018-19), a new team will focus upon ELLs in one grade, based on scores from the 2017 New York State Examinations, that will be Grade 4. We have seen no increase in the number of ELL students reaching proficiency on the NYSELA Test, from grade 3 to grade 4 (three). Yet, we did see an increase in the number of ELL students performing at Level 1 on the NYSELA Test, from Grade 4 to Grade 5 (up from four students, to six).

Part 2 – Annual Goal

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

By June 2019, all staff will participate as part of a data inquiry team in order to analyze student work products, discern student strengths and weaknesses, research potential strategies and tailor instruction for targeted students that include appropriate scaffolds and supports, measured by the alignment of state exam scores (2 out of every 3 targeted students), student scholarship, and Principal Practice Observations.

Targeted students will include: students with disabilities, English language learners and advanced students.
### 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) 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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>October 2018 through June 2019</td>
<td>All staff, administrators</td>
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<tr>
<td>All students, including ELLs, SWDs</td>
<td>November through June</td>
<td>All staff, administrators</td>
</tr>
<tr>
<td>ENL teachers, other teachers of ELLs</td>
<td>November through June</td>
<td>Teachers, paraprofessionals, administrators</td>
</tr>
</tbody>
</table>

- Staff will meet every other week for the professional work of inquiry, using an established protocol across the grades and subject areas.

- A target population will be identified when selecting student work for the cycle of inquiry. In the 2018-19 school year, teams will go deeper into the inquiry cycles in order to have a more profound understanding of individual student needs, paying particular attention to English language learners, students with disabilities, and those in need of academic intervention.

- Professional development will be provided for staff in order to use the inquiry protocol to best improve teaching and student learning.

- A new ELL Inquiry Team will be established to discover needs and new strategies for one grade level (Grade 4).

### 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.

Periodic updates will be shared with the School Leadership Team and the wider community (e.g., PTA meetings) at the completion of each Inquiry cycle in the Fall and Spring Terms. Grade leaders and supervisors will be responsible for implementation and oversight.

### 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.

Staff may use the Professional Development time on Mondays, time "for other professional work" on Tuesdays, and common planning times for Inquiry. Specific instructional strategies will be offered to targeted students during the school day.
### Part 4b

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

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<td>C4E</td>
<td>21st Century Grant</td>
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### Part 5 – Progress Monitoring

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

By the end of the Fall Term (January 2019), inquiry teams will have completed one cycle of planning, implementation, and evaluation.

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

School calendar of events; Inquiry Team summative abstracts shared school-wide.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   1. As a high performing school, our overall State ELA & Mathematics Examinations have been consistent for students performing at levels 3 & 4 during the 2016-17 and 2017-18 school years, approximately 63% and then 67% in ELA, and 70% and then 74% in Math respectively. Principal Leadership remained strong according to parents and teachers, at 90%. Teacher Influence however, was a much weaker 61% (significantly below the city average of 77%).

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.
   2. Needs of English language learners (ELLs) and students with disabilities (SWDs) to be addressed in this goal and action plan are focused on helping children grow in self-confidence which will allow them to explore and to take risks in order to increase their performance in classrooms and on assessments (cf. NYS ELA & Mathematics Examinations, Spring 2018).

Part 2 – Annual Goal

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

By June 2019, by continuing to build coherent instructional and social-emotional supports to improve student achievement for all students, including English language learners, students with disabilities and advanced students, these sub-groups will show at least a 2% increase in NYS ELA and Math Test scores (ELLs – 9.4% in ELA and 38.8% in Math; SWDs – 22.5% in ELA and 34.1% in Math; Level 4s – 33.6% in ELA and 51.6% in Math).
# 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).

| Professional Development series: The "Pre-K Thrive" learning track will increase opportunities for pre-K children to realize their potential by building a foundation of social-emotional skills during a critical stage of development. | Pre-K Staff | September to June | NYCDOE Pre-K for All trainers; paraprofessionals; teachers; administrators |
| "Respect for All" series | All Staff | Fall Term | Administrators |
| Middle School Enrichment: "Community Service Learning" | 6-8 | September to June | Faculty Advisor; PTA support |
| Assembly: Bullying Prevention | 3-8 | September to June | Administration; classroom teachers; PTA support |
| a) Review "Growth Mindset" (Carol S. Dweck) book/TED talks. | K-8 | September to June | SLT members |
| b) Review "Mindfulness". |  |  |  |
| For staff, families, and children. |  |  |  |
| Consider resources from CITE, P.S. 69K, parent coordinator Social Emotional Learning (SEL) program. |  |  |  |

## 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.

**Family communication about their children's academics and attendance is available through online/apps PupilPath and New York City School Accounts. Mathematics support at home for parent and child is available online at Go Math! Academy. Middle School and High School information sessions are offered to assist families in making wise school choices for their children. The PTA provides family events and encourages parent leadership in the various activities.**
School resources include PupilPath; Go Math! Academy; guest speakers for student, parent, staff, and family events; as well as professional support during PD Mondays and family engagement Tuesdays. We also are supported for family engagement by a social worker who is part of NYC THRIVE, a citywide, mayoral initiative to support the mental health of all New Yorkers.

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

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</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.

At the school year’s mid-point, we will utilize a developed student survey to review progress of activities, participation, and feedback aimed to improve personal attention and support. A similarly developed teacher survey will be utilized to review the progress of newly adopted curriculum materials and the professional learning for their implementation.

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

Along with the actual surveys, school calendar of events; daily schedules; program schedules.

**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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Strong Family-Community Ties was still a strong 91%, as reflected in the 2017-18 School Quality Guide data. The parents did not see “Teacher outreach to parents,” as strongly as the teachers (93% versus 100%). During the 2017-18 school year, we hosted parent/guardian workshops for transitions to middle and to high schools, family art evenings (parent & child), Winter and Spring Concerts for elementary and middle school ensembles, the annual Art Exhibit, and collaborating with the PTA for “Citizen of the Month” recognition. We also partnered with Learning through Expanded Arts Programs (LEAP) for some of our family workshops and with CITE for Parenting Workshops.

In an effort to assist families with Common Core Standards for Mathematical Practice, all continue to have access to the Go Math! Academy, an online support with tutorials and math games for every lesson in the K-8 series. We would like to increase use of this site with all our families, as well as provide other family workshops in ELA and mathematics. Having returned to using Houghton Mifflin’s Open Court Reading for grades K-5, parents/families are being provided with access codes to the online student editions.

In an effort to build a stronger partnership between home and school, we now use PupilPath (Skedula). Continuing tiered, differentiated training is needed for staff members (especially new teachers) to use the site. We also plan to provide an introduction for new families and a “refresher” for others. We will be working to increase the number of families who have signed up in order to receive updates and emails about school events. Our school website, www.PS229.org, is a go-to site for up-to-date calendar events and continues to be the online "public face" of the school.

Part 2 – Annual Goal

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

By June 2019, the school community will have strategically aligned professional development, family outreach, and student learning experiences and supports, resulting in the adoption of effective academic and personal behaviors by all students, as well as an increase in positive responses to the “Strong Family-Community Ties” portion of the annual Survey from 3.57 in 2017-18 to 3.67 in this school year.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host Family Workshops on Common Core Standards for Mathematical Practice, as well as using the online program, Go Math! Academy</td>
<td>Families of all students, including ELLs and SWDs.</td>
<td>Fall 2018 and Spring 2019</td>
<td>Parent Coordinator, Teachers, Administration</td>
</tr>
<tr>
<td>Host Family Workshops on Common Core Foundations for Literacy, with connections to the new Open Court Reading 2016.</td>
<td>Families of all students, including ELLs and SWDs.</td>
<td>Fall 2018 and Spring 2019</td>
<td>Parent Coordinator, Teachers, Administration</td>
</tr>
<tr>
<td>Provide professional development for staff in using PupilPath.</td>
<td>All teachers and administrators</td>
<td>Fall Term</td>
<td>Coach, Administration</td>
</tr>
<tr>
<td>Encourage families to sign onto the online home-school communications sites, including PupilPath, NYC Schools, and the eChalk school webpage.</td>
<td>Families of all students, including ELLs and SWDs.</td>
<td>Fall/Spring Terms</td>
<td>Parent Coordinator, Teachers, Administration</td>
</tr>
</tbody>
</table>

### 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.

- **Community Connections**, sponsored by the PTA, staff members, or student groups, unite our students with the needs of the world around them. Students participate in events, which include a food drive, a collection of pajamas with Scholastic Books, a Halloween Art Store Window Painting Contest (by a local civic organization), and fundraisers for people in special need around the world.

  The **Neighborhood Improvement Association (NIA) COMPASS** program has long partnered with the school to offer an after-school enrichment program for students in Kindergarten through grade 5 (recently adding the program for middle schoolers explained above). This year, the NIA offered Family Tech Nights for parents and their children.

  The **Neighborhood Improvement Association (NIA) SONYC** (free after-school program for middle schoolers) is now in its third year at 229K. This program continues to enhance student life via trips to New York City cultural institutions and athletic complexes; Specialized High School Admissions Test (SHSAT) preparation sessions; our CHAMPS basketball team (The 229 Tigers) to play other schools with an NIA program at home and away, in addition to the regularly scheduled Saturday games; and collaboration with the New York Pops on a Broadway Jr. performance at the school.
Online support for families is via PupilPath, New York City School Accounts, Go Math! Academy, www.PS229.org, and PTA emails.

**Part 4 – Budget and Resource Alignment**

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

Professional Development will be offered on Monday afternoons. Guided assistance for family engagement, using online systems will also be offered to enhance the home-school connection. Family workshops are customarily conducted in the early evening. Title III workshops will be conducted for parents of English language learners.

**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>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By the end of the Fall Term, 60% of our students' families will have signed up for our online supports (Pupil Path).

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

School calendar of events; attendance forms; Internet data of "hits" on the webpage.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Teacher monitoring progress of class discussions, group work, independent work, tests</td>
<td>Strategies: Use of graphic organizers, scaffolded activities leading toward on-level tasks, using context clues to identify unknown words/phrases, reconstructing/sequencing content into paragraphs/essays using cut-outs of individual sentences/paragraphs</td>
<td>Whole group modeling, Small-group intervention, lunchtime tutoring, one-on-one as deemed necessary</td>
<td>During the school day, Title III programs, and after-school test prep programs</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Teacher monitoring progress of class discussions, group work, independent work, tests</td>
<td>Review prior knowledge (fluency, mastery expectations) when scaffolding to introduce new concepts/skills, guided analysis or breaking down of steps that are required to solve a task, students restate the problem in their own words, review and use of academic vocabulary frequently</td>
<td>Whole group modeling, Small-group intervention, lunchtime tutoring, one-on-one as deemed necessary</td>
<td>During the school day, Title III programs, and after-school test prep programs</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Teacher monitoring progress of class discussions, group work and projects, independent work, tests</td>
<td>Use of graphic organizers, scaffolded activities leading toward on-level tasks, review and use of academic vocabulary frequently using context clues to identify unknown words/phrases, sequencing steps or guided analysis or breaking down of steps</td>
<td>Whole group modeling, Small-group intervention, lunchtime tutoring, one-on-one as deemed necessary</td>
<td>During the school day, Title III LEP program, and ELA/informational text after-school test prep programs</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
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<tr>
<td>that are required to</td>
<td>Teacher monitoring progress of class</td>
<td>Teacher/Administrator recommendation to Pupil Personnel Team and/or meeting with the child and</td>
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<tr>
<td>complete a task/lab</td>
<td>discussions, group work and projects,</td>
<td>family according to the immediate need or long-term goals to be accomplished</td>
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<td></td>
<td>independent work, tests</td>
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<tr>
<td></td>
<td>Use of graphic organizers, scaffolded</td>
<td>Guidance counselor, Social Worker, or Psychologist meet with students/families according to the</td>
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<td></td>
<td>activities leading toward on-level</td>
<td>immediate need or long-term goals to be accomplished</td>
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<td></td>
<td>tasks, review and use of academic</td>
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<td></td>
<td>vocabulary frequently using context</td>
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<td></td>
<td>clues to identify unknown words/phrases,</td>
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<td></td>
<td>sequencing and summarizing content</td>
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<td></td>
<td>using traditional formats such as time</td>
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<tr>
<td></td>
<td>lines or outlines</td>
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<td></td>
<td>Whole group modeling, Small-group</td>
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<td></td>
<td>intervention, lunchtime tutoring, one-on-</td>
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<td></td>
<td>one as deemed necessary</td>
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<td></td>
<td>During the school day, Title III LEP</td>
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<td></td>
<td>program, and ELA/informational text</td>
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<tr>
<td></td>
<td>after-school test prep programs</td>
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<td></td>
<td>During the school day, family engagement</td>
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<td></td>
<td>on Tuesdays after dismissal</td>
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</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

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

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th></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>not applicable</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

| 28 |

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></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>
Basic emergency supplies (clothing, school supplies, books) and other educational services (intervention programs).

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.

$24,267
Section 8: Title I Program Information

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

Part 1: Title I Status

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

not applicable

2b. High Quality and Ongoing Professional Development

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

not applicable

Part 3: TA Schools Only

3a. Use of Program Resources

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

not applicable

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).

not applicable
Part 4: SWP Schools Only

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

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

| not applicable |

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.

| not applicable |

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). 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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[]</td>
<td>[]</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 229 Dyker, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

P.S. 229 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.
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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1\textsuperscript{st} of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## School-Parent Compact (SPC)

**School-Parent Compact (SPC)**

**P.S. 229** Dyker, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:
● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

● convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;

supporting parental involvement activities as requested by parents;

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

advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Elementary and Secondary Education 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;
II. Parent Responsibilities

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
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.

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>
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<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ NOT conceptually consolidated (must complete part E below)</td>
<td></td>
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<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
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</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
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<tbody>
<tr>
<td>☐ Before school</td>
<td>☑ After school</td>
</tr>
<tr>
<td>☐ Saturday academy</td>
<td></td>
</tr>
</tbody>
</table>

| 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: ______

The after-school program for ELLs serves students who are at entering, emerging, transitioning, expanding, and commanding levels of NYSESLAT. Serving the testing grades, emphasis is placed on English language arts and "reading mathematics" in preparation for the NYS Common Core assessments. Preassessments, including MOSL and Scantron Performance Series Data is used to support student placement in the program. Imagine learning reports will be executed in the native/home language for each student. For students in grades 3-8, individual language support (i.e. - Chinese) will be provided for newcomers. Students will be divided into three groups, based on grade levels and/or proficiency needs (e.g., grades K-2, grades 3-5; grades 6-8). One teacher will service students in grades K-2, one teacher will service students in grades 3-5, one teacher will service students in grades 6-8. The program will run on Wednesdays from September through April for a maximum of 28 sessions (2:31-4:31PM) and will be conducted in English by three NYS certified teachers of English as a second language.

Thematic units using leveled books (e.g., Rigby Program) for guided reading as well as posters, charts, and worktexts to integrate the content areas of science, social studies, and mathematics, helping to reinforce content and skills needed by the children for successful achievement of the Common Core Learning Standards. The sessions are structured with interactive, multi-sensory elements where plenty of visual aids and auditory components are provided. Students will also be supported in their ESL instruction through the use of Imagine Learning software. This program allows children to work independently on language skills at their level and at their own pace. As a child's skills level increases, the program moves the child to the next higher level. A "Newcomer Kit" will help develop language skills through the use of manipulative charts, language practice games, and vocabulary building activities. Together, these components provide the resources needed for differentiated instruction according to students' needs. These materials are used solely for the Title III program.

Attendance will be recorded at each session. Teachers will maintain portfolios of student work and provide outreach to parents in their native/preferred languages.

ELLs in Kindergarten through grade 2 will also be supported in the language acquisition through use of Imagine Learning software program. Through the use of multimedia, students receive individualized instruction while actionable data is delivered to instructors who may then plan session lessons accordingly.
### 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: ___

The focus of professional development (PD) is to assist teachers in enhancing their strategies and methods in helping students achieve English language proficiency. Teachers are encouraged to select programs of interest offered through the NYC Department of Education, as well as outside agencies. The Center for Integrated Teacher education will be contracted as part of this allocation. Presenters will be contracted to come to the school during professional development sessions on Mondays. Teachers and administrators working in the Title III program will receive this training as well.

This year's school-based PD (conducted by administration) is centered around the continued implementation of the Common Core Learning Standards in accordance with the Danielson Framework for all students, including ELLs. Teachers working in the Title III program will receive opportunities to attend workshops pertaining to ENL students throughout the school year:

- An Overview of the 8 targeted Competencies in the Framework for Teaching (Chancellor's Conference Day, September 2017)
- Accountable Talk for Common Core Standards & Testing Meeting (December Staff Conference, December 2017)
- Resources for Response to Intervention - RtI (January Staff Conference, January 2018)

A State-certified TESOL and supervisor will coach teachers using an informative, collaborative, and facilitating mentoring model, tentatively scheduled for five one-hour sessions on Fridays during the school day in April and May. This training will be provided by the Center for Integrated Teacher Education (CITE):

- Danielson's Framework for Effective Teaching: ESL & the Frameswork's Domain 3
- Universal Design for Learning (UDL): Supporting the ELL with an IEP
- Common Core Learning Standards and the ELL: Content-Area Support
- Webb's Depth of Knowledge for ELLs: Scaffolding toward Higher Order Thinking

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- An Overview of the 8 targeted Competencies in the Framework for Teaching (Chancellor's Conference Day, September 2017)
**Part C: Professional Development**

- Accountable Talk for Common Core Standards & Testing Meeting (December Staff Conference, December 2017)
- Resources for Response to Intervention - RtI (January Staff Conference, January 2018)

All agendas and attendance sheets will be maintained in a Title III binder stored in the ENL coordinators office.

A State-certified TESOL and supervisor will coach teachers using an informative, collaborative, and facilitating mentoring model, tentatively scheduled for five one-hour sessions on Fridays during the school day in April and May. This training will be provided by the Center for Integrated Teacher Education (CITE):

- Danielson's Framework for Effective Teaching: ESL & the Framework's Domain 3
- Universal Design for Learning (UDL): Supporting the ELL with an IEP
- Common Core Learning Standards and the ELL: Content-Area Support
- Webb's Depth of Knowledge for ELLs: Scaffolding toward Higher Order Thinking

**Part D: Parental Engagement Activities**

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

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

Begin description here: _____

At the start of the implementation, teachers send a letter home to the parents introducing them to Imagine Learning English and encouraging them to continue their student’s learning at home. All parent letters, including progress reports, will be printed in the student’s first language when available, ensuring student comprehension. As their children work through the program, parents receive progress reports. These home reports provide parents with actionable steps to support their child outside of the classroom. Along with the home reports, worksheets are also sent home so that learning may continue there. These materials are part of the Imagine Learning English software provided by Imagine Learning. The reports and worksheets are sent home with the student.

Aligned with the our school’s Comprehensive Educational Plan's goals, we will host two workshops (6:45-8:00 PM) for families of ELLs and immigrants presented by a facilitator from Learning Through an Expanding Arts Program (LEAP), Inc., New York City: Board Games to Puzzle: Math (tentatively November 9) – Families will create board games and puzzles employing mathematics concepts, problem-solving strategies, and critical thinking skills; and Word and Literature Games (tentatively March 8) – Families will create and play original games. Notices will be posted (and available with translation) on the school webpage, emailed via the PTA list, and backpacked home by children to families.

In addition to the LEAP workshops, certified ENL teachers will provide seminars for the newcomers/new immigrant families so that they may learn about the school, community, and how to become well-informed and involved citizens. At least one workshop will be conducted every 2-3 months beginning in the late afternoon/early evening. Parents will also be taught
Part D: Parental Engagement Activities

strategies on how to work with their children (i.e. - English acquisition skills). Notifications of meetings will be sent out in the parent's preferred languages. Interpreters, provided by the school, will be called upon for these events.

All information pertaining to seminars will be maintained in the ENL binder stored in the ENL coordinators office.

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</td>
<td>$12181.20</td>
<td>$9520.56 Three teachers, per session rate @ 56.67 per hour (2 hours per day x 28 sessions per teacher) to provide an after-school intensive program for ELLs. $2660.64. One supervisor, per session rate @ 59.65 per hour (2 hours per day x 22.3 sessions) to oversee an after-school intensive program for ELLs when no other after-school programs are in session.</td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td></td>
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<tr>
<td>• Per session</td>
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<tr>
<td>• Per diem</td>
<td></td>
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<tr>
<td>Purchased services</td>
<td>$2030.20</td>
<td>$2030.20. 5.5 hrs of PD provided by the Center for Integrated Teacher Education.</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$4060.40</td>
<td>$1408.51. Purchase of instructional materials which focus on the development of English conversation, vocabulary development, reading, and writing skills for ELLs. Work-texts and supplies for classroom projects. Continental Press (approximately 200 copies @$8.53 each (partial cost). $2651.89. Imagine Learning online language support program (partial cost)</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<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>Educational Software (Object Code 199)</td>
<td>$0.00</td>
<td>NA</td>
</tr>
<tr>
<td>Travel</td>
<td>$0.00</td>
<td>NA</td>
</tr>
<tr>
<td>Other</td>
<td>$2030.20</td>
<td>$2030.20. Parent engagement activities, including parent workshops covering language acquisition strategies and academic supports, ongoing throughout the school year.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>20302</td>
<td>N/A</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>20</td>
<td>Brooklyn</td>
<td>229</td>
</tr>
<tr>
<td>School Name</td>
<td>P.S./I.S. 229K</td>
<td></td>
</tr>
</tbody>
</table>

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.

- Principal: Robert Zappulla
- Assistant Principal: Dr. Debra Johnson
- Coach: Linda Palmer
- ENL (English as a New Language)/Bilingual Teacher: Jonathan Goldman
- School Counselor: Jessica Kmec
- Teacher/Subject Area Kayley To/ ENL
- Parent: Jennifer Randazzo
- Teacher/Subject Area: Yvonne Kam/ ENL
- Parent Coordinator: Andrea Abrams
- Related-Service Provider: n/a
- Field Support Center Staff Member: n/a
- Superintendent: Karina Costantino
- Other (Name and Title): n/a

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.

| Number of certified ENL teachers currently teaching in the ENL program | 3 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| 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) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 1250 |
| Total number of ELLs | 149 |
| ELLs as share of total student population (%) | 11.92% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</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>
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</table>

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>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</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.

Bilingual Program Breakdown

<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>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Our school continues to assess the students’ progress both formally and informally through tests data and observation to know where their entry points are. For ELA, grades K-5 use the Open Court and grades 6-8 use Pearson Core Literature curriculum. For Math, grades K-8 use Go Math. Each program has benchmarks and assessments. Every teacher uses the programs to establish their students’ literacy benchmarks and determine progress throughout the year. All ENL teachers have been trained on Fountas and Pinnell and have kits in their classrooms to immediately measure growth and progress in terms of literacy and reading level. In addition, classroom teachers used individualized/modified assessments to fit the individualized needs of the ELLs, especially newcomer ELLs who have skills that are well below their grade levels. Teachers will differentiate the materials using different graphic organizers and prompts in order to guide instructional planning for the ELLs. All assessment data is thoroughly analyzed and informs classroom contents and decisions.

In addition, the EDAT tool is helpful in assigning risk levels for students, analyzing data trends over time and describing the
individual strengths and weaknesses of the students. The tool clearly indicates the needs of each student individually and shows what academic needs need to be addressed. Current and past data indicators influence and inform instruction and scaffolds, so the instruction will be targeted and the scaffolds will be tailored exactly to the needs of the students.

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

The ENL teachers work in conjunction with the classroom and content area teachers to ensure the individualized assessments and measures are accurate, useful and fit the direct needs of the children. Some of these assessments in place are classroom exams for the ELLs, conferencing with the teacher, writing assignments, reports, reading comprehension exams, research papers, questioning, group assignments and peer editing. All taken together, this data gives an up to date and accurate view of their skills and their needs.

The school uses this current data to inform instruction, generate expectations, differentiate and group effectively. Recent ELA, NYSESLAT and NYSITELL data are also analyzed thoroughly, and past ELA and NYSESLAT data are examined for trends. The EDAT data is useful in combining the all the data and assigning risk levels for the students. It also indicates the students' weaknesses so targeted instruction and scaffolds can specifically focus on their areas of need. This data is very useful and important initially, but are lagging indicators of current performance levels. P.S./I.S. 229 uses all data available to create appropriate instruction based on the needs of the ELLs.

Upon analysis of the data, as a school the ELLs are making the expected gains and improvements in their levels of progress. Saying this, ELLs face additional challenges and struggles and the data has shown the importance of close coordination and communication between the classroom teachers and the ENL teachers to ensure classroom activities and instructional activities provide the essential scaffolds and levels of differentiation that fit the individual needs of the ELLs.

In addition, current classroom data has shown that developing strong academic language skills needs to be stressed further. School wide EDAT data clearly shows that the ELLs have more pronounced weaknesses on their writing and speaking sections of the NYSESLAT exam and these weaknesses carry over to the writing portion of the ELA test. Also, ELLs have expected weaknesses in developing grade level reading skills which need to be addressed via targeted instruction and targeted scaffolding to develop the foundational skills in conjunction with the current grade level skills sets.

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?

Each class has beginning of the year, mid-term and final assessment benchmarks to measure students' progress and growth. At the beginning of the year, all teachers have a classroom-based baseline assessment to determine students' current academic skills and needs. Throughout the year, teachers continually assess progress through classroom tests, projects, individual and group work, teacher-student conferences, and participation to determine progress and needs.

In addition to summative assessments and ongoing classroom assessments, each teacher is provided a list of the dates of entry and NYSESLAT results for all the ELLs and former ELLs in the class. EDAT data is analyzed to ensure teachers have a strong knowledge base of their students' academic needs and are familiar with the trends in their academic progress over time. This helps with gauging accurate expectations and monitoring expected progress. Any student who is not making expected progress receives additional differentiated instruction, scaffolds and support based on current needs.

Consistent discussions are held between the classroom teachers and the ENL teachers to identify areas of need and formulate solutions to benefit the identified needs of the students. As a whole, academic language has been identified as a concern for current and even some former ELLs. Student needs are discussed individually and if applicable, as a group if there is an identified weakness across the spectrum of ELLs/FELLs represented in the classroom.
4. What structures do you have in place to address interventions once the summative data has been gathered?
Students who are having academic difficulties are closely monitored. All ELL teachers are members of the PPT committee. ELLs are referred to the PPT committee to discuss additional academic intervention based on the needs and progress of the child. Additional methods of classroom differentiation are suggested during PPT meetings. When a child is labeled at-risk, ELLs are able to attend at-risk SETSS to receive additional support. ELL teachers are in close communication with classroom teachers and parents to ensure appropriate interventions take place.

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.]
Utilizing the RTI framework, ELLs receive Tier 2 remediation within the Title III program offered once a week for two hours after school. Students are programmed after analyzing NYSESLAT data in addition to ongoing summative assessments describing classroom performance. Targeted intervention services are updated and adjusted according to student achievement levels – as per standardized and teacher-created assessments.

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].)
Based on the ELL Data Analysis Tool, the students across the grades are scoring higher on the reading and listening modalities on the NYSESLAT. The writing and the speaking modalities are determined to be in greater need via the EDAT tool across all grades. We examined the data patterns from the past and this seems to be a similar trend each year. Since the writing modality is the weakest part for the ELLs performance, it takes quite some time for the students to develop these academic skills. Students who arrive literate in their native language are improving at a faster rate and they make use of tablets with translation programs and word to word bilingual dictionaries/glossaries. We try to focus more on developing strong writing skills within the ENL program by using different graphic organizers. Scaffolds are used that address their writing difficulties. As for the speaking portion, we encourage the students to participate more during ENL classes where there are smaller groups and they would not be as intimidated in front of the whole class. We also encourage students to listen more so that they can imitate and produce the language.

In addition, students labeled high risk via EDAT, receive targeted instruction based on their assessed needs. This information is shared with content level and classroom teachers so all involved are on the same page regarding the academic needs of the child.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Close coordination between classroom/content area teachers and the ENL teachers is a key. We consistently discuss, articulate, plan, and address the current needs of the ELL population. ELL teachers provide the classroom teachers with up to date stats and information governing the ELLs. Classroom teachers not only know past formative exam scores but also patterns within year to year formative exam scores over time. We individualize instruction based on their current needs and we modify and adapt strategies that fit the needs of our current population. We strive for high academic achievement and progress, while always attempting to ensure that the ELLs feel comfortable and secure to make the gains they need. Constant feedback and coordination between all teachers serving ELLs helps the ENL teachers and administration evaluate the levels of success.

Our school is meeting AYP regarding the ELL population. We strive to have our students do well on state examinations, but we also measure our success internally, within our school. We consistently monitor the progress and development of our students inside their classrooms and ensure their academic and social-emotional needs are addressed by classroom/content area teachers and the ENL teachers.

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.**

      All current ELLs and commanding students who passed the NYSESLAT in the last two years within the same grade are placed in a class and served via a Freestanding ENL program. A certified ENL teacher will provide 180 minutes of integrated ENL instruction per week to entering through expanding ELLs and 90 minutes of integrated ENL for commanding students during ELA instruction. ENL teachers meet with the common branch or content area teachers and they plan, discuss, and create lessons together. They work collaboratively in the classroom to assist the language needs of the students. The ENL teachers not only assists the students, but model appropriate ENL methodologies for the classroom teacher to use when the ENL teacher is not in the room.

      In addition, the ENL teachers will provide 180 minutes of stand-alone ENL instructions to entering and emerging students per week. The ENL teachers assess the individual language needs of each child using a variety of measures. Some examples are NYSESLAT levels, NYSITELL levels, reading and writing exams, group work, classroom performance, additional state exams, current vocabulary tests, writing samples and conferences. The ENL teachers use the results to create lessons tailored to the individual language needs of the their students.

      All students are grouped in heterogeneous classes and the entire class travels together. In an integrated setting ELLs are grouped based on mixed proficiency levels and in a stand alone setting, the grouping changes since the proficiency levels of the students within the class are similar. Grouping decisions change to reflect the current needs of the students. For example, an emerging level student may be grouped next to another student who speaks his or her language initially, and after the student’s language ability strengthens the support will be removed. The student will no longer sit with the same student as before so he or she can continue to develop language independence and confidence.

   b. **TBE program. If applicable.**

      Paste response to questions here:

   c. **DL program. If applicable.**

      Paste response to questions here:

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)?**

      As per CR Part 154, entering and emerging students will receive 180 minutes of standalone ENL plus 180 minutes of integrated ENL. Transitioning students will receive 90 minutes of standalone ENL plus 90 minutes of integrated ENL or 180 minutes of integrated ENL depending on the individual needs of the student. Expanding students will receive 180 minutes of integrated ENL. Commanding students will receive 90 of integrated ENL for two years.

      ATS reports are used to ensure all eligible ELLs are served and all NYSESLAT/NYSITELL results are used to ensure all ELLs/FELLs receive the mandated number of minutes as per 154 and these are consistent with their test scores and language designations.

      All current ELLs and commanding students who passed the NYSESLAT in the last two years within the same grade are placed in a class and served via a Freestanding ENL program. A certified ENL teacher will provide 180 minutes of integrated ENL instruction per week to entering through expanding ELLs and 90 minutes of integrated ENL for commanding students during ELA instruction. ENL teachers meet with the common branch or content area teachers and they plan, discuss, and
create lessons together. They work collaboratively in the classroom to assist the language needs of the students. The ENL teachers not only assist the students, but model appropriate ENL methodologies for the classroom teacher to use when the ENL teacher is not in the room.

In addition, the ENL teachers will provide 180 minutes of stand-alone ENL instruction to entering and emerging students per week. They will work on foundational English instruction and connect it to the work that is being done in the content area classrooms. For example, if a personal narrative is being written in the content area ELA class, the ENL teacher will use ENL methodologies and scaffolding approaches to teach the same skills in the stand alone setting. The ENL teachers and classroom teachers communicate frequently to ensure their is continuity, coordination and familiarity between classroom environments and similar skills/topics are being addressed.

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 both integrated and stand alone settings, ENL instruction is conducted in English. Content is made comprehensible to students by the use of visual aids, tablets, word to word dictionaries and glossaries, scaffolding strategies (e.g. explicit vocabulary instruction, background knowledge, modification of activities and assessments, graphic organizers, answer frames, sentence starters, adapted texts) and modeling. The ENL teacher will work closely and collaborate with the homeroom teacher on lesson planning and scaffolding instructional strategies. Formal and informal assessments are conducted consistently by the ENL teacher and content area teacher who work together as a team. Instructional methods are modified based on student progress. Students are grouped effectively and classroom materials, methods and instructional formats are chosen and implemented with the targeted needs of the ELLs in mind. The ELLs learn the same curriculum as non-ELLs, academic vocabulary is stressed and students are exposed to accessible work that is challenging.

Kindergarten to fifth grades use Open Court ELA program. Sixth to eighth grades use the Pearson Common Core Literature program. All programs have an ESL component embedded within them. In addition, supplemental materials are used to help differentiate lessons with entering to transitioning students.

In both integrated and stand alone settings native language support is provided when applicable. Students are always encouraged to learn English in conjunction with their native language and never in place of their native language. The diverse cultures of our diverse student body are celebrated and respected. Students are provided word to word bilingual dictionaries, tablets for research and translation purposes, NYCDOE provided content area bilingual glossaries, and students have access to some independent reading books in their native language. Students who are unable to write in English or would like the opportunity to complete scheduled assignments in their native language are given this opportunity. Entering and emerging students often sit next to students who are fluent in their native language to ensure they have additional support in the classroom.

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

All newly admitted Spanish speaking students taking the NYSITELL are given the Spanish LAB exam. This provides the most definitive evaluation for Spanish speaking students.

There are a number of reasons why it is educational sound to determine how fluent an ELL is in their native language. Research has shown that a student who is literate in their first language has an easier time learning a second language. Also, part of the ENL program is promoting native language support. One needs to have an understanding of a student's language ability in the native language to provide appropriate materials and levels of support. If the student is in grades 3-8, depending on their native language reading ability, they will be eligible for testing accommodations like a word-to-word bilingual dictionary/glossary or possibly a translated version of the exam in their native language. An additional reason involves student grouping. There are times when students are grouped together, especially if they are new admits, based on the ability to speak the same native language and there are times when students are separated, especially if they are not progressing, because they aren't taking enough risks with English if they are surrounded by students who speak their language.
Additional student interviews and discussions with parents allow teachers to determine whether a student is literate in his/her native language. If the student is literate in his/her native language, then the student is given a chance to demonstrate understanding of classroom activities and content area instructions through evaluation and writing pieces in their native languages with the help of translation apps.

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. SIFE students who are struggling are brought up at PPT meetings. Differentiation measures and targeted instruction are discussed and if needed, SIFE students are provided with at-risk SETSS. SIFE students are also invited to the Title III after-school program.

   b. Newcomers receive instruction on phonics, vocabulary building and grammar skills. They are able to utilize the Imagine Learning English interactive computer program in various classrooms during advanced reading and writing lessons. They are then able to continue using Imagine Learning English at home. The ENL teacher is able to track their progress on the computer program. Steps are taken to ensure the child feels comfortable and the classroom atmosphere is conducive for the acquisition of English skills. Discussions are held with the general ed teacher to ensure the child’s needs are met when the ENL teacher isn’t present. For upper grade newcomer students who are literate in their native language, they are provided with tablets in the classroom to use to help translate the materials into their own native language.

   c. Developing ELLs are generally able to perform grade appropriate work with intensive scaffolding support during the instruction such as explicit vocabulary instruction, visual aids, background knowledge builders, graphic organizers, answer frames, adapted texts, language prompts and models.

   d. Long term ELLs require motivation and need to be challenged academically in class. Analyzing academic data trends and conversations with the child’s prior teachers help isolate the reasons why the child hasn’t reached English proficiency. Steps are then taken to ensure the student receives academic support in the areas he/she needs it most. The instructional focus for long term ELLs tend to be intensive reading and writing skills.

   e. Former ELLs receive 90 minutes of ENL services in an integrated setting. They have lingering language needs and these needs are identified based on the measures described earlier in the LAP. These students receive targeted instruction based on the needs identified. They are thoroughly involved in all classroom activities. Since they are former ELLs, and have demonstrated English proficiency, they are given differentiated instruction that is challenging and engaging while also focusing on improving areas of weakness.

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?

   Within the Open Court Program for grades K-5 and Pearson Common Core Literature for grades 6-8, there are specific RTI/ELL strategies and methodologies that the teachers use for ELL-SWDs. Further differentiation occurs based on recorded data from ongoing formative and summative assessments. This is used to help inform, differentiate, and scaffold instruction and assist with creating flexible groups within the classroom. A variety of measures and strategies are used to support academic content and develop language acquisition. Some examples are: the use of visual aids, tablets, word to word dictionaries and glossaries, scaffolding strategies (e.g. explicit vocabulary instruction, background knowledge, modification of activities and assessments, graphic organizers, answer frames, sentence starters, adapted texts) and modeling.

   Consistent communication and articulation occurs between the special ed teachers and the ENL teacher to ensure the
academic needs are being addressed in the classroom from a language perspective and from a special ed perspective. The teachers work together as a team to benefit the individual needs of each student and the classroom as a whole. Information such as prior test scores, dates of entry, progress trends and EDAT summaries are shared with the special ed teacher. The ENL teacher reads each IEP to have all the relevant information about their students. ENL and special ed scaffolding strategies are chosen and consistently modified to reflect the individual needs of the students and create an environment for accelerated English development.

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?

Utilizing flexible programming guidelines, ELL students are programmed to maximize ELA instruction with integrated services and stand alone instructional sessions during minor subject assignments and/or enrichment activities. This methodology provides ELLs with the optimum amount of time to receive instruction from their primary teachers as well as additional support from ELL service providers that work in smaller groups to meet the individual needs of each student (as per their IEP).

In addition, ENL teachers take part in IEP meetings and participate in instructional decisions. Students who will benefit from mainstreaming in particular subjects are mainstreamed.

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.

PS/IS 229 makes use of numerous forms of data available to make informed decisions about students and to highlight their educational needs. These tools include ATS reports, The AMAO tool, teacher observations, Fontas and Pinnell, portfolio and student work samples, teacher articulation, classroom exams, and student interviews. Data retrieved is closely scrutinized for trends, comparisons, current levels, and ongoing progress.

Once teachers have an accurate understanding of student needs, a number of intervention programs are offered to struggling ELLs from all subgroups. One available option will be the Title III ENL After School program. This program’s intent is to target student’s particular academic needs and address academic weaknesses. All at risk ELLs will be invited and every effort will be made to assure attendance. This program serves ELLs from all subgroups.

All intervention programs are conducted in English. Targeted/struggling ELLs will be invited to the expected ELA and math after school programs. In addition, struggling ELLs who have been referred to the PPT committee can also receive at risk SETSS.

Once a student is receiving targeted intervention services, he or she is monitored very closely. These are the primary targeted intervention programs with names attached, but consistent targeted intervention is happening daily in the classrooms through differentiated RTI instruction. Classroom teachers consistently make modifications and adapt lessons based on the different needs of the students. Teachers are trained to use differentiation as much as possible and provide RTI directly to the ELLs in their classes.

For example, an entering/emerging level ELL who took the ELA for the first time and received a level 1 would be in a targeted group within their classroom tailored specifically to students with similar academic needs. He or she will also be invited to attend the Title III ENL after-school program and be in a group made up of other ELLs who are taking the ELA but are still learning basic academic vocabulary and are struggling with literacy skills.

Common planning occurs to differentiate and scaffold instruction. The ENL teacher also models lessons and provides training so the content area classroom is a rich environment for the ELLs to learn and acquire language. Teachers assist students in becoming familiar with the terminology used on the NYS examinations. In each of the academic areas (mathematics, science and social studies), students are introduced to vocabulary through visuals and translations when available. We provide translated versions of the standardized tests for our Chinese and Spanish speaking ELL students who are more literate in their native languages so that they may demonstrate their content knowledge on the State Math, Science, and Social Studies tests.
rather than have their results influenced by a lack of English proficiency.

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

Based on the NYSESLAT Modality Analysis, the trend showed that the area with the most need is the writing modality. To further enhance the educational experiences of our ELLs, we will introduce the Imagine Learning English home version program to all students in need so that they can use the program at home to improve both their reading and writing skills. This program has grammar lessons and vocabulary exercises the students can practice at home.

In school, we will offer writing workshops to those in need in order to help improve their skills and move them to the next level. For example, we will focus more on developing strong writing foundational skills and emphasize academic vocabulary. Partnerships will be strengthened with the classroom teachers so work is coordinated and skills are transferred throughout the content areas. ELLs will utilize writing journals in conjunction with their independent reading so their writing will directly correspond to their current reading. A variety of skills and topics will be written about in their journals so they won’t be a vehicle to summarize what they are reading. They will discuss characters, conflict, main ideas, setting etc.. in their journals. They will be asked thought provoking questions and be expected to utilize academic vocabulary within their writing journals. Ideally, students will then be both reading and writing at home each day. Journals will be assessed on a weekly basis in addition to their reading logs.

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

N/A

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

The school provides ELLs with equal access to various after-school programs, such as theater workshop, band, orchestra, visual arts, writing workshop, NIA, CHAMPS, chorus, and Title III after-school programs. ELLs are encouraged to participate and provisions are made so parent/guardian letters and materials are in the native language and translation is provided so the students and parents/guardians will feel comfortable and be more likely to participate. The ENL teachers become involved by encouraging and monitoring participation. Parents/guardians are contacted via telephone during parent engagement time and the multi-lingual translation team is involved with making phone calls. Student participation helps develop confidence, friendships and contributes to the development of academic and social English fluency.

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.

Throughout the school, we use the Open Court and Pearson Common Core Literature literacy programs (which include strategies for ELLs), and Go Math with its hands-on activities and math word walls. The NYC Science and Social Studies core curriculum text-based programs also offer teaching recommendations for ELLs. Students use Imagine Learning English which is an interactive computer program with native language support which focus on grade-level spelling, phonics, grammar, listening and reading comprehension, in addition to conversational skills. ELLs are given the DOE word to word bilingual glossaries in their native languages to use in their classrooms and a second copy to use at home. Students have access to word to word bilingual dictionaries to use in their classrooms and to use on the state exams. The library has native language books available and the ENL teachers have native language books in their classrooms.

In addition, the ENL teachers will have tablets and a laptop to be used with their ENL population. Through current translation apps, students will be able to research, translate, and read passages in their native language to ensure understanding. Students are always encouraged to maintain their native language skills while they are acquiring English skills.

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

Our school makes an initial determination of the home language support need of each newly enrolled ELL based on information from the Home Language Identification Survey, the informal interview with parents and students conducted by an ENL teacher during registration, and the NYSITELL results. Our ENL teachers work closely with the classroom teachers to make adjustments throughout the year. We work to ensure that our newly enrolled ELLs receive home language support in the classroom and that they’re able to participate alongside their peers despite the language barrier.
Teachers provide buddies/partners who speak the same native languages for newly enrolled ELLs. Teachers in the building who speak various native languages also serve as translators for newly enrolled ELLs. The school library provides bilingual and native language books in the ELLs’ native languages. The Imagine Learning English computer program provides native language support for newcomers. In addition, ELLs are provided with word to word bilingual dictionaries and State Ed Department provided bilingual content area glossaries. In addition, each ENL teacher has a number of tablets with language learning and translation apps to be used in the classroom.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The main focus of our ENL program is to ensure that students attain English proficiency and are able to function successfully and independently in the classroom. Entering and emerging students learn basic communication skills (so that they may interact with their peers and staff more easily) and fundamentals of English-language acquisition, whereas the transitional and expanding students focus more on comprehensive individual English-language acquisition needs — specifically the reading and writing strands of the Common Core Standards. Teachers across the school help ELLs by using ENL strategies and materials that are directly tailored to students' ages, grade level and language acquisition needs.

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?

N/A

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).

Our school assists newly enrolled ELLs and their parents through school open houses and ENL parent orientations at the beginning and ongoing throughout the school year. Teachers are available during our open houses to answer any questions that parents might have regarding our school. The ENL parent orientation is hosted by our ENL teachers. ELLs and their parents have the opportunity to ask any questions that they might have regarding the three ENL programs available in NYC. The parent coordinator and translators are present at the ENL parent orientation as well.

Throughout the year, the parent coordinator provides parents of ELLs with information regarding various workshops that are available in NYC. Our school counselor hosts a high school application information session, with translators, for middle school students and their parents. There are also parent engagement workshops and family workshops organized by our ENL teachers and the parent coordinator throughout the year. There are translators available during all parent engagement activities and parent meetings to ensure that newly enrolled ELLs and their parents receive all the information and assistance that they need in order to transition smoothly into the NYC public school system.

17. What language electives are offered to ELLs?

Spanish is offered to 7th and 8th grade students.

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?

PS/IS 229 offers ELL Professional Development to all ELL personnel at the school. C.I.T.E. is the professional development provider. Each session introduces a new topic such as ENL methods, curriculum, English acquisition theories, successful ENL classroom and co-teaching methods. Some prior ELL PD sessions were titled "Engaging ELLs and Immigrant Students Through Rigorous and Relevant Instruction" and "Scaffolding and Collaboration: Increase Academic Achievement for ELLs and Immigrant Students".

New teachers are also sent to special professional development days sponsored by the network or Department of Education for ENL training. Other topics include the process of second language acquisition, content area strategies, and how cultural differences impact teaching and learning. ENL teachers are also a resource for all teachers on the staff as they constantly model appropriate ENL methods and work closely with the classroom teachers to ensure they are addressing the needs of the students.

As part of a District 20 initiative, we are beginning an ELL Inquiry Team, focusing upon one grade, as determined by an analysis of NYSESLAT, NYS ELA & NYS Math exams from Spring 2018. Teachers of ELLs, including official class teachers, will be a part of this group.

Teachers of ELLs are encouraged to attend outside professional development workshops provided by Brooklyn South Field Support Center as well as NYC DOE Office of English Languages Learners training sessions relating to language development, integration of State learning standards into the ENL programs, co-teaching models, etc. They also attend workshops that showcase new research related to second language acquisition. Some PD workshops attended featured RTI in the classroom, new ELL strategies, video clips of best practices, utilizing self reflection, and scaffolding strategies. Teachers of ELLs and particularly the ENL teachers then turn-key the information they learned to the classroom/content area teachers so all staff is on the same page and all staff is familiar with current ELL strategies, differentiating for the ELLs in the classroom, aligning curriculum to the State standards, making the curriculum accessible to the ELLs based on their language needs.

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.

PS/IS 229 recognizes the importance of ELL specific ongoing professional development. The ENL staff attends numerous PD workshops given by the DOE and district regarding ELLs. Records are kept from the ELL workshops and information is disseminated with all the ELL providers in the school. In addition, 10 hours of explicit ELL PD is conducted in the school to the ENL Staff by C.I.T.E (Center for Integrated Teacher Education). To meet identified student needs, we will include training on writing across the curriculum areas with a particular focus on ELLs and immigrant students. All teachers of ELLs were provided with 10 hours of explicit ELL training via workshops and/or classroom visits.

As part of a District 20 initiative, we are beginning an ELL Inquiry Team, focusing upon one grade, as determined by an analysis of NYSESLAT, NYS ELA & NYS Math exams from Spring 2017. Teachers of ELLs, including official class teachers, will be a part of this group.In all our other Inquiry Teams, teachers will focus upon finding new research-based strategies to meet the needs of students, including particular ELLs, as identified in each team's action plan.
**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?

   In addition to parent-teacher conferences and mandated parent orientation meetings, ENL teachers will have ongoing individual meetings with the parents/guardians of ELLs on Tuesdays after school during parent engagement time. These annual meetings are comprehensive and are used to discuss the goals of the ENL program, language development progress, language proficiency assessment results and language development needs. Attendance will be recorded. Qualified interpreters will be provided by the school if needed. The school has a multi-lingual school translation team that is available for individual meetings and phone calls. The school members on the translation team represent the main languages in the school. If the members of the team cannot provide the translation, then the school will contact the DOE translation unit.

   This time is used to get to know the parents/guardians and learn information to help inform instruction. Information is gained about the prior education of the students and the current educational needs based on parent/guardian observations at home. Parents/guardians are supported so the school, teachers and parents/guardians can work together in partnership to best address the academic and social/emotional needs of the child.

   Exam results are shared with parents/guardians. Trends in exam data are discussed and analyzed. Current and past classroom performance and progress are discussed. A discussion is held concerning ways to help assist the child and family so an environment is created and/or maintained at home that promotes the conditions for language acquisition. Educational goals are discussed that depend on current and past academic performance. EDAT data is shared if a child is deemed at risk and discussions are held to come up with targeted educational solutions to help address the individual classroom academic and language acquisition needs.

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

   Parent involvement for all families including families of ELLs is highly encouraged through membership on the PTA, its executive board and sub-committees, by election to the School Leadership Team, and by participation in family events for parent/guardian and child.

   Workshops are planned for all parents but in particular, the parents/guardians of ELLs to encourage parental involvement and to develop a strong relationship with the school. Translators are provided as needed at workshops. Measures are taken so the parent’s of ELLS feel comfortable and accepted into the school community. Some potential future ELL workshops address: opportunities to learn English together at home as a family, keeping up with classroom assignments for struggling students, specific strategies to learn English and ways to communicate with the child’s teacher and school community if English isn’t spoken well.

   In addition, parents are strongly encouraged to join their children on school trips. Activities are held to get the parent’s involved and to raise money for the school. Some activities are the school Carnival, PTA Auction Dinner, Harvest Walk-a-Thon, Spring Concert, and the Art Show. In addition, the ELL families are invited to all school wide workshops. Some workshops planned for this year are: Curriculum Night, Middle School and High School Application Process.

   The Parent Coordinator is involved with all workshops. She ensures the content, materials, publicity, and oral presentations are translated when possible and in the home language of the parent’s attending. She also works closely with the ENL teachers to find out translation needs and makes constant use of the school translation team.
### 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:
Part V: ELL Identification Attestation

Principal Certification

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Zappulla</td>
<td>Principal</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>Dr. Debra Johnson</td>
<td>Assistant Principal</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>Andrea Abrams</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>Jonathan Goldman</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>Jennifer Randazzo</td>
<td>Parent</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>Kayley To/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>Yvonne Kam/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>Linda Palmer</td>
<td>Coach</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>Jessica Kmech-Meli</td>
<td>School Counselor</td>
<td></td>
<td>10/19/17</td>
</tr>
<tr>
<td>Karina Costantino</td>
<td>Superintendent</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Field Support Center Staff Member</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 20  School Name: P.S. / I.S. 229K  Superintendent: K. Costantino

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan</td>
<td>Goldman</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Andrea</td>
<td>Abrams</td>
<td>Parent Coordinator</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Linda</td>
<td>Palmer</td>
<td>Data Specialist/Coach</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

P.S./I.S.229K is a diverse PreK-8 school with many parents/guardians who speak a language other than English at home. This diversity contributes to a rich educational atmosphere, but also presents many challenges. Effective communication with parents is one of the many challenges. According to the September 2018 ATS Home Language Report, English is the home language of _____ of the families at the school. We recognize the importance of parent involvement in their child’s education and continue to strive to eliminate communication barriers between parents and the school.

These are some formal and informal measures that are currently in place to identify both written and oral communication/translation needs:
Blue Cards:

Every child in the school has a Student Emergency Contact card (aka "blue card") on file filled out by their parents/guardians. The blue card has a specific section where the parents must specify their preferred written and oral language of communication. The parents receive these cards initially at their child’s registration and during the first week of school when blue cards are updated. The cards are distributed in English and translated cards are distributed in the child’s home language. If a student’s home language is not represented on one of these translated blue cards, then all efforts are made to find a translator to assist.

The school's parent coordinator, using ATS information, tabulates the exact written and oral interpretation needs of each student/family school-wide. This information is then shared with appropriate staff so the correct DOE/school translated forms will be sent to the appropriate parents throughout the school year and effective communication can occur with families during parent/teacher contact situations.

The RCPL (Parent's Preferred Languages Report) ATS report is run so the school will know the exact numbers and percentages of the school population who have requested either oral or written communication and in what language they prefer. The Home Language Report ATS report is run so the school will have an accurate count of the home languages represented in the school and the report is compared to previous years to determine trends in the data.

The Multilingual In-House Translation Team:
The school also has a multilingual in-house translation team comprised of school staff. The team has members that are fluent in the majority of the languages spoken by the school population (Mandarin, Cantonese, Arabic, Spanish, Albanian and Russian). Also, a number of multilingual parent volunteers are willing to assist with advance notice. Through the team's interactions, additional language translation needs of the parents are determined.

Home Language Information Survey (HLIS):

Upon entry into the NYC DOE, every new student's family is given (in English and in the appropriate home language) the HLIS as part of the registration welcome kit. Like the "blue cards," there is a section on the HLIS asking the parent/guardian to state the preferred written and oral language of communication. If a student transfers into the school from an existing NYC school, the HLIS is sent from the prior school and is examined upon arrival. The HLIS and the blue cards are the formal indicators for both the school and individual teachers to meet the particular translation needs of parents/guardians.

As in any school environment, there are times when staff members end up speaking or meeting with other family members in addition to the parents/guardians. The blue card or HLIS might indicate the parent/guardian’s preferred language of communication, but a grandparent for example, might require an interpreter. Teachers, administrators, and office staff often have to informally speak with (sometimes with the help of an interpreter) the students and caregivers to find out if there are any additional translation needs that are not present via ATS reports or on the blue cards/ HLIS. In addition, at the beginning of every school year, classroom teachers ask their students if there are any additional translation needs to support the home-school connection.
Using these formal and informal methods, staff members throughout our school community seek to have an accurate account of the preferred language and method of communication of our students and their families.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALBANIAN</td>
<td>2</td>
<td>0.12%</td>
<td>2</td>
<td>0.12%</td>
</tr>
<tr>
<td>ARABIC</td>
<td>40</td>
<td>2.46%</td>
<td>38</td>
<td>2.34%</td>
</tr>
<tr>
<td>BENGALI (BANGLA IN BANGLADESH)</td>
<td>1</td>
<td>0.06%</td>
<td>1</td>
<td>0.06%</td>
</tr>
<tr>
<td>BURMESE</td>
<td>1</td>
<td>0.06%</td>
<td>1</td>
<td>0.06%</td>
</tr>
<tr>
<td>CHINESE ANY</td>
<td>460</td>
<td>28.34%</td>
<td>372</td>
<td>22.92%</td>
</tr>
<tr>
<td>CANTONESE</td>
<td>0</td>
<td>0</td>
<td>46</td>
<td>2.83%</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>1</td>
<td>0.06%</td>
<td>1</td>
<td>0.06%</td>
</tr>
<tr>
<td>MOLDAVIAN</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.06%</td>
</tr>
<tr>
<td>MANDARIN</td>
<td>0</td>
<td>0</td>
<td>55</td>
<td>3.39%</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>1010</td>
<td>62.23%</td>
<td>991</td>
<td>61.06%</td>
</tr>
<tr>
<td>POLISH</td>
<td>3</td>
<td>0.18%</td>
<td>0</td>
<td>0.18%</td>
</tr>
<tr>
<td>PORTUGUESE</td>
<td>2</td>
<td>0.12%</td>
<td>4</td>
<td>0.25%</td>
</tr>
<tr>
<td>RUSSIAN</td>
<td>21</td>
<td>1.29%</td>
<td>23</td>
<td>1.42%</td>
</tr>
<tr>
<td>SPANISH</td>
<td>70</td>
<td>4.31%</td>
<td>74</td>
<td>4.56%</td>
</tr>
<tr>
<td>(AMERICAN) SIGN LANGUAGE</td>
<td>1</td>
<td>0.06%</td>
<td>1</td>
<td>0.06%</td>
</tr>
<tr>
<td>TADZHIK (AKA TAJIK)</td>
<td>1</td>
<td>0.06%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>URDU</td>
<td>6</td>
<td>0.37%</td>
<td>6</td>
<td>0.37%</td>
</tr>
<tr>
<td>UZBEK</td>
<td>2</td>
<td>0.12%</td>
<td>2</td>
<td>0.12%</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>2</td>
<td>0.12%</td>
<td>2</td>
<td>0.12%</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Letters and DOE documents:</td>
<td>September/ongoing</td>
<td>P.S./I.S. 229K has a number of established procedures in place to facilitate effective communication. As described earlier, we have an existing multilingual in-house translation team to provide written and oral translation/interpretation services. The team has members who are fluent in Chinese (Cantonese and Mandarin), Arabic, Spanish, Russian, Italian, and Albanian.</td>
</tr>
<tr>
<td>Notices of parent orientations and meetings</td>
<td>Ongoing/as needed</td>
<td>P.S./I.S. 229K makes use of existing written DOE translated documents that can be ordered or downloaded. All DOE provided parent/guardian translated letters are utilized by the school. If DOE provided translated documents are not available for a particular</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>Ongoing/as needed</td>
<td></td>
</tr>
<tr>
<td>School Events</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>Commendation or discipline notices</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Potential holdover notices</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Trip permission slips/consent forms</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>School policies and guidelines</td>
<td>September/ongoing</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Registration and transfer information</td>
<td>September/ongoing</td>
<td></td>
</tr>
<tr>
<td>Curriculum information</td>
<td>Ongoing/</td>
<td></td>
</tr>
<tr>
<td>Health/safety/legal notices</td>
<td>As needed</td>
<td></td>
</tr>
<tr>
<td>Upcoming state exams</td>
<td>As needed</td>
<td></td>
</tr>
<tr>
<td>Middle and High school application process</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SBST and guidance information</td>
<td>Fall/as needed</td>
<td></td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent orientation meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday afternoon/parent engagement</td>
<td>September/Ongoing</td>
<td>Oral interpretation services will be provided to the families and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students by the multi-lingual in-house translation team, NYCDOE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>over the phone interpreter services, the NYCDOE translation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unit, outside vendors or parent/guardian volunteers.</td>
</tr>
<tr>
<td>Emergency contact situations</td>
<td>Fall/Spring</td>
<td></td>
</tr>
<tr>
<td>Administration/ parent meetings</td>
<td>Weekly/as needed</td>
<td></td>
</tr>
<tr>
<td>Test preparation parent workshops/meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family engagement/ workshops</td>
<td>As needed</td>
<td></td>
</tr>
<tr>
<td>Annual Middle School Open House for prospective 6th graders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application process to middle and high schools</td>
<td>As needed</td>
<td></td>
</tr>
<tr>
<td>Caregiver meetings and phone calls with staff members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Frequency</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Home Language Survey and interview process</td>
<td>As needed</td>
<td></td>
</tr>
<tr>
<td>Special Education/IEP meetings</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>School safety meetings and issues</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Legal and disciplinary matters</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ongoing/as needed</td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, our school will utilize our online applications: (1) Skedula/PupilPath emails and messenger service translates automatically according to the ATS home language communication preferences identified by our families; and (2) our school webpage (www.PS229.org) allows the viewer to select their preferred language. We also have staff members able to assist families who speak Albanian, Arabic, Cantonese, Greek, Hebrew, Hindi-Gujarati, Hungarian, Italian, Mandarin, Russian, Serbian, and Spanish.

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.

Chancellor's Regulation A-663 will be included in the Staff Handbook which is given to the teachers and discussed upon arrival on the first day of school. The importance of parental involvement/access and the need to minimize communication barriers will be emphasized. Teachers and office staff will have access to a folder with all DOE translated forms and a master list of forms that were translated in house to be used throughout the school year. Staff will be given the list of the multi-lingual in-house school translation team members and encouraged to contact team members when immediate oral or written translations are needed. In addition, teachers will have access to the ATS generated information showing the home languages and oral/written preferred language of communication of the children in their classes.
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.)

The welcome posters will be displayed in all covered languages at the main entrance. The Parents' Bill of Rights and the Parents' Guide to Language Access will be displayed and accessible in the main office. The Language ID Guide is located at the security desk and also in the main office. Attempts will always be made to provide translators at parent engagement events and meetings.

Due to the variety of language assistance services and translation options available, parent/guardians will continue to feel welcome and the importance of their engagement and partnership with the school/staff will continue to be encouraged.

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?

It is important not only to identify the preferred language of communication, but also to determine the unique needs of the various populations within our school community. Each year, there are ongoing discussions held among staff, including the administration, teachers, paraprofessionals, parent coordinator, PTA, School Leadership Team, office staff, parents/guardians and students to identify any additional communication challenges and translation/interpretation needs of non-English speaking parents/guardians. The school attempts to be proactive and addresses any new concerns that arise. Two new bilingual (Mandarin and Cantonese) school aides were hired and were very useful in minimizing communication barriers.

Communication needs are discussed at parent orientations so each teacher and the parents/guardians are on the same page and all are aware of the best ways to communicate effectively. P.S./I.S. 229K strives to be open and inviting, promoting an atmosphere where all may feel welcome and comfortable in sharing their communication needs.

P.S./I.S. 229K encourages feedback. The ENL teachers are in close contact with staff, including the teachers and the administration, attempting to bridge any communication gaps between caregivers and the school. A survey in September will be distributed asking parents about their language needs and determining interest in potential ENL classes for adults. The Parent Coordinator and the PTA provide feedback regarding families’ needs to the administration and to the School Leadership Team (SLT). The SLT addresses the school’s communication services, as well as reviews related data in the annual School Survey.

Direct parent feedback will impact potential changes for the upcoming school year. In 2017, Title III parental engagement money was used for evening ENL workshops designed to help facilitate English acquisition in the home. Next year, the results of a parent/guardian survey will help pinpoint current language needs and interest in adult ENL classes.