2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 19K273

School Name: P.S. 273 WORTMAN

Principal: MELESSA AVERY
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Wortman School</th>
<th>School Number (DBN):</th>
<th>19K273</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
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<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PK-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>923 Jerome Street</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 649-5739</td>
<td>Fax: (718) 927-2230</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Melessa Avery</td>
<td>Email Address:</td>
<td><a href="mailto:MAvery@schools.nyc.gov">MAvery@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Melessa Avery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Gordon Prostick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Karen Clark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Tyesha Jackson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Karen Clark</td>
<td></td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td>John Ellis</td>
<td></td>
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### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>19</th>
<th>Superintendent:</th>
<th>Dr. Thomas McBryde</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>557 Pennsylvania Ave.</td>
<td>Brooklyn NY 11207</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:McBryde@schools.nyc.gov">McBryde@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-240-2741</td>
<td>Fax: 718-927-2230</td>
<td></td>
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</tbody>
</table>

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**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>Melessa Avery</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Gordon Prostick</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Karen Clark</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Karen Clark</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Karen Clark</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>John Ellis</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Burnita Lewis</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Josephine Arroyo</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Sekou Smith</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elvera Hall</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Tishia Samuels</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Gladys Martir</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Karen Clark</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Kim Travis</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jameliah Travis</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
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</table>
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>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

1. What is your school’s mission statement?

   Our mission here at PS 273 is to develop high achieving, critical thinkers in a safe, risk free environment. We see our school as a community where all members, students, staff and parents create an atmosphere where learning, creativity and participation take place. Ideally all members will work cooperatively utilizing all resources (libraries, museums, community based organizations, etc.) in and out of the community in order to enable our students to become lifelong learners and active participants in our school and our society. The student will develop decision making skills, critical thinking skills and the ability to communicate effectively.
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.

Public School 273 is located in the East New York section of Brooklyn, New York. This Pre-Kindergarten to fifth grade (PK-5) school serves a population of approximately 370 students from diverse backgrounds. The school is a central part of the community to many of the students and their families. The school building is a well-kept, traditional building where pride in the students’ accomplishments are evident in the prominently displayed student work. PS 273 offers After-School opportunities, Reading Plus, MobyMax, and support from other CBO’s to enhance our targeted goals.

The school houses two full day Pre-Kindergarten classes, two full day Kindergarten classes, two first grade, two second grade, two third grade, two fourth grade, and two fifth grade classes in general education, two collaborative team teaching (ICT) classes (serving grades kindergarten and one ), and three self-contained special education classes (12:1:1; serving grades K-2, 2-3, and 3-5). There is also a freestanding ESL program for grades K-5, which serves English Language Learners. The average class size in kindergarten through third grade, following the Early Grade Class Size Reduction Program, is twenty one (21) students. The average class size in fourth and fifth grades is twenty-five (25) students. Students are heterogeneously grouped within each grade. Current strategies for implementing the Common Core Learning Standards include using differentiated instruction and developing programs to increase movement to less restrictive environments for Students With Disabilities (SWD).

PS 273 will take a continuous improvement, data-driven approach to improving student performance, through Northwest Evaluation Association’s interim assessments in ELA & Mathematics. We will continue to use item analysis, portfolio assessments, and other indicators to identify and address student weakness and target areas for growth. Ongoing assessments will be both formal and informal. Assessments will essentially be used to drive instruction.

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

PS 273 offers two collaborative team teaching (ICT) classes serving grades kindergarten and one, and three self-contained special education classes (12:1:1; serving grades K-2, 2-3, and 3-5). There is also a freestanding ENL program for grades K-5, which serves English Language Learners. Their specific needs are, speech, occupational and physical therapies, academic support and counseling.

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

The following two elements are where we made the most progress this year:

1. 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.

2. Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Our key focus for the upcoming school year is to improve the rigor of instructional practices throughout our school.
### School Demographics and Accountability Snapshot for 19K273

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tr>
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</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)

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<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Special Classes (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
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<td>41</td>
<td>18</td>
<td>21</td>
<td>42</td>
<td>20</td>
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#### Types and Number of Special Classes (2018-19)

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<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># Foreign Language</th>
<th># Dance</th>
<th># CTE</th>
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</table>

#### School Composition (2017-18)

- **% Title I Population**: 85.0%
- **% Attendance Rate**: 88.7%
- **% Free Lunch**: 84.1%
- **% Reduced Lunch**: 0.8%
- **% Limited English Proficient**: 2.7%
- **% Students with Disabilities**: 26.7%

#### Racial/Ethnic Origin (2017-18)

- **% American Indian or Alaska Native**: 0.5%
- **% Black or African American**: 76.8%
- **% Hispanic or Latino**: 19.7%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.8%
- **% White**: 1.1%
- **% Multi-Racial**: 0.8%

#### Personnel (2015-16)

- **Yrs Principal Assigned to School (2018-19)**: 13.09
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **% Teaching with Fewer Than 3 Years of Experience**: 0%

#### Student Performance for Elementary and Middle Schools (2017-18)

- **ELA Performance at levels 3 & 4**: 24.4%
- **Mathematics Performance at levels 3 & 4**: 14.9%

#### Student Performance for High Schools (2016-17)

- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)

- **Reward**: No Recognition
- **In Good Standing**: Yes Local Assistance Plan
- **Focus District**: Yes Focus School Identified by a Focus District
- **Priority School**: No Focus Subgroups

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Race/Ethnic Group</th>
<th>AYP Performance</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
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</table>

#### High School

<table>
<thead>
<tr>
<th>Race/Ethnic Group</th>
<th>AYP Performance</th>
<th>Notes</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<td>White</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

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

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

A review of accountability data indicates that the percentage of students scoring at Levels 3 & 4 in ELA decreased from 26% in 2017 to 24% in 2018.

Classrooms are generally strong in the following Danielson components:

2a: Creating an environment of respect and support
2d: Managing student behavior

Higher order questioning and high levels of student engagement are present in some classrooms, and teachers' content area knowledge is generally strong.

A review of Quality Review/PPO results and Advance data indicate that establishing a schoolwide common understanding of instructional best practices remains an area for continued development.

Quality Review (Page 5): Build capacity for faculty to collaborate with school leaders and develop rigorous instruction to accelerate student achievement. Strengthen the inquiry approach to teacher collaboration and encourage teachers' participation in decision making.

Our priority need for Rigorous Instruction will be to accelerate student achievement through providing teachers with the coaching and support necessary to improve their pedagogy and increase levels of student engagement.

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, through the use of Marzano’s Classroom Instruction that Works, all teachers will increase their expertise in the Danielson high-yield strategies:
3b: Using Questioning & Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessments in Instruction

to increase student performance as measured by a 10% rise in the performance index in ELA.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals, Clusters and AIS team.</td>
</tr>
<tr>
<td>All Teachers</td>
<td>January 2019-June 2019</td>
<td>Principal, Assistant Principals, New Teachers</td>
</tr>
<tr>
<td>All Teachers</td>
<td>October 2018-June 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>All Teachers</td>
<td>March 2019-June 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>All Teachers</td>
<td>January 2019-June 2019</td>
<td>Administrative Team</td>
</tr>
</tbody>
</table>

#### 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.

### 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.

- Teachers have facilitated workshops with parents to deepen their understanding about curricular components such as phonics and math and shared strategies for parents to best help their students at home.

- We will have beginning, middle and end of year meetings for parents to address current academic standards.

- Monthly grade newsletters will be sent home informing parents of the current units of study.

- Books on students’ current reading level will be sent home with students for independent reading to reinforce decoding and comprehension skills.
Purchase of Marzano’s Classroom Instruction that Works handbook for all staff.

Attendance by selected staff at Marzano Conference in April 2019.

Support staff from Brooklyn North assist teachers in the development of pedagogy.

Principal and the NTB Team will design professional development to support teacher learning.

Schedule reflects 90 minute blocks daily for ELA instruction and 60 minutes daily for Math instruction.

Time has been allotted on professional development Mondays to address the CITW strategies.

Substitute teachers have been hired to provide coverages to support teachers participating in instructional rounds.

### 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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<tr>
<td>✓</td>
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<td>C4E</td>
<td>21st Century Grant</td>
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<td>In Kind</td>
<td>X</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 there will be a 10% growth in grades on both ELA and Math NWEA Assessments from Fall to Winter.

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

NWEA ELA & Math Assessments

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

Section 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 our School Quality Snapshot (2017-2018), 73% of respondents replied positively to questions about supportive environment. In the NYC School Survey (2017-2018) 97% of families say their child feels safe and supported at PS 273.

Although, students feel safe and supported, the percentage of chronically absent (45.4%) and late students is still an issue. There is a need for us to support our families through various measures

Some practices that are in place and will continue to be expanded on are:

- Reading celebrations
- Attendance celebrations
- Student of the Month celebrations
- Principal’s secret room
- Wise Wildcats
- Targeted small group intervention
- Arts/STEM/Test Prep afterschool

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, we will reduce the percentage of chronically absent students by 6% (45.4% to 39.4%) through a tiered system for identifying and supporting students at risk for chronic absenteeism.
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will be assigned specific tiers based on the following:</td>
<td>All Students</td>
<td>February 2019 - June 2019</td>
<td>Administrative Team</td>
</tr>
<tr>
<td>Tier 1: 0-9 absences</td>
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<tr>
<td>Tier 2: 10-17 absences</td>
<td></td>
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</tr>
<tr>
<td>Tier 3: 18 or more absences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronically late and absent students will be identified. A mandatory meeting will be held to inform parents of the importance of daily attendance and coming to school on time.</td>
<td>All Students and Parents</td>
<td>February 2019 - June 2019</td>
<td>Administrative Team</td>
</tr>
<tr>
<td>Provide parents support with attendance, lateness and curriculum:</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Attendance Team, STH Liaison</td>
</tr>
<tr>
<td>STH Liaison to help parents obtain transportation if they are in shelters.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator to make calls as needed to parents of chronically late and absent students to assess needs</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator, Attendance Teacher</td>
</tr>
<tr>
<td>Teachers and administrators will collaborate and work together to improve student attendance through workshops and celebrations</td>
<td>Parents and Students</td>
<td>September 2018- June 2019</td>
<td>Administrative Team, Teachers</td>
</tr>
<tr>
<td>Provide additional academic supports to the lowest achieving students in both ELA and Math to increase student motivation and attendance</td>
<td>Lowest 25% of Students</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principals, Clusters, AIS Team</td>
</tr>
<tr>
<td>Afterschool extracurricular Arts and STEM programs offered to enhance school climate.</td>
<td>All Students</td>
<td>January 2019 - June 2019</td>
<td>Assistant Principal, Teachers, Community Based Organizations</td>
</tr>
<tr>
<td>Afterschool Academy for scholars to support performance in ELA and Math</td>
<td>All Students in grades 3-5</td>
<td>February 2019- May 2019</td>
<td>Assistant Principals, Teachers</td>
</tr>
<tr>
<td>Time will be allotted on Fridays to focus on word problems/ problem solving practice and strategies through the use of Exemplars</td>
<td>All Students</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
<tr>
<td>100% of all teachers will utilize the Sanford Harmony model, so that students are able to engage in positive interactions with each other and collaborate effectively as well as initiate peer mediation to minimize incidents.</td>
<td>All Students</td>
<td>September 2018- June 2019</td>
<td>Teachers, Administrative Team</td>
</tr>
<tr>
<td>Leadership will support Social Emotional Learning by incorporating these strategies:</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administrative Team, Professional Learning Committee</td>
</tr>
<tr>
<td>Starting the day with a daily check in.</td>
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<td>Encourage teachers to allow students to work in partnerships.</td>
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<tr>
<td>Provide clear expectations for group/teamwork.</td>
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<tr>
<td>Nurture a Culture of kindness.</td>
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<tr>
<td>Infuse anchor charts to model social-emotional coping skills.</td>
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<tr>
<td>Infuse games to build community.</td>
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</tr>
<tr>
<td>PS 273K will partner with NYS Office of Mental Hygiene to provide teachers and parents with ongoing professional development and support.</td>
<td>Teachers &amp; Parents</td>
<td>September 2018-June 2019</td>
<td>Office of Mental Hygiene</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

The Parent Coordinator will coordinate and facilitate workshops that are applicable to the families of PS 273. Workshops will be scheduled monthly or more frequently through the 2018-2019 school year. The Parent Coordinator will complete a needs assessment within the first month of the 2018-2019 school year to engage parents in the topic selections that are aligned with their needs.

### 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.

- Hiring of Community Based organizations to provide Arts instruction to students
- Per session set aside for administration and teachers to oversee/work afterschool programs.
- Budget resources for incentives for:
  - Student of the Month certificates and tags
  - Perfect Attendance certificates and tags
  - Certificates for most improved attendance
  - Principal’s “Secret Room” rewards
- Class wide monthly perfect attendance pizza parties/ ice cream parties

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

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<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By February 2019, the number of students who are projected to be chronically absent (10+ absences as of 2/1/19) will be no higher than 39%.

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

ATS attendance reports

#### 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

<table>
<thead>
<tr>
<th>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.</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? 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? Indicate the data trends, source and year.</td>
</tr>
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</table>

Our teachers plan lessons collaboratively within grades. They meet regularly during inquiry team meetings to discuss progress and next steps. We have created a schedule that allows teachers both vertical and horizontal planning.

School Quality Guide: Most Recent Quality Review (2016): Build capacity for faculty to collaborate with school leaders and develop and practice leadership; Strengthen inquiry approach to teacher collaboration and encourage their participation in decision making was rated proficient.

Our priority need for Collaborative Teachers is to provide teachers with opportunities to collaborate and share effective practices, in order to improve student engagement and the use of formative & summative assessments to drive instruction.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all teachers will participate in differentiated professional development to inform their pedagogy while working collaboratively with peers, as measured by a 10% increase in the number of teachers rated Effective or Highly Effective in the following Danielson Framework for Teaching components:</td>
</tr>
</tbody>
</table>

3c: Engaging Students in Learning

3d: Using Assessments in Instruction.
### 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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<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>All teachers will participate in ongoing instructional rounds to identify individual instructional strengths. These rounds will serve as collaborative resources to build capacity in Danielson components 3b, 3c, and 3d.</td>
<td>Teachers</td>
<td>January 2019 - June 2019</td>
<td>Administrative Team, Teachers, District Support</td>
</tr>
<tr>
<td>Staff will participate in an extensive, 9 session Professional Development series in Marzano's Classroom Instruction That Works.</td>
<td>Teachers</td>
<td>November 2018 - June 2019</td>
<td>Administrative Team, Teachers</td>
</tr>
<tr>
<td>The administrative team will continuously monitor to determine the extent and effectiveness of implementation of Marzano's instructional strategies into daily schoolwide practice as they relate to the Danielson components.</td>
<td>Teachers</td>
<td>January 2019 - June 2019</td>
<td>Administrative Team</td>
</tr>
<tr>
<td>School leaders will provide formative feedback and next steps through short, frequent cycles of informal and formal observations.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administrative Team, District Support</td>
</tr>
<tr>
<td>Teachers will use data to drive instruction and incorporate data talk in their professional conversations during professional learning communities.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administrative Team, Teacher Leaders</td>
</tr>
<tr>
<td>After school New Teacher Academy focusing on pedagogy a growth mindset.</td>
<td>New Teachers</td>
<td>December 2018 - June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Leverage the inquiry process to allow teachers to develop common assessments and target grade-wide areas of need.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administrative Team</td>
</tr>
</tbody>
</table>

### 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.

Teachers will engage parents on every Tuesday of the school year to discuss instruction, action plans and next steps for learners. Teachers will send home monthly newsletters outlining the curriculum and pertinent information about what their children will be learning. Teachers will send out three postcards per week to celebrate/inform parents of student progress. Some teachers also use Class Dojo to communicate with parents daily.
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 opportunities for before/after school teacher collaboration sessions.
- Purchase of professional books for staff development including Marzano’s Classroom Instruction That Works.
- Arrange scheduling so that teachers are able to meet within their grade bands for inquiry weekly.
- Teacher’s schedules will reflect common planning periods daily.
- Hire substitute teachers for coverage of staff participating in instructional rounds.

**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>Other</td>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, Advance data will indicate a 10% increase in teacher ratings for Danielson components 3C-Engagement & 3D-Assessment.

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

Advance Reports

**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 and Sources</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>

A review of accountability data indicates that the percentage of students scoring at Levels 3 & 4 in Math decreased from 17% in 2017 to 15% in 2018.

The principal nurtures professional growth of teachers by training them to facilitate professional development of fellow staff members based on the trends identified through data such as NWEA, surveys, teacher feedback, Danielson, etc.

We want our staff to become master teachers and to feel empowered to take on leadership roles and become true stakeholders in the school community.

Ensuring that the distributive structures are in place to allow teachers to grow as leaders and improve Math instruction throughout the school is a priority need this school year.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Annual Goal</th>
<th>SMART</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will implement shared leadership structures consisting of small learning teams and teacher leaders serving as the conduit for shared communication, improved teacher practice, and improved student achievement as measured by an increase in Math PI from 59.9 to 76.2.</td>
<td>Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
</tr>
</tbody>
</table>
## 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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<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the Go Math Curriculum to provide high-quality core Math instruction to all students.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Teachers, Administrative Team,</td>
</tr>
<tr>
<td>Using NY Ready Math instructional components to give students additional practice time and supplemental skill development, and provide professional development to support implementation.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Teachers, Assistant Principal</td>
</tr>
<tr>
<td>Providing additional, small group Math instruction during afterschool, using Problem Solving Strategies. Students were targeted based on interim assessment performance in Math, and teachers will utilize materials from Engage NY to align instruction to standards.</td>
<td>Students in Grades 3-5</td>
<td>February - May 2019</td>
<td>Teachers, Administrative Team</td>
</tr>
<tr>
<td>Inquiry teams will cycle through content areas, and analyze NWEA Math assessment data to determine priority instructional areas.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Teachers, Assistant Principals</td>
</tr>
<tr>
<td>Collaborate with Brooklyn North Borough Office to provide teachers with opportunities to attend professional development in best practices in the Math classroom.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administrative Team</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.

We will support parents’ understanding through “Principal’s Spill the Tea” events with the principal conducted monthly to discuss school leadership and schoolwide goals. Shared leadership structures will be shared with parents. We will promote parent leadership through access to information, establish parent leadership roles and open communication (SLT).

We will hold a series of workshops for parents on "Strategies to Help Your Child Succeed on NYS Exams" throughout March and April, as families prepare for state assessments.

## 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.
SLT budget for SLT meetings and remuneration.

Per session and per diem

Professional learning opportunities

Budget for principal’s tea and parent workshops

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

<table>
<thead>
<tr>
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<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, an analysis of NWEA Math assessments will indicate that approximately 20 students in the testing grades will be on track to move from Level 1 to Level 2 or Level 2 to Level 3.

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

NWEA Math Assessments

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

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

Part 1 – Needs Assessment

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

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

Based on our last Quality Review (2016-2017) one of our greatest strengths from the Framework for Great Schools is Strong Family Community Ties which was ranked EXCELLENT.

The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school as evidenced by the 2017-2018 school survey.

School Quality Report: Based on the Learning Environment Survey, the parents at PS 273 would like the following improvements at the school:

- Hands-on learning
- Preparation for state tests
- Stronger enrichment programs

We have identified parental involvement as an important area for growth, as parent participation in monthly workshops is limited.

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, parental involvement will increase by 15% as measured by the number of parents that attend various workshops focused on parental needs and student academic support for the school year.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</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). | Parents | December 2018- June 2019 | Assistant Principal |
| We will conduct surveys to identify specific parental needs and tailor workshops to address those needs | Parents | | |
| Workshops will be conducted to reinforce the home-school connection. | Parents | September 2018- June 2019 | Parent Coordinator, Administrative Team, Professional Learning Committee |
| School staff will use Tuesday afternoon Parent Engagement time to create communications/newsletters for parents & families, as well as hold meetings. | Parents | September 2018-June 2019 | Administrative Team |
| Translations of school correspondence and school messenger phone messages to ensure information is presented to all families in their home language. | Parents | September 2018- June 2019 | Translation Team, Parent Coordinator, Administrative Team |

### 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.

Victory Dance and theater will be a partner of PS 273 to provide after-school support for our students as well as family and community outreach.

### Part 4 – Budget and Resource Alignment

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

- Budget set aside for workshop supplies, incentives and refreshments.
- Per session to pay teachers to facilitate afterschool parent workshops.
- Volunteers will be assigned to classes to support teachers and to provide assistance.
- Parent Coordinator will promote parent engagement and parent involvement and address parent inquiries and concerns.
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<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, as measured by Parent Coordinator Log Book and Sign in sheets from September 2018-February 2019, 15% of PS 273 families will attend workshops and celebrations.

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

- Parent Coordinator Logs
- Parent Feedback Forms
- Tuesday Parent Engagement Sign-in Sheets

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students scoring 1 grade level below required benchmark using Fountasand Pinnell</td>
<td>- Guided Reading</td>
<td>Small Group</td>
<td>During the school day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- RTI</td>
<td>Tutoring</td>
<td>After-School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- After school Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students scoring below level 2 on the NYSCCLS Math Assessment.</td>
<td>- Guided Math</td>
<td>Small Group</td>
<td>During the school day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- RTI</td>
<td>Tutoring</td>
<td>After-School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- After School Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students Scoring 1 grade level below required benchmark using Fontasand Pinnell</td>
<td>- Guided Reading</td>
<td>Small Group</td>
<td>During the school day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- RTI</td>
<td>Tutoring</td>
<td>After-School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- After-School Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students Scoring 1 grade level below required benchmark using Fontasand Pinnell</td>
<td>- Guided Reading</td>
<td>Small Group</td>
<td>During the school day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- RTI</td>
<td>Tutoring</td>
<td>After-School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- After-School Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Analysis during Pupil Personnel Team Meetings, Parental Inquiry</td>
<td>Art Therapy Group Counseling Talk Therapy: Support academic and social issues for at-risk students. Social</td>
<td>Small Group or Individual counseling; classroom interventions are</td>
<td>During the school day.</td>
</tr>
</tbody>
</table>

*At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*

*Analysis during Pupil Personnel Team Meetings, Parental Inquiry*
| Emotional Learning; Focus on Peace, Random Acts of Kindness Crisis Intervention: to students who are academically and/or socially challenged. Duration of the services varies based on the needs of the students. Play Therapy Asthma Classes Flu Prevention Plan: ongoing program used to disseminate information for safe practices to improve prevention of the flu viruses. | conducted as a monthly theme. |
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:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

We will provide services such as counseling as needed. Parents will receive additional support from our Parent Coordinator based on their individual needs.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
Tutorial support, Support from SBST Team and Guidance from the school counselor as it pertains to the student.

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

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

| 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.
Wherever possible, all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and mentoring.

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).
Through common preps the school’s Instructional Leadership Team will target the assessed pedagogical needs of the staff with differentiated, high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.
- To ensure that current staff becomes highly qualified, high quality professional development which will include weekly workshops, monthly literature circles, demonstration lessons, and cohort grouping for grade/skill specific support. Teachers will participate in inquiry teams and develop lesson plans based on the findings.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
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.).

Ongoing Communication for Staff

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/skills will be passed on to the kindergarten teachers.

Transition Activities for Children

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a Pre-Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year
- Involvement of Parents in Transition
- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.

Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.

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.

Measuring student learning allows educators to better understand their students' strengths and how best to support student growth. By collaboratively making thoughtful MOSL selections, schools can measure student growth in meaningful ways that reinforce their instructional priorities.

A MOSL team is assembled and meets to select appropriate multiple assessments that each grade and cluster will be held accountable. Professional development involves the following in terms of MOSL implementation:

- Looking at student work and assessment results in vertical and horizontal teacher teams
- Using norming exercises to plan instruction across grades or subjects
- Using benchmark and formative assessments to regularly check-in throughout the year to assess student progress

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>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>297,975.00</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>189,214.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,660,713.00</td>
<td>x</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.

2The 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><strong>Parent and Family Engagement Policy</strong></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. PS 273, 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><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 273 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; |
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

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

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

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

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

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

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Brooklyn</td>
<td>Wortman School</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melessa Avery</td>
<td>Sylvia Egal</td>
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</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Speranza/ Testing</td>
<td>Pamela Woodstein</td>
<td>Abbe Berger</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Translator</th>
<th>Parent</th>
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<tbody>
<tr>
<td>Maribel Torres/</td>
<td></td>
<td>Tomeka Bowers</td>
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<tr>
<td>Translator</td>
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<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Science</th>
<th>Coordinator</th>
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<tr>
<td>Melissa Ford/</td>
<td></td>
<td>Christine Karmo</td>
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<tr>
<td>Translator</td>
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<tr>
<th>Related-Service Provider</th>
<th>Speech</th>
<th>Field Support Center Staff Member</th>
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<tr>
<td>L. Cobbs-Lucas</td>
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<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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<tr>
<td>Dr. Thomas McBryde</td>
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C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>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>
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<tr>
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<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
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<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
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<tr>
<td>Number of special education teachers with bilingual extensions</td>
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D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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This school offers (check all that apply):

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

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

- Freestanding ENL Yes ☑ No ☑

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
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Part III: Assessment Analysis

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

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

   At PS 273 we use the Fountas and Pinnell Running Record for monitoring progress at the beginning, middle and end of year. The insights that is provided from the data allows us to use the student’s instructional and independent levels to provide ELL services. The data also evaluates a student’s reading and comprehension ability to determine a student’s guided reading level to group students accordingly. The assessments also allow us to observe the processing strategies and problem solving actions a student has. It is useful in gathering information about the literacy skills of ELL students when planning instruction and creating groups for reading instruction. The benchmark levels in the assessment also help make good decisions regarding student’s movement for small group instruction. The insights provided by the data allow the ESL teacher to design the curriculum and to choose the tools that would be appropriate for the current academic level that the student attains on the assessment. The assessments show that the ELL students are reading below grade level. The struggles of the students are not
solely based on language acquisition. Also with the possibility of the DIBELS being implemented in the Fall as an additional assessment to track students and to further target student's weakness, it will allow us identify what literacy skills can be reinforced and worked on in small groups and with RTI to promote student progress. Overall, assessments allow you to track progress over time, analyze trends in reading performance, and compare data within your class in order to inform your instructional plan.

2. What structures do you have in place to support this effort?
   DIBELS being implemented in the Fall as an additional assessment to track students and to further target student's weakness, it will allow us identify what literacy skills can be reinforced and worked on in small groups and with RTI to promote student progress.

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 success of the ELL program at the school is evaluated by the students meeting the set goals and standards for the year. The students are considered successful when they are able to have full conversation in English and meet the Listening, Speaking, Viewing Standards for ELA. Students progress in assessments and benchmark assignments also demonstrate the success of ELLs in the program.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Reinforcement in small group assignments to AIS staff along with additional RTI to promote student progress.

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.]
   Once the ELL learning profile has been established using assessments, observations and collected data, specific issues are targeted for intervention. An effective and comprehensive approach to promote ELL's academic achievement will include targeted supplemental interventions offered to those who need more support. Students who are performing below grade level will be placed in Tier II after initial assessments. Beginners and Intermediate ELL students will receive intervention 2-3x's a week for 30 minutes per session and advance students will receive 1-2x's a week for 30 minutes per session. This support is provided in smaller group instruction and one to one learning. Our Literacy Coach will also provides additional support for ELL students in addition to what is received in the classroom and ESL program. Kindergarten ELLs struggling with early literacy skill development receives assistance with further development of phonics strategies. Progress will be monitored over time to ensure that instruction continues to be adjusted to meet the needs of each individual ELL learner. The students will also receive small group instruction for additional support in the classroom.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   At this time, the data patterns that appear across performance levels are that the students are scoring the least on the writing section of the four domains on the NYSESLAT. Most of the ELL students need additional support with reading and writing. The majority of the students achieved lower scores on the Reading and Writing section of the LAB-R and the NYSESLAT than in speaking and listening. The reading domain has shown progression and regression over time. The writing domain within the NYSESLAT is impacting the overall raw score with students with disabilities (SWD). The struggles of the students are not solely based on language acquisition.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Ongoing process monitoring every 3 weeks.

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.
      
      Students in the freestanding ENL program will receive standalone ENL and or/intergrated ENL according to their ENL proficiency levels determined from the NYSELAT. ELL students will not be served in classes of more than 2 contiguous grades. Former ELLs will receive service for 2 years after reaching proficient/commanding level.

   b. TBE program. *If applicable.*

   c. DL program. *If applicable.*

   Paste response to questions here:

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

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

      Beginner/Entering: Students will receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA
      Low intermediate/ Emerging: Students will receive 90 minutes of standalone ENL, 90 minutes of standalone or integrated ENL (with ELA or other content area) depending on students needs and 180 minutes of integrated ENL/ELA
      Intermediate/ Transitioning: Students will receive 90 minutes of integrated ENL/ELA and 90 minutes of 90 minutes of standalone or integrated ENL (with ELA or any other content area) depending on students needs.
      Advanced/Expanding: Students will receive 180 minutes of integrated ENL/ELA or other content area
      Proficient/Commanding: Students will receive 90 minutes of integrated ENL/ELA or other content area

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.

   Students who arrive with home language literacy skills receive academic support as they transfer knowledge directly as they are learning to read and write in English. Content area instruction is carefully planned and scaffold, vocabulary is emphasized, language objectives are identified, materials used are well thought out, lessons should be adapted to reach differences learning styles, proficiency levels and abilities for newcomers. The newcomers backgrounds must also be considered. The teachers in collaboration with administration, coaches and other staff work to design the best educational experiences possible for these students. ESL teaching meteorologists are shared and incorporated as ELLs are engaged in writing across genres on a variety of fictional and non-fictional topics as strategies differ based upon the difficulty of the language encountered and the amount of emphasis needed in a particular content area. They learn how and why writers write, the structures of different genres and author’s craft. Content Area vocabulary is emphasized as ELLs learn new words encountered in subject areas. Teachers demonstrate the act of writing by engaging in Think Alouds to help ELLs understand the connection between thinking and writing. Grade and age appropriate vocabulary is developed, as well as phonemic awareness, phonics. Students are also provided with content instruction while incorporating ESL methodology and techniques including the use of visuals, modified text, TPR, graphic organizers, and scaffolding. Native language supports are also available if needed.

   The instructional practices for ELLs in the early stages include language modeling, visual aids and context clues to obtain and convey meaning with the focus on comprehension. As development continues, the uses of video tapes, cassettes, and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. With the demands of the Common Core Learning standards, the ESL
curriculum reflects these changes while working towards the 6 instructional shifts. Instructional practices will include modeling how to respond using text-based answers, writing from sources, using academic vocabulary, and increasing the use of text complexity. Students must be instructed to use the evidence they collect from what they read in order to form cogent and convincing opinions and arguments in the writing they produce. Students must also begin to think and argue through texts by constantly being asked to find evidence in what they have read. There is also an increase in the use of non-fiction, writing in response to reading, and expository writing. Last, instruction will develop students ability to use and access words that are showing up in everyday vocabulary, but are slightly out of reach for our students, thus utilizing context clues and the contextual understanding of words and domain specific terminology.

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

The Spanish LAB-R is administered to students who speak Spanish at home and score below proficiency to determine language dominance. Whenever possible, native language proficiency in content areas is used during literacy instruction in order to build English proficiency. Pre-reading skills are developed as scaffolding is incorporated in lessons. The use of graphic organizers help to structure information as students try to relate prior knowledge to material being taught. Schema is activated as visuals, technology, audio aides, reader’s theater, and discussions help. The ESL teacher and testing coordinator also work together to ensure that students receive appropriate testing modifications such as the use of a bilingual glossary when applicable.

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

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

   a. In the event that we will have SIFE students we plan to provide support with the mandate ESL instruction as per CR 154 regulations. By offering an environment that meets the social, cultural and linguistic needs of these students. Trained staff will use instructional methods designed to meet their individual needs. Sheltered instruction that modifies English language instruction can help make the subject matter more comprehensible to students with limited vocabulary. Learning will be differentiated through sheltered instruction that includes visuals, collaborative learning activities, audio aides, and demonstrations. Standards can be adapted so that explicit teaching of the most critical content area vocabulary and information is presented in a way that can be most effective and age-appropriate.

   b. Newcomers (ELLs in US schools for less than three years) will be provided with ESL services based on CR 154 regulations. They are welcomed as teachers, specialists, and others become familiar with their linguistic and cultural backgrounds. Basic facts are learned about the students and their families. Information is gathered by assigned staff concerning the students prior experiences student’s home/native language is accessed. It has been proved feasible to start with ESL and classroom thematic units on themes such as: All About Me, Where We Were Born, Family Orgins” and other units of this type. Our Administration is very involved in all aspects of the newcomers successful adjustment and welcome to our school as they reach out to the families and students. Tours are given, key personnel are pointed out. Our Parent Coordinator, Mrs. Karmo ensures that notices, letters, etc are offered in preferred languages. Newcomers are paired with a friend or buddy to help them learn and feel comfortable in their new environment. A variety of formats are put in place to meet the multiple of needs the newcomers and their families. As we begin to know more about the students teachers and staff are better able to offer social and academic support as programs are differentiated to meet their individual needs.
c. ELLs receiving services for 4-6 years will continue with their mandated ESL services. They will also be given extra support in areas of weaknesses noted as a result of their ELA, Math, Content Area, NYSESLAT/ LAB-R Formal Assessments and Informal Assessments. Data is collected from these resources as instruction is designed to address and remediate these deficiencies. Students are provided with work, which is contextually relevant and reflects the urban experience. Students and staff are trained to access technological resources to facilitate the writing/learning processes. Teachers strive to structure assignments to tap higher order thinking skills. All staff is assisted in understanding the lingering problems in negotiating a new language. Students, parents and teachers are encouraged to develop activities, which reflect the rich diversity of our school community. ELL services will be provided by the ESL teacher. The instructional strategy will enable our students to listen d. Long term ELLs receiving 6 or more years of services will continue with mandated ESL services with additional RTI support within ESL instruction and in the classroom. These students will be given Academic Intervention Services, as appropriate, in the areas of weaknesses noted as a result of their ELA, Math, Content Area, NYSESLAT and informal assessments. If a child continues to struggle despite the further intervention provided, a formal evaluation for additional services may be needed.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

- The ESL scheduled block time was created with a team to ensure that students receive their ESL mandates in addition to their IEP mandated related services. The Special Education Teacher works closely and networks regularly with the Teacher of ESL when addressing the needs of students being serviced per IEP mandates. ESL strategies and lessons are tailored for the classroom teacher using ESL support materials. Content area vocabulary is introduced via diagrams, picture representations, vocabulary games, flash cards and other audio and visual means. Informal assessments are ongoing as progress is monitored.

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

- The ESL teacher and the Special Education teacher address IEP goals while designing lessons best suited for the student. Cultural factors are considered along with the individual learning needs and styles of the students.
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.

Programs/services are open to ELLs and others on an equal basis according to individual needs. Programs are school-wide. Former ELLs all receive invitation to participate. Services and resources correspond to ELLs ages and grade levels. The Science Teacher, Ms. Ford provides support in preparation for NYS Science Exam along with testing accommodations when administered to 4th grade ESL students. Students can also be provided with Academic Intervention Services and RTI. ELL students also attend the after school program provided for test prep in ELA and Math 2x a week. Students also attend lunch and learn program provided by selected teachers in their classroom to provided additional intervention.

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

This upcoming school year the new programs being implemented are Go Math and ReadyGen. The school is also using the Reading Plus program that will be used to target 100 students who are performing below in their reading fluency, comprehension, and recalling of information in a text.

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

As of date there are no programs/services slated for ELLs that will be eliminated of discontinued.

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

ELLs are invited through the use of back-packed letters, telephone system or mailings. Letters are sent hom in student’s native language. Parents are encourage to participate in school programs and are provided with information to participate in PTA meetings, book clubs, and the Parent Cook shop program. Parents are also welcomed to suggest programs they would like and the Parent Coordinator will assist with helping them when applicable. Afterschool Programs are open to all students in grades 3-5 which focuses on Test Prep and strategies in Reading and Math. This will help students develop strategies for test preparation. In the Spring after school programs for 1-2 provided additional reading and math instruction when available.

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.

Students participate in computer generated programs such as, "Starfall" and "Nessy" reading and writing programs. The practices for ELLs in the early stages include language modeling, visual aides and context clues to obtain and convey meaning with the focus on comprehension. As development continues, the uses of video tapes, cassettes, and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. Students also participate in ST math with the math cluster teacher which incorporates technology into the math content. Wowzers is an additional program we have also began using which is visual and uses repetition for math concepts. Brainpop ESL is also used to help support ELLs. Videos are also used as a supplement to enhance comprehension of math concepts.

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

Native language support is offered through use of bi-lingual glossaries and dictionaries, leveled libraries, books in native languages, audio and visual aides to help support content areas, teaching content embedded vocabulary using native languages as support, games, dramatization, parental input and involvement in lessons and activities. Technology is incorporated in activities, writing assignments, study of grammar and usage and English language practice of reading passages and skills.

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

The ESL teacher strives to ensure that required services for ELLs do support their learning at all ages and grade levels. The ESL teacher collaborates with the classroom teachers to promote the academic success of all ELL students. The teachers communicate the needs of their students, and the ESL teacher makes sure that the proper resources are available at all ages and grade levels.
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?
Students participate in computer generated programs such as, "Starfall" and "Nessy" reading and writing programs. The practices for ELLs in the early stages include language modeling, visual aides and context clues to obtain and convey meaning with the focus on comprehension. As development continues, the uses of video tapes, cassettes, and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. Students also participate in ST math with the math cluster teacher which incorporates technology into the math content. Wowzers is an additional program we have also began using which is visual and uses repetition for math concepts. Brainpop ESL is also used to help support ELLs. Videos are also used as a supplement to enhance comprehension of math concepts.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the start of the school term, in many cases, ELLs visit at time of enrollment. Our Principal, Ms. Avery welcomes the children and their families. The Parent Coordinator reaches out to the parents to help secure information, answer questions, and further assist. Translators are on hand if possible, if not, contacts are made. There are onsite translators for the languages in the school. Further assistance is needed administration reaches out to the network. The parents and children are taken on a tour of the school to help with adjustment to the new environment. Packets or brochures are handed out, such as, “What your child needs to learn...” Literature is offered in language of choice. They are introduced to key staff and shown the basic layout out the school. Newcomers are made to feel completely welcome as they look forward to joining our school family. Literature, calendars, school newsletters, posters pertaining to upcoming workshop, community activities, etc are always available at front entrance of school building. Bulletin boards are always kept up to date. Translators and interpreters are on hand throughout the day. If not available, all avenues are explored to secure help with home languages not readily available for translation. Support is offered from selected School Support Organizations (SSOs), localized Integrated Service Centers (ISC) and the Translation and Interpretation Unit. When necessary follow ups are made in person or by phone until parents have the information required or requested.

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)?

   Paste response to question here:

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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?

   ELL personnel and teachers of ELLs at the school will attend ongoing, monthly staff development that will aid in implementing and meeting mandated state standards for ELL students. Professional development opportunities are offered for teachers of ELL students and other staff members. The BESIS Training
for Updates, the ELL Academic Writing Institute and the EPIC—ELL Identification and Parent Information were attended by the certified ESL teacher and turn keyed to the staff. Differentiated Instruction workshops are on-going and are provided to all staff. Additional workshops are attended and turn-keyed by the ESL teacher/coordinator to further support professional growth and keep updated on current strategies.

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.

Staff receives information about application processes and procedures as students transition from elementary school to middle school. Our Guidance Counselor, Mrs. Berger provides applications to all students on an equal basis. There is now a Middle School Choice Enrollment Application which is provided to all students. Materials and all forms are translated as needed. Professional development programs for teachers and other staff responsible for the delivery of instruction to limited English proficient students include workshops that focus on differentiating instruction. The ESL teacher also provides teachers with strategies that are effective and processes that can be utilized to strengthen the academic skills of the students ESL.

All teachers in the school will receive 15% of their total hours of professional development dedicated to language acquisition which will include best practices on co-teaching strategies and integrating language and content instruction for ELL students. Professional development will be provided in the school during professional development designated times and embedded in teacher meetings with the ENL teacher and administration. All ENL/ELL teacher will receive 50% of their total hours of professional development dedicated to language acquisition in alignment with ELA and other core content areas. ENL/ELL teachers will be provided with professional development in the school as well as attend workshops outside provided. Additional workshops are attended and turn-keyed by the ESL teacher/coordinator to further support professional growth and keep updated on current strategies. Records for professional development activities will be filed in the office.

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?

Annual individual meetings are help with parents of ELLs to discuss goals, their child’s language development progress, assessment results and language development needs in all content areas. Parents are provided with interpretation and translation as needed. Meetings are documented with teacher’s log books. Parents are also kept in contact on a monthly basis by phone calls, letters, post cards and in person to discuss their child and any concerns they may have.

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

Based on the survey and on parents needs from interviews, workshops and activities are offered during the day and after school to help foster parent involvement for parents of ELLs.

Additional Information

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

Paste response here:
### Part V: ELL Identification Attestation

#### Principal Certification

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

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal</td>
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<td>Parent Coordinator</td>
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<td>ENL/Bilingual Teacher</td>
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<td>Parent</td>
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<td>Teacher/Subject Area</td>
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<td>Teacher/Subject Area</td>
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<td>School Counselor</td>
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<tr>
<td>Superintendent</td>
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<tr>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 19K273 School Name: Wortman School Superintendent: 

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

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

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

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

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

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

The school uses the Home Language Identification Survey (HLIS) to identify the primary language of parents. In addition to completing the HLIS with the help of trained staff member, an oral interview is conducted. The information is recorded, maintained and reviewed by both the Pupil Accounting Secretary and the ESL teacher. The data and methodologies used to assess the school’s parents who are non-English speaking were done through a survey developed by the School Leadership Team and the PTA. Information about parent’s language preference is also filled out on the HLIS forms and documented. Information from the Learning Environment Survey also serves as data to implement change. Meetings are held with the ESL teacher to address direct concerns of parents.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Leadership Team reviewed the survey and found that there was a need for translation of various documents and information packets within the school. Parents have requested that a team of staff members be organized to address the needs of all parents who are non-English speaking. The information was disseminated during the School Leadership Team meetings. Information is also disseminated to parents via school letters that are backpacked. The language indicated by parents whose preferred language is other than English was Spanish.</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parental information will be disseminated in their home language when requested. Report cards, school notices, and other information are</td>
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</table>
disseminated to parents in their desired language. Such documents that require translation are homework sheets, newsletters, announcements, student's progress reports, etc.

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>
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<tbody>
<tr>
<td>Throughout the school year, there will be many face to face meetings at our school. In our school we have meet the parent night, 3 parent teacher conference nights (November, March, and May) and our parents teacher alliance committee hold parent nights in the classrooms throughout the school year. Our teachers also make parent contacts by phone, letter, or email throughout the year to keep parents updated on their child's progress.</td>
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</table>

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

**Part C: Training Staff on Policies and Procedure**

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

**Part D: Providing Notice of Language Assistance Services**

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

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

In our school, the welcome poster is hung up in the main hall where parents enter and exit the building when visiting. The language ID guide is at the front security desk where it is accessible to parents upon entering the building and providing their ID and the reason for visiting. The Parents' Guide to Language Access pamphlets are in the main office as well as the parent room for accessibility to all parents. The Parents' Bill of Rights was at the information desk and provided to all parents during our Open House/Meet the Parent night in September. It is also available to parents upon request.

**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?

A parent survey will be used to gather feedback from parents on the quality and the availability of services at our school regarding translation and interpretation.