2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 14K250
School Name: P.S. 250 GEORGE H. LINDSAY
Principal: ROSEANN LACIOPPA
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>PS 250</th>
<th>14K250</th>
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<tbody>
<tr>
<td>School Name:</td>
<td>School Number (DBN):</td>
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<tr>
<td>Pre-Kindergarten through Grade 5</td>
<td></td>
</tr>
<tr>
<td>108 Montrose Avenue</td>
<td></td>
</tr>
<tr>
<td>718-384-0889</td>
<td>718-302-2314</td>
</tr>
<tr>
<td>Rose Ann LaCioppa</td>
<td></td>
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<tr>
<td>Principal:</td>
<td></td>
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<tr>
<td>Stephanie Lee</td>
<td></td>
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<tr>
<td>UFT Chapter Leader:</td>
<td></td>
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<tr>
<td>Jacqueline Cruz</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td></td>
</tr>
<tr>
<td>JoAnn Pollack</td>
<td></td>
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<tr>
<td>SLT Chairperson:</td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td></td>
</tr>
<tr>
<td>Darel Marshall</td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td></td>
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<tr>
<td>N/A</td>
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<tr>
<td>CBO Representative:</td>
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<tr>
<td>N/A</td>
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District Information

<table>
<thead>
<tr>
<th>14</th>
<th>Alicja Winnicki</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical District:</td>
<td>Superintendent:</td>
</tr>
<tr>
<td>215 Heyward Street</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>Superintendent’s Email Address:</td>
</tr>
<tr>
<td><a href="mailto:awinnic@schools.nyc.gov">awinnic@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>718-302-7638</td>
<td>718-302-7606</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax:</td>
</tr>
</tbody>
</table>

Field Support Center (FSC)
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>RoseAnn LaCioppa</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Stephanie Lee</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Cruz</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Marianna Rizzo</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<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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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Susan Arbeeny</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Veronica Marzulla</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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</tr>
<tr>
<td>JoAnn Pollack</td>
<td>Teacher/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Esmerelda Gomez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Darel Marshall</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Joselyn Abreu</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Iris Gutierrez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Charmaine Fuller</td>
<td>Parent</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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</tbody>
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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.

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

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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>At PS 250, the Williamsburg Magnet School for Communications and Multimedia Arts, we believe each child is a unique work of art contributing to the beautiful and diverse mosaic that is our school. Our goal as a professional learning community is to provide each of our students with an educational program that is rigorous, challenging, creative and inspiring. Our school community comprised of dedicated, highly-skilled and caring professionals, ensures that every student receives an educational experience, in a safe and pleasant environment, reflecting his or her individual interests, learning styles and academic and social/emotional needs. Our extensive curriculum embeds the communications and multimedia arts throughout our students' program. PS 250 recognizes the vital and crucial role</td>
</tr>
</tbody>
</table>
that our students’ families play in their academic success. We believe that engaging our parents in professional learning, school events, and ongoing “conversations”, will lead to our students reaching their fullest potential.

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.

P.S. 250, The Williamsburg Magnet School for Communications and Multimedia Arts is a dynamic and diverse learning environment, whereby all stakeholders work together in order to provide our students with a challenging and unique learning experience. Our magnet theme of "Communications and Multimedia Arts" provides our students with an unparalleled learning experience that incorporates the arts into all content areas. Our two new STEAM labs provide our students with rigorous opportunities to engage in the sciences, math and technology.

Our school community comprised of dedicated, highly-skilled and caring professionals ensures that every student receives an educational experience, in a safe and pleasant environment, that reflects his or her individual interests, learning styles and academic and social/emotional needs. Our extensive curriculum embeds the communications and multimedia arts throughout our students’ program. PS 250 recognizes the partnership that our students’ families play in their academic success. We believe that engaging our families in professional learning, school events and ongoing “conversations” of interest, will lead to our students reaching their fullest potential. In order to accomplish our mission, we have several initiatives in place that have proven to be successful. These include, "Book Buzz with the Principal", Fabulous Fridays, Book of the Month, "Super Tuesdays", The Leader in Me Action Teams and Student Lighthouse Team, Nabe 3.0, Collaborative Team and Vertical Planning, Inquiry Cycles of Learning.

"Book Buzz with the Principal" is a monthly initiative in which selected students from every class meets with the principal to discuss a favorite book along with informal conversations about their school experiences thus far. This encourages improvement in the students’ reading skills as well as providing them with an outlet to voice their opinions. "Fabulous Fridays" is a monthly initiative whereby parents are invited to visit their child's classroom and participate in a special event focusing on an aspect of the curriculum. The school wide "Book of the Month" initiative is aligned with "The Leader in Me" positive behavioral school wide approach, in which a specific book is celebrated and discussed with the children each month. We will be embarking on our third year with The Leader in Me social/emotional framework. The core values of The Leader in Me facilitates and cultivates a school environment that focuses on positive behavior and developing students as role models and leaders. Our collaboration with our CBO, St. Nick's Alliance and their program "Nabe 3.0" assists our students who are experiencing academic and social/emotional challenges. This program is led by a youth coach who supports the students within their school environment.

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

Our Chinese/English Dual Language program will expand to the 2nd grade and provide academic, social/emotional supports for our ENL’s as well as providing the opportunity for our English dominant students to immerse themselves in a second language.

Our English as New Language students comprise approximately 17% of our student population. Their specific needs are language-based and require instructional strategies that support their oral and written vocabulary development in their dominant language as well as English. Our Chinese/English Dual Language program, will support our students whose dominant language is Chinese. Our ENL’s require pedagogical tools that support their learning. These include visual prompts, graphic organizers, Spanish and Asian language texts and audio/visual software programs. Our Students with Special Needs comprise 11% of our student population. These students are dispersed among our Integrated Co-teaching classes and one self-contained 3/4/5 bridge class., They have varying needs ranging from academic to behavioral. Many of these students have delayed reading skills which require explicit and systematic instruction. Since our students with special needs have multiple learning modalities, resources and materials must be modified to meet their needs. For those students who are transitioning from the most restrictive environment (12:1:1) to a least restrictive one, emotional, as well as academic support is needed. This year, we have implemented...

2018-19 CEP
the "Fundations" program as an additional support for both groups of students as well. Our School Implementation Team (SIT), school wide social/emotional framework, "The Leader in Me" and our RTI framework supports the identification of the students' special needs, along with developing a plan for improvement. Our professional learning Cycles and Professional Learning Teams also provide support to our teachers in meeting the special needs of these subgroups. Our staff will continue to participate in district collaborative shares with a focus on supporting these subgroups.

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.

With reference to the Framework for Great Schools, and as evidenced in the 2017-18 School Quality Guide Multi-Year Summary, we have made continuous progress in several areas. These include: Rigorous Instruction, Supportive Environment, Effective School Leadership and Trust. With respect to the Framework for Great Schools and the Survey Element scores, in the past three years, we have made significant progress in the area of Rigorous Instruction (2.86 in '16 to 4.09 in '18). In addition we have also made gains in the areas of Effective School Leadership (2.5 in'16 to 3.4 in '18) as well as Strong Family Community Ties and Trust. We will continue to facilitate an environment of Collaborative Teachers, with an increase in vertical planning and grade teams using a specific protocol for examining student work. In addition, we will continue to engage families in relevant workshops on "Terrific Tuesdays" with a menu of workshops distributed to parents in a timely calendar. The Leader in Me Action Teams and Student Lighthouse members will meet bi monthly to assess progress in meeting school wide goals. All correspondences sent home will continue to be available in three languages (English, Chinese, Spanish). In moving forward this year, our key areas of foci will continue to be developing rigorous instruction, using the LCI Rubric for Rigor when developing lesson plans and cultivating a supportive environment where students are empowered and take ownership of their learning.
School Demographics and Accountability Snapshot for 14K250

School Configuration (2018-19)
- Grade Configuration: PK,0K,01,02,03,04, 05
- Total Enrollment (2017-18): 488
- SIG Recipient (Y/N): No

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): 9
- # SETSS (ELA): 25
- # Integrated Collaborative Teaching (ELA): 18
- # Special Classes (Math): 9
- # SETSS (Math): 22
- # Integrated Collaborative Teaching (Math): 18

Types and Number of Special Classes (2018-19)
- # Visual Arts: 7
- # Music: 7
- # Drama: 7
- # Foreign Language: 7
- # CTE: N/A

School Composition (2017-18)
- % Title I Population: 78.0%
- % Attendance Rate: 92.3%
- % Free Lunch: 77.5%
- % Reduced Lunch: 0.8%
- % Limited English Proficient: 10.5%
- % Students with Disabilities: 13.7%

Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.0%
- % Black or African American: 11.1%
- % Hispanic or Latino: 71.5%
- % Asian or Native Hawaiian/Pacific Islander: 16.4%
- % White: 0.6%
- % Multi-Racial: 0.4%

Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 3.26
- # of Assistant Principals (2016-17): 4
- % of Teachers with No Valid Teaching Certificate: 0%

Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 26.4%
- Mathematics Performance at levels 3 & 4: 27.7%

Science Performance at levels 3 & 4 (4th Grade) (2016-17): 82%
Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

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

Regents Diploma w/ Advanced Designation: N/A
% ELA/Math Aspirational Performance Measures (2015-16): N/A

Overall NYSED Accountability Status (2018-19)
- Reward: No
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

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

Elementary/Middle School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Science (2016-17): N/A

High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17): N/A

American Indian or Alaska Native
- Black or African American
- Asian or Native Hawaiian/Other Pacific Islander
- Multi-Racial
- Limited English Proficient
- ALL STUDENTS

American Indian or Alaska Native
- Black or African American
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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.

After a complete analysis of the Framework for Great Schools Report 2017/18, there exists a need to address and improve upon Rigorous Instruction, specifically improving the quality of student discussions and their responses to challenging questions.

- Professional learning continues to focus on using Formative Assessments to monitor learning and instruction
- Teachers continue to engage in professional learning in developing rigorous lesson plans, using the LCI Rubric for Rigor as a guiding tool.

Priority Needs:

- Develop rigorous lessons that engage all students, including modified tasks to address the specific learning needs of ENL's and SWD's
- Incorporate Formative Assessments using HOT questions as a starting point
- Continue to use the Rubric for Rigor as provided by Learning Centered Initiatives to assess the level of student tasks
- Progress Monitoring to assess student learning at varied intervals

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, 100% of our K-2 teachers will have incorporated The Teacher’s College Reading Workshop daily, supporting students with explicit instruction, in the skills and strategies of proficient readers. As a result, by June 2019, 80% of K-2 students will have moved a minimum of three reading levels, as evidenced by the F & P literacy benchmark assessment.
## 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>All K-5 Students</td>
<td>October 2018-June 2019</td>
<td>Teachers Administration Support Staff</td>
</tr>
<tr>
<td>Vertical teams will meet during professional learning and common planning times to analyze student work and make adjustments accordingly.</td>
<td>Ongoing Mondays from 2:25-3:40</td>
<td>All K-2 Teachers Administration Support Staff</td>
</tr>
<tr>
<td>Learning Walks conducted monthly focusing on the level of student engagement and the caliber of their responses to challenging texts.</td>
<td>10/10/18 11/22/18 12/13/18 1/17/19 2/28/19 3/28/19 4/25/19 5/30/19</td>
<td>Teachers Administration Teams A &amp; B Support Staff</td>
</tr>
<tr>
<td>Each teacher will use the LCI Rubric and checklist when planning student tasks to reflect and make revisions accordingly.</td>
<td>October 2018-June 2019</td>
<td>All Teachers Administration Support Staff</td>
</tr>
<tr>
<td>Optional Professional Learning Clinics prior to the start of the day which will support and enhance teachers’ implementation of Teacher's College Reading Workshop.</td>
<td>All teachers</td>
<td>Nov. 2018-June 2019</td>
</tr>
<tr>
<td>Parent Engagement &quot;Super Tuesdays&quot;- monthly workshops held by teachers to engage parents in supporting their children's learning in the home.</td>
<td>Parents</td>
<td>Oct. 2018-June 2019 Tuesdays</td>
</tr>
<tr>
<td>The ENL Team and SIT members will lead professional learning in order to develop rigorous tasks for our ENL's and SWD's and will enhance current resources/toolkits to use with the students in the classrooms.</td>
<td>All Students</td>
<td>Oct. 2018-June 2019</td>
</tr>
<tr>
<td>Teachers supported with professional learning by the BFSC with ongoing in class support, visits and workshops.</td>
<td>All students</td>
<td>Oct. 2018-June 2019</td>
</tr>
<tr>
<td>Professional Learning Mondays- &quot;Empowering Instruction&quot; learning will continue using the Leader in Me field guide.</td>
<td>All Teachers</td>
<td>Oct. 2018-June 2019</td>
</tr>
</tbody>
</table>

**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.

Families will be engaged in this work through Parent Engagement Tuesdays, parent coordinator and parent association workshops. In addition, Curriculum night in September will support our families' understanding of rigorous instruction and student ownership of learning. Fabulous Fridays will focus on a specific theme and area of learning. Parents are also invited to observe instruction in the classroom and learn about the delivery of instruction.

**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.
Exemplars, Per session for after school remediation/enrichment program, and f teacher coverages to attend professional learning as offered by the DOE, Brooklyn North, the district.

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, K-2 students will show growth by increasing a minimum of two levels on the F & P reading benchmark assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

F & P Literacy Assessment

**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?

According to The Framework for Great Schools Report 2017/18 School Quality Guide, we've shown improvement in the areas of Supportive Environment, Rigorous Instruction, Trust, Effective School Leadership, and Strong Family Community Ties. We would like to continue making strides in these areas as well as improve in Collaborative Teachers.

We see our strengths as follows:

- Our school culture/community is an inclusive one, whereby all cultures are celebrated and respected (evident in school wide assemblies and cultural celebrations- Lunar New Year, Black History Month, Dad's Take Your Child to School day, Fabulous Fridays

- School wide initiatives to encourage student voice (Book Buzz with the Principal, The Leader in Me Lighthouse Student Team, Staff Action Teams, Student-led learning).

- Peer feedback, Book Buddies

- SIT/RTI Team to support students when they are experiencing difficulty. CBO Youth Coach continues to meet with students experiencing emotional challenges (Nabe 3.0)

Our areas of foci are:

- Continue to Empower the Student Lighthouse Team to provide all students with opportunities to serve the school community in various roles

- Student-Led conferences in grade 5

- Leader in Me Student Leadership notebooks

- Professional Learning Mondays- "Empowering Instruction" with the Leader in Me

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, 100% of the students in grades 5 will have participated in one student-led conference using their leadership notebooks to guide them. |
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<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>
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<table>
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<th>Target Group(s) Who will be targeted?</th>
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<table>
<thead>
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<th>Timeline What is the start and end date?</th>
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</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>All Staff members will enroll in an Action Team and be an active participant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
</tr>
<tr>
<td>Oct. 2018 - June 2019</td>
</tr>
<tr>
<td>All Staff</td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers and students develop short and long term personal and academic goals and reflect on next steps throughout the year using Leadership notebooks. Students will actively engage in taking ownership of their learning and assessing their progress in meeting their goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students and Staff</td>
</tr>
<tr>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td>All Staff</td>
</tr>
<tr>
<td>Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students maintain leadership notebooks and use these as a guide during student-led conferences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td>All Staff</td>
</tr>
<tr>
<td>Administration</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Character Books of the Month celebrating a specific trait whereby students engage in different activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>September 2018</td>
</tr>
<tr>
<td>All Staff</td>
</tr>
<tr>
<td>Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monthly Parent Leadership workshops led by the Parent Leader in Me Action Team to inform parents of ways to support their child’s academic as well as their social/emotional well-being.</th>
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</thead>
<tbody>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Nov. 2018- June 2019</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Leader in Me Parent Action Team</td>
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<table>
<thead>
<tr>
<th>Student Lighthouse Team members will take on leadership roles within the school community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Sept. 2018- June 2019</td>
</tr>
<tr>
<td>Student Lighthouse Team</td>
</tr>
</tbody>
</table>

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### 3b – Parent and Family Engagement

2018-19 CEP
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.

Parent Coordinator and parent Association as well as Parent Action Lighthouse Team will lead professional learning once a month, beginning in October 2018 and ending on June 2019.

**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.

Student Certificates, badges, refreshments for classroom celebrations, materials for parent workshops. Leader in Me student activity books and resources.

**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>
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<td>C4E</td>
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<td>In Kind</td>
<td>Other</td>
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</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By January, 2019 100% of students in Grade 5 will have presented their learning through the use of portfolios and leadership notebooks.

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

A student presentation rubric will be used to assess 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 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.

According to the 2017/18 Framework for Great Schools, we continue to cultivate a strong inclusive classroom environment, taking into account the culturally diverse population of our school.

As indicated in the 2017/18 Framework for Great Schools, 75% of teachers indicated an interest in increasing the number of opportunities available for them to meet with district colleagues in working productively on professional development.

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, 60% of teachers in grades K-5 will have participated in a minimum of one district 14 Collaborative Share and turnkey their information to their colleagues through monthly professional learning.
### 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>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>Monthly grade team meetings with administration to engage in professional discourse surrounding the use of The Atlas Protocol.</td>
<td>Teachers</td>
<td>October 2018 - June 2019</td>
<td>Administration Teachers</td>
</tr>
<tr>
<td>Professional Learning Mondays with Professional Learning Teams</td>
<td>Teachers</td>
<td>Sept 2018 - June 2019</td>
<td>Teachers, Administration, Professional Development Team</td>
</tr>
<tr>
<td>Six Week cycles of professional learning teams facilitated by staff.</td>
<td>Teachers</td>
<td>October 2018 - June 2019</td>
<td>Administration Teachers</td>
</tr>
<tr>
<td>District 14 Collaborative Shares</td>
<td>Students</td>
<td>Oct. 2018</td>
<td>Administration Teachers, Support Staff</td>
</tr>
<tr>
<td>Learning Walks will continue and follow our six week cycles of learning to assess teacher growth and student improvement</td>
<td>Teachers, Students</td>
<td>10/10/18 - 5/30/19</td>
<td>Administration Teachers</td>
</tr>
</tbody>
</table>

**Target Group(s): Who will be targeted?**

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

**Key Personnel Who is responsible for implementing and overseeing the activity/strategy?**
**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.

PA Meetings and Parent workshops will inform and educate parents on progress in meeting school wide goals. The principal will report to parents during Parent Association meetings and SLT meetings. In addition, our assistant principals and data specialist will also share information with families during workshops.

**Part 4 – Budget and Resource Alignment**

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

Per session for teachers to continue work after school, educational resources (pamphlets, books, software) for parents, per diem funds to cover teachers for Learning Walks.

**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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**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 January 2019, 40% of teachers will have participated and engaged in at least one cycle of professional learning with their district colleagues through a collaborative share.

Growth will be measured by submitted agendas/materials/resources shared with staff and lesson plans reflecting new learning.

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

Agenda/attendance sheets will indicate grade teams’ inquiry/action research topics as well as collaborative work throughout the cycles of learning.

**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

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Trends, Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the Framework element of Trust, we have seen a 50% increase in positive levels of trust expressed by school staff.

Additionally, after reviewing the 2017/18 Framework for Great Schools Report, the data indicates a need to provide more teacher feedback through increased instructional planning with teacher teams.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>By June 2019, the principal will meet bi-monthly with teachers teams in grades K-5 to provide feedback with respect to instructional planning and student achievement. This will be evidenced by an increase of 50% in positive responses indicated in the 2018/19 Learning Environment Survey.</td>
</tr>
</tbody>
</table>

Number responses accordingly.
### 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).

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group(s)</th>
<th>Start Date</th>
<th>End Date</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Instruction Cabinet meetings discussing curriculum decisions, school-wide initiatives, and other policies.</td>
<td>Teachers</td>
<td>10/2/18</td>
<td>11/20/18</td>
<td>Teachers, Support Staff, Administration</td>
</tr>
<tr>
<td>Monthly School Leadership Team Meetings</td>
<td>All Stakeholders</td>
<td>Oct. 2018-June 2019</td>
<td>Teachers, Administration, Parents</td>
<td></td>
</tr>
<tr>
<td>Bi-Monthly Grade Team Meetings with the principal.</td>
<td>Teachers</td>
<td>Oct. 2018-June 2019</td>
<td>Teachers, Administration</td>
<td></td>
</tr>
<tr>
<td>School Wide teams will meet to influence change and foster a community of decision-makers. (Examples of teams include Attendance Committee, Arts Committee, Dual language Team)</td>
<td>Teachers, Support Staff</td>
<td>Oct. 2018-June 2019</td>
<td>Teachers, Support Staff, Administration</td>
<td></td>
</tr>
<tr>
<td>Teacher Team participation in Learning Walks</td>
<td>Teachers, Admin.</td>
<td>10/17/18</td>
<td>12/13/18</td>
<td>Teachers, Admin.</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

Parent Coordinator, Parent Association, SLT and grade teams will render workshops for parents throughout the year.

Part 4 – Budget and Resource Alignment

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

Per session funds will be used to pay teachers for after school committee work, grade team and vertical planning and additional funds will be used for resources to support the team's goals (certificates, dog tags, trophies).

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

<table>
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<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 January 2019, 50% of grade teams will have engaged in instructional planning with the principal and team leader notes and agendas will reflect meeting foci.

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

Attendance, agendas and reports generated by each grade team will indicate teachers and principal participation in instructional planning.

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td>According to attendance sign-in sheets at parent association meetings throughout the year, there exists a need to increase parent participation and attendance.</td>
</tr>
</tbody>
</table>

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, 50% of all parent/school functions will be supported by a minimum of two language interpreters—Spanish and Chinese. As a result, there will be a 20% increase in parent attendance at parent association meetings.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., 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>
</table>
| Conduct a parent interest survey to determine parent needs | All Parents | Sept. 24, 2018 | Teachers  
Administration  
Parent Association  
Parent Coordinator |
| Continue to engage parents through school wide events: Fabulous Friday, Costume Parade, Thanksgiving Feast, Holiday Recital and Craft Fair, Coffee and Conversations with the Principal, Family Curriculum Night, Dad’s Take Your Child to School, Math Family Game Night, Pumpkin Patch | All Parents  
Teachers | Oct. 2018-June 2019 | Administration  
Teachers  
Parent Coordinator  
Parent Association  
CBO-St Nick’s Alliance |
| All school wide events will have Spanish and Chinese translators available | All Parents  
Teachers | October 2018-June 2019 | Administration  
Teachers  
Parent Coordinator  
Parent Association  
SLT |
| Implement Monthly Parent Workshops on "Super Tuesdays" to inform parents of the new literacy curriculum, homework support, reading and understanding an IEP, supporting their child's reading/writing progress in the home and understanding the "new" math. | All Parents  
Teachers | Oct. 2018-June 2019 | Administration  
Teachers  
Parent Coordinator  
Parent Association |
Teachers will continue to use DOJ to communicate with parents on a daily basis along with monthly newsletters.

Implement the use of a database allowing the Parent’s Association the ability to electronically communicate with parents, in multiple languages.

Information will be shared on the school website.

### 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.

St Nick’s Alliance will continue to support our work with increasing parent engagement.

### Part 4 – Budget and Resource Alignment

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

Per session for teachers to continue work after school, funds for materials and resources for parent meetings and events

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

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

### 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 January 2019, there will be an increase of 5% in parent attendance as evidenced by attendance/sign-in sheets.

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

Attendance sheets, parent logs and agendas will be used to assess progress.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Academic Intervention Services (AIS)  
\textit{(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>Assessments-F &amp; P NYS State Exams</td>
<td>Fundations Wilson</td>
<td>Small group One-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td></td>
<td>Go Math! Math Exemplars</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Assessments-Benchmark and Chapter exams, performance tasks, NYS Math exam</td>
<td>Hands-on activities designed by classroom teachers and science cluster teacher; IIM materials Science Club</td>
<td>Small group One-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Assessments-in class observations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Student portfolio work</td>
<td>Additional primary and secondary sources; IIM materials</td>
<td>Small group One-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Classroom Observations &amp; RTI</td>
<td>At-risk counseling</td>
<td>At-risk counseling in small groups or one-on-one</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

### Part A: FOR TITLE I SCHOOLS

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>14</td>
</tr>
</tbody>
</table>

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

   We have an on-site support team of counselors, social worker and school psychologist. In addition, book bags are provided for students in temporary housing along with school supplies. The parent coordinator is available to assist families in navigating the DOE and other systems.

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

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Include teachers in the hiring process
- Administrative team attends Job Fairs and other citywide hiring events
- Assign mentors/buddies for new and struggling teachers
- Provide high quality and engaging professional development to teachers
- Provide differentiated professional development to meet needs of all teachers

Provide Professional Learning Clinics for teachers prior to the beginning of the school day and led by the administration and instructional specialist

End of year Summative conferences provide qualitative data on teacher needs and influence differentiated professional learning opportunities

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).

- Differentiated professional learning for literacy and math for all staff
- On-going monitoring of teacher progress through the use of targeted frequent short cycle and formal observations using the Danielson Framework Rubric
- Implementation of professional development strategies and techniques as evident by administrative observations and student work
- Continuous improvement of teachers as evident by administrative observations and teacher feedback
Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

This transition requires both planning and collaboration. Easing and strengthening this transition is vital to ensuring the ongoing benefits of Pre-K educational experiences. We will initiate meetings to encourage and foster inter and intra staff communication in order to begin planning for this transition. A smooth transition can be achieved by providing age-appropriate curriculum within all the early childhood grades. Opportunities for communication and cooperation can be facilitated throughout the year. A variety of continuity and transition activities can support the “moving-on” experience.

Communication Tips for Staff

Pre-K teachers possess important knowledge about their Pre-K students, which could prove helpful to their future Kindergarten teachers. One of the basic ways this information can be shared is through use of a transition form. We will create, adopt and use transition forms.

In addition, transition tools for parents (Parent-School Relationships) will be created and/or shared. We will communicate the requirements of the school system and the resources available. Social/Emotional supports for students and families will be embedded with the Leader in Me framework.

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.
Collaborative inquiry teams, Instructional Cabinet, Professional Learning Committees and grade level teams engage in the decision making process in regards to the use of appropriate assessments. These teams have created a calendar of dates to meet regularly. In addition the master school schedule provides grade teams with 3 common preps weekly.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Place an (X) in Column B below to indicate 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>454,100.00</td>
<td>X</td>
<td>2A, 2B</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>232,800.00</td>
<td>X</td>
<td>5A, 5C, 6</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,128.00</td>
<td>X</td>
<td>5E</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,180,733.00</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E, 6, 7, 8</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 250, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[PS 250] will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

| Parental Involvement and School Quality |

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

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

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

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

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

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

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

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

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

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in...
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

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**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

---

**School-Parent Compact (SPC)**

PS 250, 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);

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### 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, Parent Engagement Tuesdays.

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 Every Student Succeeds Act (ESSA) and Title I programs;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

---

**Part A: School Information**

Name of School: ___________  |  DBN: ____________

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

**Part B: Direct Instruction Supplemental Program Information**

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

- ☐ Before school  ☒ After school  ☐ Saturday academy

Total # of ELLs to be served: _______

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

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

Total # of teachers in this program: _______

- # of certified ESL/Bilingual teachers: _______
- # of content area teachers: _______
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ________

The English as a New Language program at the George Lindsay School (PS 250) serves a multi-lingual K-5 community through the use of a combined Stand Alone and Integrated ENL/Content area model. Content instruction aligned closely with grade level curriculum is provided for English Language Learners (ELLs) using ENL methodologies. There are currently 65 ELLs enrolled at PS 250 serviced, in their respective classes, by 2 certified ESL teachers and 1 teacher with a NYS Bilingual Common Branch certification. In order to increase academic achievement and improve English language proficiency among our students, we will use our Title III funding for the following:

- Extended day program aligned with New York State Learning Standards
- Thematic approach integrating all four modalities: Listening, speaking, reading and writing
- ELLs will be grouped heterogenously, in flexible groups, to foster cooperative and peer-assisted learning.
- Program duration: 27 sessions meeting twice per week on Wednesday and Thursday, for 2 hours per session (serving ELLs in grades 2-5).
- subgroups to be served: entering, emerging, transitioning, expanding in grades 2-5.

There will be approximately 2 groups of students.
There will be approximately 15 students in each group.

Tentative dates: Feb. 27- June 5, 2019

Teachers and Certifications: Mr. Lentol, permanent TESOL, Ms. Levin permanent TESOL certification.

Projected funds allocation: Direct instruction: 60%, Parental Involvement 10%, Professional Development 10%, 20% OTPS (refreshments/snacks/supplies for parent workshops)

ENL Thematic Approach integrating dramatic techniques: Languages of instruction: primary language English

Home language support will be provided in Spanish and Chinese Students learn and practice language structures and academic vocabulary using a variety of dramatic techniques and theatrical activities including: role-play/simulations, pantomime, guided improvisation, writing and performing mini-skits, and jazz chants. Each session will focus on a multicultural theme.

The last session will be a culminating performance project.

Materials: All materials used will be from PS 250's ENL resources and library including (leveled books, bilingual books, tool kits, literacy center activities). Some materials from students' content work will be used to provide direct instructional support.

Daily activities include: shared reading, close reading with text-based questions, creating domain and academic vocabulary mapping / graphic organizers, taxonomies, interactive writing, collaborative writing of skits, and dramatic role play.

Attendance Records will be maintained by the individual after-school teachers and kept in the ENL Files in room 202.

Rationale: Drama is a highly effective vehicle for teaching ELLS:

- Promotes language acquisition through meaningful interactions.
- Makes language learning exciting and accessible.
- Motivates and builds self-confidence.
- Dramatic activities incorporate multiple learning styles (kinesthetic, visual, auditory etc...) ensuring that students' learning potential is heightened.
- Games and fun activities foster a playful, non-threatening, supportive environment which is key to enhancing learning.
- Dramatic activities provide ample opportunity to foster self-expression, creativity and independent thinking.
- Promotes teamwork, cooperative learning, social awareness, empathy (acting requires "walking in another person's shoes").
- Develops fluency, pronunciation
Part B: Direct Instruction Supplemental Program Information

and effective delivery of language in a contextualized meaningful way. Results in higher retention of language learning because of enhanced engagement level.

Students included in the program will be selected based on their academic needs, as determined by their scores on formal state assessments (e.g. State ELA in grades 3, 4 and 5) as well as data from classroom formative and summative assessments, and their linguistic needs, based on their scores on the NYSELAT, NYSITELL and analysis of ENL Stand-alone and Integrated work products.

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: _____

Teachers' PD 2018-2020: Making Content Comprehensible, Writing Across the Content Areas for ELLs, Supporting Mathematical thinking and Problem Solving Skills, Using Graphic organizers and Scaffolds to increase comprehension, Increasing Academic Language in the Classroom. ENL teachers will continue to attend relevant ELL professional development throughout the year - including PD offered by District 14 and RBERN.

There will be ongoing professional development by ENL teachers for other staff members responsible for the delivery of instruction and services for ELLs. These workshops will be free of cost. Topics to be covered will closely mirror the District 14 PDs. Our BFSC and RBERN. The objective is to deepen our staffs' sensitivity towards, and understanding of, the specific academic and social/emotional needs of our ELL students. Given that the majority of our teachers have ELLS in their classroom, teachers will receive PD that will support them in more fully engaging ELLs by detailing strategies for making content more accessible and meaningful. In order for our staff to keep abreast of the most current ELL strategies and best practices our ELL and other staff members will be given the option to attend workshops and professional learning opportunities throughout the course of each year.

Projected topics include:

11/6/18 - Big Ideas (Mr. Lentol & Ms. Levin)
12/17/18 - Using effective ENL scaffolding strategies to increase student's comprehension skills (Grade K-2), (Mr. Lentol & Ms. Levin)
1/28/19 - Academic Vocabulary to increase mathematical thinking (Ms. Levin & Mr. Lentol)
2/25/19 - Engaging all proficiency level students through the content area with scaffolds and supports for ELLs. (Ms. Levin, Mr. Lentol & Ms. Alicea)

Through these sessions we will increase the staff's understanding of the stages of language acquisition in order to adapt instruction to meet the students' needs at varied proficiency levels, using language progressions and integrating language objectives into instruction across the curricula.
We strongly believe that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically and socially. Consequently, we engage our parents in multiple ways during the school year. Our ELL parents are encouraged to participate fully in school activities. Important notices are sent home in different languages. Our ELL parents are invited to participate in school committees, such as: School Safety, Attendance Committee, Pupil Personnel and our School Leadership Team. They are encouraged to join the Parents Association and attend meetings. Translators are provided at all meetings. Parents are also invited to our Fabulous Friday Events and Parent Workshops spearheaded by our parent coordinator. During Parent-Teacher conferences Spanish and Chinese translators are available. Agendas, attendance logs, and invitations will be send out in parents preferred languages and will be kept in the ENL files. Translation needs of parents will be met by ENL and bilingual certified teachers as well as staff members who are proficient in the native language of parents. Currently, we have alliances with several Community Based Organizations which provide services to ELL parents. The St. Nicholas Alliance runs, not only, a student after school program here, but also has workshops for parents and a literacy program. Our parent coordinator serves an integral role in facilitating communication between parents, community-based organizations and members of the school community. She maintains regular contact with our ELL parents addressing their concerns and questions. She also facilitates workshops and is instrumental in discerning the needs and interests of our parents. Two parent workshops will be scheduled for the academic school year 2018-2019. Tentative dates: Dec. 19, 2:30-3:30: Building Strong Study Habits, Feb.6, 2:30-3:30: Supporting Your child's Literacy development. Records will be maintained by the ENL teachers providing the workshops in room 202. Workshops will be provided by Ms. Levin and Mr. Lentol. Parents will be notified of the workshops by a letter that will be placed in the students' backpack.
### 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>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Brooklyn</td>
<td>250</td>
</tr>
</tbody>
</table>

School Name: George H. Lindsay

**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: RoseAnn LaCioppa
- Assistant Principal: Catherine Alicea
- Coach: N/A
- ENL (English as a New Language)/Bilingual Teacher: Evelyn Torres, Kate Levin
- School Counselor: N/A
- Teacher/Subject Area: N/A
- Parent: Viviana Nieves
- Teacher/Subject Area: N/A
- Parent Coordinator: N/A
- Related-Service Provider: Llorna Jacobs
- Field Support Center Staff Member: Anthony Pizzillo
- Superintendent: A Winnicki
- 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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**D. Student Demographics**

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>470</td>
<td>86</td>
<td>18.30%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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>Mandarin</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</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>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>TBE</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL MN 2016-17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>DL MN 2017-2018</td>
<td>1</td>
<td>1</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>DL MN 2018-19</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>5</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

The assessment tools we use to assess the early literacy skills of our ELLs include: Fountas and Pinnell reading levels, ongoing running records, Lab-R levels, NYSESLAT, NYSITELL proficiency levels, baseline and units assessments from Core Knowledge and Expeditionary Learning, and MOSL, for reading and writing.
2. What structures do you have in place to support this effort? 
We are continuing to integrate Teacher's College Writing Program which supports ELLs' language acquisition and literacy development through an instructional plan that includes: teaching explicit writing strategies, demonstrating revision, editing conventions and elaboration, phonemic awareness, spelling patterns, high frequency words in context (mini-lessons and shared/interactive writing, teacher modeling, encouraging students to respond to texts of multiple genres, modeling fluency (through interactive read alouds, and responding/reflecting during independent writing. We have found that this modeling of writing along with ample opportunities to practice results in improved writing skills.
We are continuing the opportunities for rich language conversations using accountable talk and academic vocabulary across the curriculum, since oral language skills are an essential component of student’s language and form the foundation of writing skills.
We have also added the Fundations Program to support our struggling readers and writers in the lower grades. This research based program with an emphasis on phonics and phonemic awareness, and word study strengthened our literacy instruction.

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? 
The summative assessments used to identify baseline, progress and area of need are: NYSITELL/ NYSESLAT scores, running records, inquiry work, MOSL, portfolios, and teacher narratives on ELLs'. We continually review and evaluate the strengths and weaknesses of our programs by identifying trends and patterns in our data. This helps us to remain as responsive as possible to the changing needs of our ELLs'.

4. What structures do you have in place to address interventions once the summative data has been gathered? 
The following structures are in place to address interventions once the summative data has been gathered: We use the RTI Guide for ELLs in order to ensure that a rigorous and systematic intervention model is adhered to throughout the school community. Essential to The RTI model is high quality Tier 1 classroom instruction that is responsive to the particular linguistic and cultural needs of ELLs. We have an RTI team consisting of the following staff members: C. Siegal Assistant Principal, L. Jacob, IEP teacher, E. Torres, ENL teacher, C. Byrd, Speech teacher, A. Colianni, Academic intervention specialist, S. Bertin, Psychologist, M. Soler, Social worker.

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.] 
Within the Response to Intervention Framework, our school uses data we have gathered on our ELLs to identify, as quickly as possible, those in need of academic support. Our main goal is to create a strong, supportive, and responsive classroom environment so as to minimize the need for further intervention. 
At the Tier I level, PS 250, is implementing the following school wide initiatives and instructional practices which pertain to all students including our ELLs. These school wide initiatives carefully consider the language acquisition, cultural, and socio-emotional needs of our ELLs.
Given that all students, and especially ELLs, need a positive, inclusive and respectful environment that supports the students’ social and emotional growth, as well as their academic learning, we are continuing to use the Leader In Me. The Leader In Me Program provides a strong foundation for all students including our ELLs by building a culture of collaboration, respect and student empowerment based on a set of shared values, expectations and behaviors outlined in the 7 habits. The key factor here is a responsive and flexible school-wide system which continually monitors progress and requires teachers to adjust instruction to meet the needs of each student.
We believe that our ELLs will become more engaged and excited about learning because they will feel like valued members of a collaborative community of learners. Morning meetings will be an integral part of every classroom, as well as practices designed to make the classroom more joyful, stimulating, child centered, challenging, and developmentally appropriate. To heighten motivation, and to foster students’ ownership of their own education, Instructional practices will include: student choice, where students are able to choose an appropriate differentiated, learning activity which takes into account proficiency levels, and culturally specific interests. Since the groundwork for RTI for ELLs is high quality core instruction, which centers on language and literacy development, we will continue the process of integrating new curriculum school-wide. Both Core knowledge and Expeditionary Learning have
proven to be rigorous and effective in NYC classrooms. For the struggling ELLs we plan on developing intensive scaffolding methods, which take into account the students' cultural and linguistic background, language proficiency level and individual learning style. The integrated teaching model, where a certified ENL teacher supports the regular classroom teacher, will be an essential component in supporting our ELLs’ at the Tier I level.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the **ELL Data Analysis Tool** and RLAT from ATS].

The outcome assessment data we use to evaluate and inform our ELL programs are: NYSESLAT, ELA, and Math. If we look at the data across the levels, it becomes apparent that the majority of our students are making progress moving through the 5 proficiency levels in a logical progression from Entering to Expanding. The majority of our students, however, concentrate at the Expanding level, and do not reach the Commanding level. While the distribution of proficiency levels on grades 1-3 shows students making the greatest progression in reaching the Expanding level, in grades 4 and 5 the percentages are lower in the Expanding level. Furthermore, in grade 5, there is a slower progression through proficiency levels. Nonetheless, the pattern seems to point to the fact that it is harder to test out of ENL services in the upper grades. This does not negate the fact that a vast majority of our students did reach the Expanding level which shows significant and steady growth.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The structures we have in place to disseminate these findings in order to make adjustments to our programs include: Grade meetings, team meetings, ongoing informal meetings of ENL teachers with classroom teachers, Professional Learning committees.

**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.

   In order to meet the Language needs of our ELLs' we follow the servicing and scheduling requirements in CR Part 154 (Grades K to 5) as detailed in the chart on Page 15 Titled "Part 154-2 (K-8 English as New Language (ENL) Units of Study and Staffing Requirements.

   To best meet the needs of our ELLs while adhering to the requirements of CR Part 154.2, PS 250 provides ELL instruction through an integrated co-teaching and a standalone models. The largest component of ENL instruction will be delivered through the integrated model in which an ENL teacher co-teachers with the regular classroom teacher during literacy core content blocks. Within the classroom proficiency levels are mixed. During the Standalone instruction, however, the proficiency levels are more homogeneous but the grade levels often are mixed.
For example, our newcomers and emerging students from grades 3-5 are often grouped together. Transitioning and expanding students are frequently grouped together for purpose of targeted writing instruction. We attempt to remain relatively flexible with our groupings so as to better serve the evolving needs of our students.

b. TBE program. *If applicable.*

c. DL program. *If applicable.*

We will continue to offer Dual Language Program and we will be extending the program to second grade. The language allocation for the program model is 50% English and 50% Mandarin, K is self-contained, 1/2 is side by side.

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

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

   We program all our students using STARS cross referencing NYSESLAT/ NYSITELL scores and students' proficiency levels to ensure that the mandated number of instructional minutes are provided according to proficiency levels. In order to comply with Part 154-2 mandates. We ensure that we meet the servicing minutes requirements of entering, emerging, transitioning, expanding and commanding by allowing for flexibility within grouping based on the ELLs mandates. We provide ELLs with instruction in each program according to proficiency level and required minutes as follows:

   - **Entering:** 2 units of study (360 minutes) : 1 stand alone, 1 integrated (ENL/ELA)
   - **Emerging:** 2 units of study (360 minutes) : 1/2 stand alone, 1 integrated (ENL/ELA), Flexibility: 1/2 stand-alone
   - **Transitioning:** 1 unit of study (180 minutes): Integrated ENL/ELA 1/2 (90 minutes) Flexibility: 1/2 (content area)
   - **Expanding:** 1 unit of study (180 minutes): 1 ENL/ELA or content area
   - **Commanding:** Flexible (90 minutes)

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.

   We use a variety of instructional approaches and methods to make content comprehensible including: scaffolding instruction by using a spiral approach, thinking maps, graphic organizers, drama techniques, targeting content area vocabulary instruction, extensive oral language development around core content curriculum, visual aids/reallia, and picture dictionaries. In order to support our students with meeting the content and language objectives we incorporate close readings and higher level thinking skills. We build background knowledge using multiple resources (smart board, high interest texts with enticing illustrations/photos, sketches). We modify instruction where necessary and facilitate entry into content area discussion by focusing on explicit instruction in language by using conversation/sentence starters and front loading direct teaching of Tier III vocabulary. We provide a solid foundation in spoken language upon which to build the other language modalities. We integrate shared/interactive writing as well as read alouds with accountable talk to maximize the opportunities for language modeling and developing critical thinking skills. When the need arises and where possible, we also use the home language as support; several of our teachers are bilingual (English, Spanish and Mandarin).

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

   We ensure that ELLs are appropriately evaluated in their home language in several ways including:

   - ENL teachers interview Spanish speaking students in their home language and continue to evaluate them at periodic
intervals throughout the year. We also use informal running records using texts in students’ home language (when available) to assess their literacy skills. ENL teachers evaluate Asian students by using an interpreter to determine fluency in their home language. In the case where there isn’t a home speaking pedagogue, or aid, we ask an adult family member or a LTI interpreter to help us.

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

   For all ELL subgroups our goal is ensure that curriculum is supported with research based scaffolds based on the academic, social and linguistic needs of the individual student.

   It is crucial that teachers foster both the socio-emotional and academic development of SIFE students. Many SIFE students require extra support in order for them to have a healthy acclimation process and make an effective transition. Instructional strategies will vary depending on the level of home language proficiency. Whenever possible we look for entry ways to grade level curriculum by utilizing ENL methodology, scaffolding etc. in an effort to make content meaningful. We attempt to bridge the gap between home language/culture and school language/culture by tapping into students interest areas and making explicit cultural connections. SIFE students are grouped together with their peers in age appropriate homogeneous classrooms. Whenever possible we build on the home language literacy skills in order to secure a foundation upon which to transfer new language skills.

   Newcomers are serviced with the intention of giving them the Basic language skills (BICS) needed to function and feel comfortable in their new environment while acquiring sufficient English language skills to participate as fully as possible in the classroom. We use ENL methodology as mentioned above which centers on embedding lessons with multiple layers of scaffolding: roll play/drama, realia, maps, photos, videos, manipulatives, preview/review lesson format, graphic organizers, dialogue journals with the teacher or peers, etc. As holds true for all our instruction, but particularly important for our ELLs, teachers make sure to present information in many ways to engage students with different learning styles.

   Newcomers are placed in age appropriate heterogeneous classrooms so as to offer them multiple opportunities for language acquisition and enhance extrinsic motivation and peer support. Newcomers are also pulled out in small homogeneous groups to best hone in on their specific language acquisition needs.

   Developing students need extensive and explicit instruction in content area academic vocabulary in order to render grade level texts comprehensible. They also need extra support in developing writing skills across the content areas. We focus on raising the level of discussion around close readings (while integrating academic vocabulary), because not only will this improve the critical thinking skills of our students, but it will also form the foundation for better writing.

   Long term ELLs are serviced under the premise that each student progresses at his/her individual rate through the language acquisition stages. According to the natural order of language acquisition, students develop BIS first and CALP second. Our long term ELLs, however generally seem to get stuck at the intermediate and advanced levels proficiency because they lack the crucial academic language necessary for their reaching the commanding level. Long term ELLs display significant gaps in reading complex grade level texts, and their writing lacks the language necessary for more complex expression. Because long term ELLs often have an insufficient command of academic language they often become hesitant participants in the classroom. In order to address these issues we are differentiating and scaffolding instruction so that literacy skills targeting academic vocabulary, grammar and syntax, and reading comprehension, are embedded in all instruction.

   We are also focusing on teaching explicit study skills and meta-cognitive practices that develop behaviors that are essential for academic engagement and success.

   Former ELLs are provided with continued support through our integrated co-teaching model. Former ELLs often have similar needs as Long term ELLs (as outlined above), therefore we follow a similar instructional focus on developing higher level
literacy skills and academic vocabulary. We focus on raising the level of expression in writing and speaking so that students are able to articulate coherent arguments and point of view. We believe that as their language becomes more sophisticated they will develop the confidence to express themselves as independent critical thinkers.

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?
At PS 250 we have a relatively small population of ELLS who are designated as SWDs. This population receives individualized instruction from the classroom teacher, the SETTS teacher, paraprofessionals, and the ENL staff, as prescribed by their IEP. Teacher collaboration is essential to ensure congruent and focused planning. We will make sure both curricula are accessible to ELLS/SWDs by applying the appropriate scaffolding strategies as mentioned above. We will also use our guided reading library to support and allow for differentiation. Our SETTS teacher provides ongoing PD on teaching SWDs. Our resources also include native language texts.

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?
There are several ways that our school uses curricular, instructional and scheduling flexibility to meet the diverse needs ELL-SWDs in the least restrictive environment. In order for ELL-SWDs to receive a rigorous education, the Special education and ENL teachers confer with the grade level teachers to produce curriculum maps and give input into the lesson planning (modifying and scaffolding instruction) as well as monitor students' academic and socio-emotional progress. Schedules are designed to facilitate an integrated co-teaching model and to make sure that ELL-SWD receive their mandated services. Curriculum is scaffolded specifically to meet the academic challenges and learning styles as articulated in the students' IEP. When appropriate we also make use of a computer software-based curriculum (Award Reading). This program motivates many ELLs and helps them build reading comprehension, phonics, word study and sight words.

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.
We offer several after school programs to aid in the preparation of the state tests. There are typically three types of programs offered: ELA and Math test sophistication, and in the Summer we also provide an ELL program targeting ito grades 2-5 integrating literacy skills. Whenever possible, we incorporate home language supports. In the areas of Social studies and Science we are re-organizing our programming in order to add targeted co-teaching support when and where it is most needed.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Since we are a multi-media and communications magnet school, some of the new improvements we are making school wide involve the continued use and integration of technology in our teaching. Every classroom has a smart board and a document camera with which to aid in teaching. Staff is continuously learning new ways of incorporating this new technology in order to ensure that our students are prepared for the continued technological developments in our world. We also have a theatre Arts program which will focus on developing language and literacy skills. We have been awarded an ELL STEM grant and a STEAM program integrated with technology.

10. If you had a bilingual program, what was the reason you closed it?
None of the programs/services that we currently offer our ELLs will be discontinued. This is contingent upon the Budget.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All our ELLs are included and encouraged to participate in all school programs and supplemental services including:
- After school programs.
- Any school program that is being offered at PS 250 is open to all students regardless of ELL status. The programs main focus is
12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The ENL program uses materials pulled from various programs and curriculum in addition to teacher created materials including the following:
- Core knowledge (we will be implementing this program, as well as, Expeditionary Learning for the first time this year)
- Expeditionary Learning
- Fundations
- Award Reading
- Teachers College Writing Curriculum
- Exemplars
- Independent Investigative Method (IIM)
- Safari Montage
- Multilevel Nonfiction Books
- GO Math
- High interest low level books
- National Geographic Video
- Leader In Me
- Readers Theater
- Trout in the Classroom science initiative
- STEAM: science program integrating technology, engineering, arts, and math

As previously mentioned, ENL teachers often include technology to support instruction. This is especially true for newcomers who at first must rely heavily on visual clues to aid in comprehension. This might mean a short video on elephants is shown to a group prior to reading a book about how elephants adapt to their environment. This kind of ENL strategy helps our students activate and/or build prior knowledge before diving into a new topic.

Document cameras are often used during writing or reading instruction to showcase and discuss anchor texts, students writing and for shared annotation of texts.

IPads are used to develop literacy through words games, digital books, etc.

Guided reading books with strong picture support and predictable patterned sentences are frequently used, particularly with our Entering and Emerging students.

Given that our students need a lot of support with vocabulary/unfamiliar words in order to ensure comprehension of a text (or spoken language) we use dictionaries (both picture and two languages) computer images, photos, flash cards, etc. which provide students with multiple exposures to targeted vocabulary words.

Hands on materials such as magnetic letters, white boards, sentence strips, index cards, are used for all sorts of literacy building activities.

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

The home language is used, whenever possible, in the classroom, by the ENL teachers and school personnel to provide support and clarification for our ELLs. This is especially necessary to assure that content and concepts in the subject areas are made comprehensible.

We have home language materials available as part of our ENL libraries as well as in our school library. These texts are used to maintain and foster home language literacy and fluency. Parents of ELLs are encouraged to read to their child, whenever possible in their home language. Parents and ELLs are encouraged to borrow bilingual and home language books from our libraries. Teachers, when possible and appropriate, use the home language to aid in communicating with our ELL population.

In the dual language model, home language is supported by translating all school parent communications as well as instructional materials.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. As per Chancellors Regulation A101, students are placed in age appropriate classrooms and small group settings. ENL teachers collaborate with classroom teachers about curriculum, specific lessons, vocabulary and language acquisition issues of our ELL students, so that every attempt is made to make grade level content comprehensible.

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).
When newly enrolled ELLs come to our school with limited or no English we make an effort to personalize their introduction by having the ENL teacher introduce them to their classroom teacher. The ENL teacher, whenever possible provides a guided tour of the school visiting the places they will be frequenting: library, cafeteria, art room, steam lab etc. A buddy system is set up to help the student with the transition. The buddy, whenever possible, speaks the students' home language. Because systems are in place (interview process, parent orientation Etc...) to optimize communication with the parents/guardians and the school community we hope to make the transition as smooth as possible. It is understood that many new immigrant students may experience culture shock and/or go through a "silent period" so the ENL teacher makes sure to maintain ongoing communication with the classroom teacher and parents should any issues arise.

17. What language electives are offered to ELLs?
N/A

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)?

   The Dual Language model we use is self-contained. 50% Academic instruction is in English and 50% is delivered in Mandarin. The Kinder garden is self-contained, we use a side by side model for grades 1/2. The EPs and ELLS are integrated throughout the day. The content area subjects are all equally taught in Mandarin and English. Emergent literacy is taught simultaneously.

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**Professional Development and Support for School Staff**

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

   PS 250 offers ongoing professional development for all teachers of ELLs. Our school organizes professional development through our committee which is comprised of staff members who are interested in promoting high quality and engaging PD opportunities. The office of English Language Learners and the Borough Brooklyn North Field Support Center also provide professional development. Some topics include:

   - Danielson Framework/Advance
Analyzing MOSL Data through the lens of language acquisition stages
- City wide Instructional Expectations/ Quality Review Rubric
- Common Core and language acquisition alignment
- Core knowledge
- Expeditionary Learning
- Exemplars
- Compliance Issues (Implementation of New CR-154)
- The Leader In Me
- Teachers’ College Writing Project
- Best practices/strategies for modifying and scaffolding instruction
- Integrated Co-teaching Model

The Division of English language learners and Student Support offers our ENL teachers resources and materials to help in supporting ELLs as they engage with CCLS and offers specific professional development for ENL teachers. Our Professional development committee, made up of staff members, oversees the process making sure that professional development includes:

- Understanding language acquisition stages in order to better differentiate instruction and provide adequate scaffolds for ENLs to increase and vary access points to state standards
- Socio-emotional and culturally specific needs of our ENLs and implications for instruction
- Best practices for integrated co-teaching
- Integrating language and content in the delivery of State Standards instruction (aligning language acquisition to content)

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

The minimum hours of ENL training are met through weekly Monday professional development (which includes supports and scaffolding techniques for ELLs), half-day workshops, and through our ENL department updates provided by ENL teachers. We have a professional development committee (comprised of dedicated staff members) who take charge of organizing professional development and making sure that we adhere to the mandated guidelines as per CR 154.2, to include 15% dedicated to language acquisition and best practices for integrated co-teaching as well as language and content area instruction for ELLs. Our ENL teachers receive 50% of their Professional development in aligning language acquisition levels to the content area. Our Professional development team keeps records of total hours, attendance, and agendas. Our ENL Team provides ongoing professional learning for school staff on ENL-specific strategies and research, thus meeting the 15% requirement.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   We encourage and foster ELL parent involvement. We use in-house Translators (staff members) whenever possible and Translation and Interpretation Services when necessary to make this happen. ENL teachers aim to create open lines of communication with Parents of ELLs by establishing a positive relationship and ongoing communication. Some of the ways we...
foster parental involvement include:
- Curriculum Night: At the beginning of the year, all parents are invited into the students classroom to learn about the various curriculum and to discuss ways to support their child's academic growth
- The ENL teachers have an open door policy in order to provide every opportunity possible for parents to discuss their child's language development and progress
- We plan on offering individualized meetings with parents of ELLs in May and June in order to clarify and discuss language proficiency assessments/results, progress, goals etc.

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

An integral component of PS 250’s vision, as articulated in the Mission Statement, is the belief that the school home connection is essential to the academic success of students. "PS 250 recognizes the vital and crucial role that our students’ families play in their academic success. We believe that engaging our parents in professional learning, school events, and ongoing conversations, will lead to our students reaching their fullest potential". In effort to fulfill this mission, we are increasing our outreach to parents in the following ways:

- Classroom teachers send monthly News Letters which highlight parental involvement events. We plan on offering workshops for parents of ELLs about following topics:
  - strategies to enhance language acquisition and support home language
  - literacy enrichment at home
  - Nights of the Arts and Steam Expo

We also are working on increasing the number of ELL parents who attend our Fabulous Fridays. During these Fridays (once a month) parents work with their child in the classroom on special activities/projects. Our Fabulous Fridays often center around a cultural theme such as Hispanic Heritage, or Chinese New Year. Classroom teachers are keeping logs of parents who attend Fabulous Fridays, making phone calls to encourage parents who have not yet attended to take advantage of this opportunity. During all events/activities we keep attendance logs and follow established protocol involving contacting parents to encourage them to participate in scheduled events.

We have expanded our Parent involvement activities to include: Take your Dad to School Day, breakfast event, a student basketball clinic for parents and students, Spring Dance, Common Threads (Small Bites), Family Art workshops such as: Mosaic of Art, Origami, Latin Percussion, Treasure Box, Mask Making, Writing Celebrations.

Additional Information

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

Paste response here:
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Roseann LaCioppa, 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

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>RoseAnn LaCioppa</td>
<td>Principal</td>
<td></td>
<td>06/19/18</td>
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<tr>
<td>Catherine Alicea</td>
<td>Assistant Principal</td>
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<td>06/19/18</td>
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<tr>
<td>Viviana Nieves</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/19/18--</td>
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<tr>
<td>, Evelyn Torres, Kate Levin</td>
<td>ENL/Bilingual Teacher</td>
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<td>06/19/18</td>
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<tr>
<td>Jacqueline Cruz</td>
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<tr>
<td>A. Winnicki</td>
<td>Superintendent</td>
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<td>06/19/18</td>
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<tr>
<td>Anthony Pizzillo</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/19/18</td>
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**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 14k250  **School Name:** George Lindsay  **Superintendent:** A. Winnicki

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

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

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

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

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

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

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

   The data and methodologies we use to assess language preferences of the parent community for both written and oral language communication include tallying the results of question 1 and 2 in part 3 of the HLIS, reviewing ATS reports and Emergency Contact cards containing pertinent information regarding home language. We also maintain contact with the classroom teachers in order to obtain any relevant information regarding parent communication.

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.
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>Newsletters</td>
<td>monthly</td>
<td>on-site interpreters</td>
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<td>Curriculum Night</td>
<td>Sept.</td>
<td>on-site interpreters</td>
</tr>
<tr>
<td>Parent teacher conferences</td>
<td>Nov. &amp; Mar.</td>
<td>on-site interpreters</td>
</tr>
<tr>
<td>NYS testing</td>
<td>April &amp; May</td>
<td>on-site interpreters</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>Parent teacher conferences</td>
<td>Nov, Mar, Jun</td>
<td>on-site interpreters</td>
</tr>
<tr>
<td>school tours</td>
<td>every other month</td>
<td>on-site interpreters</td>
</tr>
<tr>
<td>curriculum night</td>
<td>Sept.</td>
<td>on-site interpreters</td>
</tr>
<tr>
<td>art/dance performances</td>
<td>Oct, Jan, Feb, Mar, May, Jun</td>
<td>on-site interpreters</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.
Every parent is required to fill out blue Emergency Contact cards which indicate if they prefer written communication or oral communication at registration. We keep precise records regarding their choice, so that all information is provided in their respective languages. Teachers and administrators have access to Emergency Contact cards in a central location in the main office. We have many staff members available to provide written and oral translations. Our ENL team, parent coordinator, dual language teachers, school aides and a paraprofessional will also provide the necessary oral translations.

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.

We will continue to designate a portion of professional development time to informing our staff on using translation services. Our language translation team will ensure helpful pertinent information is distributed during this PD including Language ID Guide, Palm Card etc. There is a Translation and Interpretation brochure posted in the school and procedures on how to use over-the-phone interpretation services have been communicated to the staff. We currently have several staff members who are able to provide Spanish and Chinese Translation services for our parents. However, we intend to use the Translation & Interpretation Unit to provide services in Arabic, if the need arise we will use an outside vendor.

Part D: Providing Notice of Language Assistance Services

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

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

PS 250 will continue to fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663 by designating the Translation and Interpretation Team as overseeing the process ensuring that notifications are translated and that information is disseminated in a timely fashion. We work on increasing parental awareness regarding parents’ right to and the availability of language services.

Part E: Monitoring Provision of Language Services

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

There is a parent survey that we will use to aid us in gathering information from parents about the quality and effectiveness of the services provided. We will use the survey to highlight areas in which we can improve the quality and availability of services.