2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 21K288
School Name: P.S. 288 THE SHIRLEY TANYHILL
Principal: QADIR BEN DIXON
School Comprehensive Educational Plan (SCEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name: Shirley Tanyhill School</th>
<th>School Number (DBN): 21K288</th>
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<tbody>
<tr>
<td>BEDS Code: 33210010288</td>
<td></td>
</tr>
<tr>
<td>Grades Served: Pre-Kindergarten – Grade 8</td>
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</tr>
<tr>
<td>School Address: 2950 West 25th Street Brooklyn, NY 11224</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-382-2100</td>
<td>Fax: 718-382-2111</td>
</tr>
<tr>
<td>School Contact Person: Natalie Codrington</td>
<td>Email Address: <a href="mailto:ncodrington@schools.nyc.gov">ncodrington@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Qadir B. Dixon</td>
<td></td>
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<tr>
<td>UFT Chapter Leader: Felicia Turner</td>
<td></td>
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<tr>
<td>Parents’ Association President: Minnelli Benjamin</td>
<td></td>
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<tr>
<td>SLT Chairperson: Qadir Dixon</td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Jessica Alexander</td>
<td></td>
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<tr>
<td>Student Representative(s): Marie Jeanty</td>
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<tr>
<td>CBO Representative:</td>
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#### District Information

<table>
<thead>
<tr>
<th>Geographical District: 21</th>
<th>Superintendent: Isabel DiMola</th>
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</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 1401 Emmons Avenue, Room 101 Brooklyn, NY 11235</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:DiMola@schools.nyc.gov">DiMola@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-648-0209</td>
<td>Fax: 718-648-2165</td>
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#### Field Support Center (FSC)

| FSC: Brooklyn South | Executive Director: MauriciereDegovia |

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<table>
<thead>
<tr>
<th>Executive Director’s Office</th>
<th>415 89th Street, Brooklyn, NY 11209</th>
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<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:mdegovi@schools.nyc.gov">mdegovi@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>1-718-759-4862</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-759-4960</td>
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Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Qadir B. Dixon</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Felecia Turner</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Minnelli Benjamin</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Tenakia Edmunds</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Jessica Alexander</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Marie Jeanty</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Corree Morris</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Calvin Daniels</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Candice Covington</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Gaudi Acosta</td>
<td>Member/ Assistant Principal/Chairperson</td>
<td></td>
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<tr>
<td>Israel Cameron</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Jacqueline Abrams</td>
<td>Member/ Teacher</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

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

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.
In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

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

### Accountability Tools and the Framework for Great Schools

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

### NYSED’s Six DTSDE Tenets

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

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

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

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NYCDOE’s Quality Review (QR)

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 2**: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
• **Step 3**: In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4**: Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART — Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

• **Step 6**: 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 7**: 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.
### 1. What is your school’s mission statement?

At PS/IS 288 our focus and mission is to provide each of our scholars a quality education on a daily basis by engaging each in a well developed and differentiated learning experience tailored to their individual needs and talents.

### 2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS/IS 288 is a thriving school community located in the Coney Island section of Brooklyn. We carry out our school’s mission in many ways. First and foremost, we pride ourselves in providing our scholars with a quality education daily and this has become our driving force. Through collaborative planning, delivery of rigorous instruction, partnerships created with our parents, our child-centered approach to educating and nurturing the whole child and the partnerships we have established with outside agencies, we continue to make strides in this area. We have fostered many partnerships in support of meeting our mission. Some of the partnerships include: our work with the Department of Education’s Teacher Leadership Program, Teacher Development Program, District Office Support, Brooklyn South Special Education Support, ReadyNY, Junior Great Books, Yale Ruler Social Emotional Program, Literacy Design Collaborative and Urban Advantage, to name a few.

PS/IS 288 continues to grow in many areas and has currently begun to focus heavily on the development of all faculty members with a particular focus on the early childhood academy and special education teachers. Many of our early childhood scholars enter our school with limited exposure to standard English language and phonemic awareness. 92% of our entering scholars in kindergarten begin behind as evidenced by our early year assessments. As a result we have partnered with Orton Gillingham, (OG) which has been a leader in teaching the English language for years. All of our early childhood teachers have been trained in the Orton Gillingham approach and have used it to deepen our scholars’ understanding of words, blending words, etc. We are currently in year two of our Orton Gillingham work, so we are very hopeful that this work will pay off with our current grade 1 and grade 2 scholars at the end of this school year who now would have had two years engaging in the OG approach.

We have also added Fountas and Pinnell to our assessment menu to monitor our scholars and their growth in reading. This assessment, along with the OG approach and our teachers engaging scholars in guided reading, has us hopeful that we will begin to meet our goal of 95% of all grade 2 scholars leaving our early childhood academy already proficient readers.

Currently, 41% of our grades 3-8 scholars have a level 1 score as evidenced by the 2017-2018 NYS English Language Arts exam. Though we are significantly below standard we have an 8% decrease in our level 1’s from the previous year. We had a 3% increase in our level 2 (approaching standards) scholars. We also saw a 1% increase in our level 3 (proficient scholars) and a 4% increase in our level 4 (above proficient) scholars. Though we are making progress we still have more positive strides to make.

We are most concerned with the growth of our English Language Learners and our Students with Disabilities. Though they have made some gains, they still perform significantly below standard. We have increased the academic support for both populations of scholars via their engaging in additional after school activities focused on their literary development. Though our Students with Disabilities are far below standard we have made gains as evidenced by the NYS ELA exam. We have had a 15% decrease in our level 1 (far below standard) scholars. We had
a 12% increase of our level 2 (approaching standards) scholars. We have had a 3% increase in our level 3 (proficient scholars) and a 2% increase in our level 4 (above proficient) scholars.

Additionally, our ENL teacher pushes into classes and plans with the teachers who are instructing the ELL scholars. Teachers of both our English Language Learners and Students with Disabilities continually are monitoring the data of our scholars to ensure they are making progress biweekly. Our NYS English Language Arts scores for our English Language Learners population are very concerning. We had a 12% decrease in our level 1 (far below proficiency) scholars, 16% increase in our level 2 (approaching proficiency) scholars and 0% of our ELL scholars scored proficient. Though we must show growth as evidenced by the NYS ELA exam our English Languages Learners demonstrated growth as evidenced by the NYSESLAT exam. 22.5% of our scholars tested out of the ESL program, 32.5% of our scholars moved up 1 grade level and 12.5% of our scholars moved up 2 levels. We know we have a ways to go, but this is the most progress we have experienced with our English Language Learners.

Our early childhood teacher teams (grades Pre-K through 2) along with their Orton Gillingham and Fountas and Pinnell training have engaged in extensive professional learning that focused heavily on creating early and literate readers and writers. Our grade 1 and grade 2 teacher teams engaged in 6-week cycles with a school leader and borough field office support that focused on creating common core aligned writing lessons that focused on informational writing and persuasive essays. As a result of our focus on writing and the positive outcomes of these initiatives, we have incorporated Teachers College Writing Units as well as Ready NY Writing Units into our tool box.

We created many in-house collaborative partnerships that have been extremely successful. Our teachers continue to grow and share their learning with one another. Our grade 1 team planned and turn-keyed professional learning to our Kindergarten teachers after their successful cycle of learning. As a result writing across the academy improved by 100%. There was a marked difference in how teachers now taught writing, how they assessed writing and how our scholars now expressed their thoughts and ideas through written word in grades K-2. Scholars went from writing pieces that were just a myriad of words to writing pieces that now were organized, structured, aligned with the assignment and reflected the expectations of the writing task. Additionally, our scholars in grades 2-8 have the opportunity to engage in weekly shared inquiry sessions in which they discuss a text with classmates and support all of their claims with evidence. This initiative has helped improve our scholars' writing because they have to use academic language in their discussions, which translates into better articulated writing pieces.

PS/IS 288 has taken on a particular focus in improving scholar reading levels. We have enlisted the support of Accelerated Reader (AR) in which scholars are tested and their progress monitored throughout the school year. Scholars take a reading level assessment three times per year and a quiz following each book that is read. This allows us to monitor the range of texts our scholars are exposed to throughout the school year. This program allows scholars to read independently on their reading levels and take tests to assess their comprehension of the text. The test results allow us to recognize the reading skills and strategies that our scholars have mastered and need further support in. To support this AR movement our teachers continue to update their leveled libraries in their classrooms specific to the Zone of Proximal Development for each of their scholars and as a result scholars have access to non-fiction and fiction books on their reading levels. The AR data allows us to celebrate scholars' reading success both large and small with awards being provided for for improvement by one grade level or more, most words read, amount of quizzes passed, million words read club and passing reading points goal by 100%. Though we are not where we want to be, this is one of the tools that is helping us to foster a love of reading within our school community.

Our next step as we continue to build upon what we have established is to provide more rigorous opportunity for our scholars to annotate text, engage in text-based discussions as well as evidence based writing in class. Our teachers are provided continual training in the Shared Inquiry Discussion Methodology and scholars are digging deep into their text to find evidence to support their written claims and thoughts when engaging in discussions. This has allowed our scholars of all ability levels to demonstrate their understanding and perspective about the
anchor text of the week. It also provides them a platform to articulate their thoughts verbally before transferring them into writing in the evidence based essay that is required that follows. Because scholars have to engage in both the Shared Inquiry discussion and the evidenced based writing weekly, we are able to continually assess both their verbal and written understanding of the text. This has made a major difference in our teachers preparing differentiated lessons in reading and writing to support our scholars varying needs.

We have also added IReady to our support for scholars and require scholars to engage in the program at a minimum of 45 minutes weekly in both English Language Arts and Mathematics. The program has helped our scholars gain skills they may have missed in the past. It also allows us the opportunity to further engage our scholars who are already proficient readers on a higher level. Our most recent end-of-year data showed that we met 100% of our instructional target goals and our scholars made significant progress in the areas in which the beginning-of-year assessment showed they were deficient.

Our most recent partnership with Yale University has been a necessary addition. Our teachers are currently engaging in the Yale Ruler approach. The Ruler Program is a social-emotional program that teaches both adults and children how to manage their emotions. Before we can roll this initiative out to our scholars our teachers must first engage in year-long training, which is happening now. As a result of the training sessions, our teachers are already reporting that this work provides them a different perspective when dealing with a scholar who is in crisis. The development of the Yale Ruler program at 288 will happen over the next couple of years, but our expectation is that it will be one of our driving forces in teaching all to have a healthy social-emotional state.

Lastly, in preparing our scholars for College and Career Readiness, our teachers in grades 2-8 use Google Classrooms as a tool to infuse technology in the classroom. This has increased engagement and made it easier for our teachers to communicate lesson content to our scholars as well as provide them timely feedback. It also provides our scholars the opportunity to collaborate in real time. We also offer our school community the following extracurricular activities that add great energy to our thriving school culture: Cheerleading, Basketball, Step, Chess, Track and Field, Vocal Club and Broadway Jr. We also offer our school community Student Council, Math Club, Middle School Book Club, College Access for All, Parent Workshops through ENACT and other agencies. To additionally support the social emotional needs of our scholars we offer Art Therapy, Clinical Therapy through Counseling in School, have a SAPIs counselor on-site, and house the Heartshare Clinical Team.

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

Our new Special Education focus has allowed us to create a stronger and more structured Special Education Department in which our IEP writing has strengthened, goals are more specific and aligned with each individual scholar's needs and the team now has the same high expectation for what the Special Education Department will accomplish in the 2018-2019 school year. Our team meets regularly to discuss scholar goals and engage in professional learning sessions with paraprofessionals. We currently have a 12:1:1 class on each grade as well as an ICT class on each grade K-8. The majority of our special education population is classified as Learning Disabled. We have shifted the curriculum to meet their needs by planning collaboratively, assessing scholar data and using technological programs and tools such as iReady (to support Math and Reading Growth), Google Classrooms (to provide online access to lessons and differentiated resources) and lunch time and after school tutorials in small groups to provide additional academic support.

We have found that a major strength of our special education and ENL populations is their verbal skills. They are very vocal in discussions about their work. We found that a specific need was that scholars needed access to books on their reading levels, which we provided and are now seeing growth as scholars work toward reading books at their appropriate grade level. We also found that scholars needed that additional push with evidenced-based writing and we have planned accordingly to provide many lessons in this area. The challenge of our Special Education and ENL populations has been their limited vocabulary skills, which we are expanding with both fiction
and non-fiction books, and specific writing instruction to strengthen their skills including figurative, literal, sensory detail, research based informational, persuasive, and opinion/argumentative writing.

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.

We continue to make strides in the area of creating a Nurturing and Supportive Environment. We aspire to become a school that is solely focused and centered around what is best for children. We know that each of our scholars is unique in their own right and we go above and beyond to unlock and nurture their gifts.

We continually seek to grow in the area of Effective School Leadership. We work diligently to keep the lines of communication open with our faculty, scholars and families. Last year’s school survey shows that we earned a score of 3.07 in Effective Leadership. We have already asked our school community for feedback and how we can become a 4. The results centered around better communication and we are working hard in this area to ensure that our faculty, scholars and families are receiving a clear message regarding all school initiatives.

Our School Leaders are heavily focused on leading our school. What is best for children is what drives them. They are heavily focused as well on impacting teacher practice by providing great professional learning sessions for teachers, providing teachers with authentic and actionable feedback following formal and informal observations, and modeling their expectations to the entire school community on a daily basis. As evidenced by our school survey results we received a score of 3.09 out of 4. Again our goal is to earn a 4. We understand that in order to move our teachers and push their thinking around how they instruct our scholars takes trust. Our hope is that we will see effective and highly effective practice throughout the school year as a result of the professional learning and actionable feedback that our teachers will be provided throughout the school year.

The school has also strengthened its relationship with families and the outside communities. We received a score of 3.30 out of 4 on our school survey in the area of Strong Family and Community Ties. We truly value our working partnership with our parents and community liaisons. Parent participation in school events and parent teacher conferences has improved by approximately 85%. PS/IS 288’s relationship with community based organizations has improved tremendously as well. PS/IS 288 now works collaboratively with a number of organizations to help strengthen and beautify the Coney Island community and PS/IS 288.

PS/IS 288 continues to make tremendous strides in the area of Rigorous Instruction. We earned a 3.25 out of 4 on our school survey. We have provided our teachers intense and in-depth training to enhance their practice. Teachers are provided professional learning in all content areas. We continue to work with the Literacy Design Collaborative which has supported our focus on common core aligned task in writing in ELA, Social Studies, Mathematics and Science.

We have developed teacher capacity through our work with coaches from the Teacher Leadership Program and Teacher Development Program. Their skills have been honed to become facilitators during team meetings as well as in the area of providing professional learning sessions in the Danielson Framework for Teaching Instructional Domains (1E, 3B, 3C and 3D). Our teacher teamwork and collaboration has grown tremendously as a result of the growth and development of our school leaders and teacher leaders at PS/IS 288.
<table>
<thead>
<tr>
<th>School Demographics and Accountability Snapshot for 21K288</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Configuration (2018-19)</strong></td>
</tr>
<tr>
<td>Grade Configuration</td>
</tr>
<tr>
<td>English Language Learner Programs (2018-19)</td>
</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>School Composition (2017-18)</strong></td>
</tr>
</tbody>
</table>
| % Title I Population | 90.0% | % Attendance Rate | 87.4% |%
| % Free Lunch | 92.3% | % Reduced Lunch | 0.0% |%
| % Limited English Proficient | 6.0% | % Students with Disabilities | 29.4% |%
| **Racial/Ethnic Origin (2017-18)**                          |
| % American Indian or Alaska Native | 0.5% | % Black or African American | 59.9% |%
| % Hispanic or Latino | 92.1% | % Asian or Native Hawaiian/Pacific Islander | 1.7% |%
| % White | 5.9% | % Multi-Racial | 0.5% |%
| **Personnel (2015-16)**                                    |
| Years Principal Assigned to School (2018-19) | 4.25 | # of Assistant Principals (2016-17) | 4 |%
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 10% |%
| % Teaching with Fewer Than 3 Years of Experience | 7% | Average Teacher Absences (2014-15) | 6.8 |%
| **Student Performance for Elementary and Middle Schools (2017-18)** |
| ELA Performance at levels 3 & 4 | 22.3% | Mathematics Performance at levels 3 & 4 | 20.1% |%
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 81% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | 13% |%
| **School 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 |%
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |%
| **Overall NYSED Accountability Status (2018-19)**            |
| Reward | No | Recognition | N/A |%
| In Good Standing | No | Local Assistance Plan | Yes |%
| Focus District | Yes | Focus School Identified by a Focus District | No |%
| Priority School | No | Focus Subgroups | N/A |%

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

**Elementary/Middle School**

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

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

**High School**

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

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

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

**Types and Number of Special Classes (2018-19)**

- Transitional Bilingual:
  - White
  - Hispanic or Latino
  - American Indian or Alaska Native

- Economically Disadvantaged:
  - White
  - Hispanic or Latino
  - American Indian or Alaska Native

- Students with Disabilities:
  - White
  - Hispanic or Latino
  - American Indian or Alaska Native

**Grade Configuration**

- PK,0K,01,02,03,04, 05,06,07,08
<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>N/A</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
</tr>
</thead>
</table>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>X</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>X</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

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

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

Our 2018 NYS ELA data indicates that 22% of our scholars are proficient in ELA, a 4% increase from 2017. State data also indicates that there is an 8% reduction in the number of our scholars performing at Level 1. There has also been a 3% and 4% increase in the number of scholars performing at Level 2 and Level 4 respectively. Although there are currently 61% of students with special needs at Level 1 proficiency in ELA, this is a 15% decrease from the 2016-17 school year.

This data above shows gradual growth that is happening organically in our school. Our growth has been coupled with a school wide positive shift in school culture, focus on social emotional health, teacher pedagogy and deep dives into looking at scholar data and scholar work samples. In addition to state data, we used the Orton Gillingham Pre-Assessment, STAR Reading Assessment, IReady data in ELA and Mathematics, Performance Assessment in ELA and Mathematics, Pre-Assessments from the Journeys reading program, Go Math program and scholar written work samples to help shape our thinking around our needs assessment.
Our last Quality Review suggested that we take a look at our curriculum and instruction, which we did. We decided to heavily focus in the area of English Language Arts with the understanding that without a strong reading and writing foundation our scholars would struggle in most, if not all other content areas. As a result we targeted lesson planning and rigorous learning activities that are differentiated in all content areas, but concentrated in our English Language Arts classes grades K-8. To help us strategically focus on planning and engagement within these areas we are taking a deep dive revisiting Danielson’s domains 1E (Planning and Preparation), 3C (Engaging Students in Learning) and 3D (Assessment in Instruction). Domains 1E and 3C will assist us in our purposeful planning for intellectual engagement, cognitive engagement and strategic grouping. 3D will allow us to ensure that we continually build in teacher to scholar assessment, scholar to scholar assessment and scholar self assessment when engaging in the learning tasks and learning activities.

As a result of our deep look at rigorous instruction at 288 and findings we established a balanced literacy flow for our K-8 grades with Orton Gillingham being built into our daily flow for grades Pre-K through 2. We found that our scholars entered our school in Kindergarten with limited exposure to language and phonemic awareness and had to be very strategic in how we structured their day. We also built in Guided Reading opportunities into our daily flow of the day. Scholars also engage in a writing block and have to engage in a shared inquiry discussion about the text weekly. Adding more structure to our literacy block, coupled with providing the educators in our school building professional learning opportunities that support their understanding and implementation of the additions, has resulted in classrooms driven by meaningful learning tasks evidenced by the learning activities and learning opportunities our scholars engage in daily. Our scholars have suggested that class is more interesting, they are learning more and feel more challenged. We earned a score of 3.25 out of 4 in Rigorous instruction, so we are on our way. Our goal is to earn a score of 4.

After triangulating all of our reading data we found that our scholars were doing well on their Accelerated Reader exams, which were books on their readability level. The disconnect was that the data represented improvement, but did not mean that those scholars were all proficient readers as evidenced by their independent reading of grade level texts. This was the same with our iReady data. Though we met 100% of our school-wide target and grade goals, which is reason to celebrate, overall large cohorts of scholars still were not reading or performing on grade level. So within their current ability levels scholars were thriving because we decided to meet them where they were intellectually and then grow them to grade level proficiency. This is also why the growth from the results didn’t match our state exam results. Our team of professionals still note this as progress and recognize that our scholars are getting stronger and closer to being proficient readers and writers each year. To support our scholars when engaging in grade level texts we provide them guided reading opportunities. Our teachers have been and are still being provided guided reading training from our borough office and district office supports. This has provided our scholars differentiated and targeted support as they engage in close reading of grade level books in smaller groups with the teacher leading. They are applying the skills learned in guided reading when working independently and in groups during their station work.

We continue to work extremely hard aligning instruction, materials and resources to meet the varying needs of our scholars. This has been one of our growth areas as a school. Our teachers are now pulling appropriate resources to support the learning needs and targets of our scholars based on current data. 85% of our teachers are now progress monitoring in a very authentic way as they make instructional decisions in the moment to address the learning during each individual lesson. To begin moving in this direction took team building and trust building. We scored a 3.09 on the school survey in the area of trust. Once our faculty members began to trust one another, school administration and the process, we began to move forward positively.

Another difference maker has been providing teacher teams the opportunity to engage in rigorous planning with ongoing professional learning to support them in their needed areas of growth. Our teacher teams meet weekly assessing curriculum, discussing any tweaks that must be made, assessing scholar work and making instructional planning decisions for the week and week ahead. We have a strategic focus in the Danielson areas of 1E (Planning and Preparation), 3C (Engaging Students in Learning) and 3D (Assessment in Instruction). When we engage in inter-
visitations, we visit with one of the Danielson domains as the focal point. Through our partnering with the Teacher Leadership Program, Literacy Design Collaborative and professional learning on the district level as well as borough office level our teacher capacity has grown tremendously, which has allowed our teachers to engage with one another on such a high level now.

Additionally, we have had six of our teachers and two administrators trained in the area of critical thinking via our District partnership with LCI. As a result of this training our teachers revisited their learning tasks and ensured that they required scholars to think beyond the surface during learning activities. We also had five teachers and an administrator engage with LCI in looking at ways to plan to engage our scholars conceptually in mathematics. This training changed the way scholars look at mathematics in the classes of the teachers who participated and the classes of their grade team members as they turn-keyed their learnings. As a result we embarked on a journey that was more exploratory in mathematics, which pushed our scholars to think more critically about their learning tasks, which resulted in 95% to 98% engagement in all mathematics classes of those trained teachers.

All of last school year and beginning of this current 2018-2019 school year, we have taken a hard and long look at scholar achievement data. We are very concerned with our proficiency results on the NYS Exams and particularly focusing on our Students with Disabilities and our English Language Learners. Last school year we took a deep look at our boys and why they weren’t achieving on the state exam. As a result the number of boys who reached proficiency on the state exam increased by 6% with 10 more of our male scholars scoring a level 4 than the year before on the 2017-2018 NYS ELA exam. We will continue to work diligently crafting instruction differentiated to our varying learners. Data will continue to drive this sort of planning. We are confident that we are moving in the best direction and we feel the urgency to boost achievement in our school.

As for writing, we have made major strides. Because our scholars have the opportunity to write often, their writing is improving. Scholars have access to Teachers College Writing Units, Ready Writing Units, which are tailored to the structure of the state exam and their evidence-based writing that happens weekly within Junior Great Books. Our samples of scholar writing suggested that we needed to deepen our approach to teaching writing at 288. We found we needed a targeted writing block to specifically teach scholars how to write as well as support their writing efforts on specific writing tasks. Our scholars also have access to a number of Writing Units including Narrative, Argumentative, Informational Writing, Opinion Writing, Non-Fiction Writing, etc. This year we are using the NYS ELA State Exam writing rubric to guide our teacher-to-scholar and scholar-to-scholar feedback during writing sessions. We are hoping to see a major shift over time in the depth and quality of our scholars' writing. Our goal is to expose our scholars to a range of writing supported by rigorous and engaging writing instruction as we prepare them for college and career readiness.

At an even deeper level we have begun to delve into and deepen our understanding of text complexity, critical thinking, conceptual learning, planning opportunities for scholars to take ownership of their learning via project-based learning, google classrooms, discussions and ensuring that our scholars support all of their claims with evidence from the text. To ensure that rich text based discussion occur, our teachers have been trained in Shared Inquiry. Our teachers credit much of our growth if even small on the NYS ELA Exams to our scholars now having evidenced based discussion about rich text and being required to write evidence based essays as a result of their understanding of the text. As a result of this continued work we expect to see 95% of our scholars at all times engaged in rich discussions during shared inquiry sessions.

Though we have made strides, overall we must continue to focus our collaborative efforts to improve the delivery of instruction in each of our classrooms. Though the majority of our teachers have made vast improvement in their teaching practice, we must still continue to hone their skills as we work toward raising proficiency. We have classrooms that are thriving and we have classrooms that are emerging. We are working toward having all of our classrooms become places in which scholars are actively engaged in ambitious intellectual activity and developing critical thinking skills. We are doing this by providing our teachers and paraprofessionals with ongoing professional development in many areas to continue to improve their practice. By June, 2019 our expectation as a school is that
100% of our classrooms will be fueled by collaboratively planned lessons, 100% scholar engagement and evidenced based discussions centered around a number of informational texts, videos and other related research.

The strength of our school is the growing positive school culture that we have created. The majority of our scholars feel safe and loved in our school. Our scholars love that they get recognized weekly during our Eagles Nest assembly celebration for earning Scholar of the Week honors. We also have quarterly award ceremonies in which we recognize our honor roll recipients and celebrate scholars for academic and social excellence and academic and social improvement. With our new approach to foster social-emotional learning our faculty members are paying careful attention to the many emotional needs of our scholars. Our faculty members have also adopted a mindset that suggests that our scholars are capable of greatness. This is evident in our thriving classes and becoming the norm in our emerging classrooms. The expectation has become greater and we are providing a myriad of learning opportunities for our teachers, so that they continue to grow. By June, 2019 we expect each of our classrooms to be robust with quality instruction and scholars and teachers who feel respected and love being in the same room with one another working towards a common cause. We set a goal to get a 4 if not as close to a 4 as possible in our learning survey in the areas of Rigorous Instruction and Supportive Environment.

Part 2 – Annual Goal

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

By June 2019, Seventy-Five percent of all scholars in grades K-8 will reach their individualized learning targets in English Language Arts and Mathematics as evidenced by their IReady end of year results.
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and paraprofessionals of scholars in grades K-8.</td>
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</tr>
</tbody>
</table>

To achieve this goal we will provide our scholars opportunity to engage in 45 minutes at a minimum of both ELA and Mathematics instruction using IReady. (September 2018-2019)

Using data from IReady Beginning of the Year and Middle of the Year Assessments, IReady weekly lesson outcomes and other lesson outcomes in ELA and Mathematics, teachers will plan and implement lessons on a continuous basis. Teachers will use various resources including the IReady instructional workbooks both in Math and ELA. As a tool to differentiating instruction within the IReady domain teachers will use the IReady Math, ELA and Writing Instruction online toolbox which provides differentiated resources in ELA and Mathematics from grades K-8 and writing resources in grades 2-5. Teachers use these tools to created differentiated opportunities for reading, writing and mathematics focused on the most important standards and clusters for a given grade. September 2018-March 2019 & March 2019-June 2019)

Teachers will also plan their guided reading and writing lessons using the IReady data and instructional tools. We will also use tools such as guided reading books, scholastic news magazines on all grade levels, weekly reader, etc to meet the varying literary needs of our scholars. Teachers will work collaboratively to establish scaffolds and provide our scholars with multiple entry points using these tools. (September 2018-June 2019)

Scholars will take beginning of the year baseline assessment in ELA and Mathematics using IReady in grades K-8. The results will establish individual learning targets and push targets for all
scholars. Teachers will use IReady at a minimum of 45 minutes per week for each scholar in ELA and Mathematics. IReady data will be viewed weekly, so teachers can make informed decisions on any instructional tweaks that need to be made to address the needs of scholars. Also teachers will assign specific lessons on IReady and monitor scholar progress. Lessons assigned will be based off of what scholars need to address learning gaps, to reteach information learned in class and to introduce new concepts as deemed necessary by the teacher. (September 2018-June 2019)

School leaders will discuss IReady data with grade teams by weekly and monitor progress of classes and individual scholars via their administrative IReady accounts. (September 2018-June 2019)

Our teachers will also be provided planning time to differentiate lessons and create strategic groupings based off of the grouping data provided by the IReady diagnostic results in ELA and Mathematics. Evidence of this grouping will be seen via stations in class as well as other teacher methodologies. Teachers again will be provided access to the Ready Toolbox, which IReady data makes suggestions of where to pull content for scholars as they work in the program. (September 2018-June 2019)

- We will use a number of strategies to address the needs of our scholars with disabilities, ELLs, and over-aged scholars.

Each of the scholars who fall under the classifications above have access to a laptop in all of their classes.

Our students with disabilities in middle school have an IReady lab period twice per week, which provides them a guaranteed 90 minutes of IReady engagement weekly in both ELA and Mathematics outside of their regular ELA and Mathematics instruction. (September 2018-June 2019)

We are providing our ELL scholars after school programming with IReady being one of the primary tools used to address their gaps in English Language Arts. Scholar progress will be
monitored and the program will be run by our ESL teacher. The overall program and outcomes will be monitored by our Assistant Principal in charge of ESL. Planning for the program is a collaborative effort amongst the ESL teacher, scholars classroom teacher/s and the assistant principal. (October 2018-April 2019)

Our ESL scholars will engage with IReady during the school day for 45 minutes per week in both ELA and Mathematics. (September 2018-June 2019)

We will continue to analyze the achievement and behavioral data of these subgroups, so that we may tailor our instruction and approaches to ensure that they are successful both inside and outside of our classrooms. (Weekly October 2018-June 2019)

We will monitor progress and celebrate all growth no matter how big or small quarterly during our IReady award ceremonies where we recognize scholars for meeting targets, lessons passed, moving up grade levels, etc. (November 2018, January 2019, April 2019, June 2019)

Ready facilitators will provide continual professional learning on how to navigate and make sense of IReady data. Our school leaders, out of classroom support teams, data specialist and individual teachers will be provided the opportunity to look for trends in data growth and areas of focus using our IReady data. (Monthly October 2018-June 2019)

In addition to ready training our faculty members will be provided professional learning that assists them in better understanding the social emotional needs of our scholars in each population. This work will support our Ready work and classroom instruction in all classrooms are differentiated and tiered, so that the needs of our scholars are addressed. (September 2018, November 2018, January 2019, March 2019, May 2019)
Special education teachers will receive targeted professional learning that will assist them in using IReady data to support IEP goals. (November 2018, January 2019, March 2019)

Paraprofessionals will participate in all training to support our IReady implementation in the classes they are servicing scholars. Paraprofessionals will participate in all looking at scholar IReady data sessions that happen on Monday afternoons during our Professional Learning sessions. (October 2018-May 2019 at least once per month)

We will engage our families and strengthen their understanding of how our IReady implementation supports Rigorous Instruction and the Common Core in order to support their children at home by engaging them in the following:

- Parent Workshop to introduce IReady and how we will use this tool to assist us in providing our scholars with quality instruction lead by school leaders and lead teachers. (November 2018)

- Workshops in which parents are exposed to the data generated by IReady and how we are using this data to differentiate instruction in ELA and Mathematics for their children lead by school leaders and their child's classroom teacher/s. (November 2018, January 2019, March 2019)

- Workshops discussing ways in which parents can best support their children and assist them with IReady implementation at home lead by their child's teacher during Parent Engagement Tuesdays. (December 2018, February 2019)

- Monthly data sharing with parents from teacher backpacked at the end of the month showing their child's individualized IReady data. (November 2018-May 2019)

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</table>

3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will continue to support families through a series of workshops. We will engage families during our Tuesday parenting afternoons. Workshops will be conducted by teachers, school leaders, parent coordinator and outside supports. Our tentative time line is as follows:

- September: Meet and Greet & Overview of Curriculum, Data Meeting to Share IReady Diagnostic results.
- October: Invite parents to visit classrooms and see instruction in action with a focus on IReady and lessons differentiated using IReady data.
- November: Review IReady progress during Parent Teacher Conference
- December: Invite parents to IReady award ceremony to celebrate scholars who have demonstrated growth ELA. Math Test Prep Workshops for Parents in Grades 3-8 and Orton Gillingham workshop Part 2 for Early Childhood parents with a focus on how IReady supports scholar growth in both.
- January: IReady Mid-Year Assessment results will be shared with parents. Parents will have the opportunity to sit with teachers during Parent Engagement Tuesdays to discuss the results of the assessments.
- February: Parent-Teacher Conferences in which teachers will review IReady Middle of Year Assessment data with individual parents as well as scholar performance on individualized lessons in IReady.
- March/April/May/June: Workshops and meetings with parents to discuss IReady's impact on instruction facilitated by school leaders and their child's teacher/s.

Part 4 – Budget and Resource Alignment

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

In order to accomplish this ambitious goal we will update a bulk of our curriculum-related materials and budget money to purchase the IReady and related IReady materials that work hand-in-hand with IReady. We will also continue to provide our faculty ongoing professional learning sessions with the IReady trainers to deepen our understanding of and use of the program to help improve achievement at 288.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I 1003(a)</th>
<th>Title III</th>
<th>Title I TA</th>
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Part 5 – Progress Monitoring

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

- By February, 2019, 75% of students in grades K-8 will reach their interim benchmark targets as measured by IReady MOY assessments in math and ELA.

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

IREADY Beginning of the Year and Middle of the Year assessment results will be used to assess progress.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

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

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

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

We have worked diligently to create a supportive environment at PS/IS 288. Our school has grown into a place where our scholars feel safe to take intellectual risks during a lesson free from fear of ridicule. Our faculty members have taken a social emotional approach to engaging our scholars and it has benefited our school tremendously. We have created a systematic response, so that we are able to address and support a scholar who is in crisis or in need of additional support. We have also created a system in which we celebrate and reward scholars for living by our Eagles Motto which is E-Encourage Everyone, A-Act Responsibly, G-Give to Those in Need, L-Lead By Example, E-Earn Respect and S-Soaring Towards Excellence. Our focus is to catch our scholars doing something great and it is paying huge dividends to focus on and emphasize the positive rather than reacting solely to the things that we don’t want to see happening in the school.

Our entire faculty has grown in the areas of Managing Student Behavior and Creating an Environment of Respect and Rapport. We must continue to fine-tune our approach and response to dealing with different types of situations and scenarios. Additionally, ongoing professional learning is needed and being provided in regard to child and adolescent development. We have found that in some cases our expectations can be unrealistic considering the age of a given...
scholar and we have to keep our focus centered on children and their developmental/social-emotional needs as well as their academic needs.

As a school we found that if we addressed the five following areas, our scholars would be set up to experience success. We put much emphasis on ensuring that our scholars arrived to school on time, so that they no longer were missing the first half-hour of instruction. We put an emphasis on our scholars wearing our school uniform to foster a sense of school pride and not to isolate a scholar who could not afford the latest and most trendy clothing items. We put an emphasis on scholars completing their class work, scholars completing their homework and we recognized our scholars for great behavior throughout the school day. We also celebrate our scholars weekly at our Eagles Nest celebration where we recognize scholars of the week.

We bundled all five expectations into a 5-point system in which our scholars are able to earn a point for accomplishing each, which is linked to them earning enough points to spend time with our faculty members, whether it’s for our Fun Friday activities, lunch with their teacher, a basketball game, school party, evening out on Broadway, etc. This system has helped to motivate 95% of our school and has changed our environment. Additionally the point system helps our faculty and our scholars to pinpoint the areas in which they did not earn points, which then become the areas in which our faculty and scholars can create a plan to ensure that the scholar earns the points needed in the area of need. This past school year teachers used the point system to share trends with parents. For example we found that scholars who earned their homework and class work points also performed well during those weeks on in-class assessments.

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 – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through implementation of a system designed to support our scholar’s social emotional needs and improve school culture, by June 2019, 75% of targeted scholars will increase their performance in ELA and Mathematics as measured by a .5 performance increase on the NYS ELA and Math Exams.</td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>* Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.*</td>
</tr>
<tr>
<td><em>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).</em></td>
</tr>
</tbody>
</table>

Through emphasizing and fine tuning our five point system we will address and identify many needs including improving attendance and getting our scholars to arrive to school on-time.

We will address this by attaching monthly incentives to our 5 point system, with a focus on scholars arriving to school on-time.

We will provide opportunity for our faculty to collaborate on incentives and clubs for our scholars to participate in during Friday afternoon sessions to celebrate points earned during the week. This way the reward is immediate.

Our 5-Point Reward System as well as the ongoing professional learning mentioned will assist in our creation of a thriving school environment for all scholars including those who have high needs, students with disabilities, ELL scholars and scholars from all other sub-categories who need additional support.

Scholars will be targeted for this goal based off not earning 65% or more of their points in the areas of arriving to school on time, completing class work and behavior. Once we target those scholars we will take a deeper look at their 2018 NYS ELA and Mathematics Data as well as their IReady Beginning of the Year Assessments in ELA and Mathematics and their progress reports sent home at the end of October 2018 to identify if those scholars are also not performing well on assessments and in the classrooms. (Sept/Oct 2018).
We will also target our scholars who currently have level 1s as evidenced by our NYS ELA and Mathematics 2018 exam. Those scholars will become a cohort in which we monitor their progress using our point system to see if they are arriving to school on time, earning their class work point and behaving appropriately in all subject areas. The teachers, our dean and members of our attendance team will work collaboratively to ensure that the points are put in weekly and monitored. They will also share any new and emerging findings with school leaders in their bi-weekly meetings regarding the two cohorts of scholars.

The point system will be strategically used to reward scholars who were identified for not performing well as evidenced by their lack of points or those who fell under the level 1 category. (Weekly and monthly October 2018-June 2019)

Scholars will earn points while working collaboratively with their teachers to address their academic gaps using IReady and differentiating instruction to support them in working toward meeting their IReady targets and areas of the NYS Item Skills Analysis in which they did not perform well. Progress monitoring will happen between the scholar and teacher (weekly through June 2019) and teacher and school leaders (monthly through June, 2019).

The 5-Point system has worked for us in the past and scholars who have not earned enough points to engage in an event or class activity can tell you specifically where they did not earn enough points and what they would do differently in the future to ensure that they earn the points needed. We are now going to strategically look at how our lowest performing population in regard to academic performance is using the point system as motivation to boost their academic achievement.

To support our teachers in their work with the identified scholars we will provide them additional opportunities to provide the targeted scholars specific rewards for academic improvement. This will be weekly and monthly through May, 2019 with a large
celebration in June, 2019 for those scholars who by May, 2019 have been earning 90% of their points.

In addition to support teachers and other faculty members, we will provide additional tools and professional learning sessions centered around engaging scholars who are unmotivated or not approaching standards. Teachers will also work collaboratively as they discuss data and ways to differentiate to engage scholars at a high level where they are. Teachers will also have an opportunity to visit classrooms of teachers who have had success moving scholars up multiple grade levels in a school year. This work will be ongoing throughout the school year with professional learning sessions happening monthly through June 2019, classroom visitations to observe best practices working with given scholars happening from now through May, 2019 and analysis of scholar data with teachers, school leaders and scholars happening weekly, bi-weekly and monthly through June, 2019.

- We will engage and support our families in this area by providing the following:
  - We will work with the families of targeted scholars to create a solid plan with our attendance teacher that will assist in getting identified scholars to school on time daily so they don't miss instruction period one. (Monthly October 2018-June 2019)

  We will share scholar IReady beginning of the year assessment data, state test data in ELA and Mathematics and progress report information with parents and host meetings with them to help them make sense of all the data. Following we will speak with parents about next steps that can be taken inside of the school and at home as we implement our action plan for academic improvement. (This meeting will in November, 2018 after progress reports have been released)

  Ongoing bi-monthly workshops will be provided by our attendance team discussing our 5-Point Reward System with a specific focus on the reduction of lateness and importance of being in school everyday. (November 2018, January 2019, March 2019, May 2019)

  Ongoing child development/social emotional workshops will be provided by our Mental Health consultant, so that parents are aware of what their child's need at a given developmental period

| All 288 Families | Sept. 2018-June 2019 | School Leaders, Teacher Development Coaches, Outside Professional Development Service Providers, PBIS Team Members |
and provided methods to help their child cope with the new supports being provided and the spotlight of support being on them. (Workshops will take place November, 2018, January, 2019, March, 2019 and April 2019).

| N/A | N/A | N/A | N/A |

### 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.

PS/IS 288 will engage parents in monthly and bi-monthly meetings focused on the importance of attendance as well as looking at the targeted groups of scholar’s data and parents having the opportunity to make sense of the data with school officials. Meetings will be hosted by our parent coordinator, family worker, attendance teacher, school leader and teachers.

#### September/October

- Identify scholars who fall into the level 1 category in ELA and/or Mathematics as evidenced by the 2018 NYS Exams.
- Begin identifying Scholars who either are not earning their arriving to school on time, class work and behavior points.
- Importance of Attendance, Consequences of Poor Attendance, Sharing of Points,

#### November/December

- Identify cohorts of scholars and invite their parents to workshops introducing the point system, NYS ELA and/or Math Data, NYS Item Skills Analysis and IReady Beginning of Year assessment information. Provide teachers and school leaders to help parents with understanding the information they are being provided and to answer any questions they have.
- Celebrate any progress via an award ceremony for scholars.
- Provide parents insight into the Ruler Social Emotional training that 288 faculty is receiving so parent and school are on the same page in regard to how they are responding and reacting to scholars.
- Social Emotional workshops for parents facilitated by our mental health consultant.

#### January/February

- Celebrate families for great and improved attendance as well as scholars earning their class work and behavioral points.
- Share IReady Middle of the Year diagnostic results with parents and look for areas of improvement.
- Prepare to celebrate scholars for progress noted when comparing the Beginning of Year Assessment and the Middle of the Year Assessment.
- Social Emotional workshops for parents facilitated by our mental health consultant.

#### March - June

- Continued support of families at risk as a result of poor attendance.
- Continue to monitor progress via Iready daily lessons and the points scholars are earning.
- Social Emotional workshops for parents facilitated by our mental health consultant.
• Prepare to administer the end of year IReady assessment in ELA and Math and share trends in data as well as improvements and next steps for summer and following school year with parents.

**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.

Our PBIS team members will be at the forefront of this movement. Our PBIS team consists of our school leader, school psychologist, parent coordinator, speech therapist, 3 special education teachers, 3 general education teachers and Borough Office Behavioral Specialist.

Because most of the training is offered for free by the city, we will need to budget money for substitute teachers to cover classes, so that they team may go out and receive the different professional learning opportunities that they will then return to school and turn-key.

Additionally, time will need to be made for team members to engage in analysis of school-wide point data, so additional per-session will be allocated, so that this activity can take place monthly on a given afternoon following the school day. Supervisor per-session will be allocated as well. This analysis of data will allow us to identify trends to report to scholars and parents during town hall meetings as well as select scholars for incentives such as trips, improvement in a given category, etc.

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

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<thead>
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<th>Tax Levy</th>
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<tbody>
<tr>
<td><strong>X</strong></td>
<td>Title I SWP</td>
<td><strong>X</strong></td>
<td>Title I TA</td>
<td></td>
<td>P/F Set-aside</td>
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<td>21st Century</td>
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<td></td>
<td>Title III</td>
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<td>PTA Funded</td>
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<td>SIG Grant</td>
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<td>School Achievement Funding</td>
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<td>Other</td>
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**Part 5 – Progress Monitoring**

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

Through implementation of a system designed to support our scholar’s social emotional needs and improve school culture, by February, 2019, 75% of targeted scholars will increase their performance in ELA and Mathematics as measured by meeting 50% of their learning targets as evidenced by our IReady Middle of Year diagnostic results.

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

- IReady Beginning of the Year, Middle of the Year and End of the Year diagnostics.
- IReady lesson completion and scores on lessons.
- Point sheet spreadsheets with for targeted scholars and their tallied weekly point sheets.
- Parent feedback following workshops.
- Scholars increase in behavioral, class work and arriving to school on time points.

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

After reviewing our informal and formal observation reports in Advance and reflecting on feedback provided to teachers by school leaders it was evident that we needed to focus our collaborative efforts on Designing Coherent Instruction (1e), Engaging Scholars in Learning (3c) and Assessment in Instruction (3d). Teachers are working collaboratively and planning detailed lessons, but as we took a deeper look we found that our next steps are to focus on the differentiation of learning activities that meet the needs of the scholars in a given class. We also found that we needed to make better use of technology to engage our scholars and now immersing our scholars in the use of Google Classrooms in grades 2-8.

We see our collaborative planning as a strength. Additionally, our teachers have done a very nice job facilitating professional learning sessions, highlighting areas of their practice that are effective and highly effective. This has resulted in classroom learning activities that have challenged our scholars and engaged them in learning in many of our classrooms.

We have taken major steps toward shifting the mindset regarding teacher collaboration at PS/IS 288. Our teachers now trust one another and as a result have opened up their classrooms and practice for sharing of best practices and teachers have been provided the opportunity to engage in a number of activities to improve their practice including Professional Learning centered on Questioning and Discussion Techniques, Engaging Students in Learning, and Assessment in Instruction. Teachers have also had the opportunity to engage in looking at scholar work sessions,
child-study sessions and looking at scholar-data sessions. Teachers have also been allotted much time for collaborative lesson planning as we work toward ensuring that each of our classrooms is a place where learning comes alive.

As we move forward and continue to grow in this area, we are looking to further build teacher capacity. Last school year we partnered with our District office team and LCI to provide 10 teachers and two administrators the opportunity to take a deep look at Critical Thinking as well as Conceptual Understanding in Mathematics. Those teachers once completed with all of their sessions took the initiative to lead the work in these areas at 288. As a result they are working with their grade teams and departments around creating units and lessons that require our scholars to think critically about and question their work. There is also a conceptual piece built into all lessons that requires scholars to make their thinking visible throughout their learning task. We also built in a questioning piece into mathematics that allows our scholars to create questions they have around a given math problem or what they are learning in mathematics class.

We now have a Universal Literacy Coach who is working with our early childhood teachers providing ongoing professional learning on best practices in guided reading, Fountas and Pinnell implementation and monitoring, reading recovery work for our young readers who need the most support and other great strategies to engage our young emerging readers. One of our second grade teachers is undergoing training along with our assistant principal to become a model teacher and her classroom to become a model classroom within our school and district. This 2nd grade teacher will now become an additional resource for our teachers as she will be modeling best practices and will become a resource in our school.

We are engaging our faculty in Social Emotional work as a result of our partnership with the Yale Ruler Social Emotional program. This is an important initiative that focuses on the healthy social emotional state of all 288 community members.

We continue to focus on improving our school from within and building capacity within our school. As a result many of our teachers have been sent out to grow professionally in areas that they will eventually become the resident experts in. We have an ICT team in our Early Childhood, Elementary and Middle School Academies receiving expert training in how to write and use IEPs effectively. They in-turn will lead this work in each of their academies with the support of our borough office support tea. We have teachers receiving additional Orton Gillingham training to become leads in our school. We have teacher participating in Social Studies trainings, teachers and administrators engaging in deeper math related work via Algebra for All training and many other great professional learning opportunities. The particular members of our faculty including our five selected Teacher Development coaches and five Teacher Leadership coaches function as the experts of a given area that will assist in moving our school forward. They will function as the go-to people when a faculty member has a question or needs further development or ideas in a particular area of professional interest.

We project that by addressing the needs of our faculty in this way, we will see the .3 increase in our scholars who fall into the "2.5-2.9" range and a .5 increase in our scholars scoring proficient as evidenced by our ELA and Math State exams.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, seventy-five percent of target scholars "2.5-2.9 cohort" will increase by .3 on the NYS ELA ad Mathematics exam.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 288 Faculty Members</td>
<td>Sept. 2018- June 2019</td>
<td>School Leaders, Teacher Development Coaches, Teacher Development Leads, Teacher Leadership Program Leads, Outside Professional Development Service Providers</td>
</tr>
</tbody>
</table>

- We have engaged in an overall analysis of Advance data to identify areas of need and teachers who are consistently effective and highly effective in a given domain. We then used this information to plan our professional learning sessions and reached out to those who may be able to open up their classrooms as examples as we explore domains 1E and 3C. School Leaders and Lead Teachers will lead this work. (This work will happen Monthly from November 2018-April 2019)

- We are being very strategic in our collaborative planning and looking at scholar data to ensure that our targeted scholars get the support they need to move up. Teachers and school leaders have grouped these scholars based off of their falling into this category and now looking at the targeted instruction that must be provided to support their growth. Both the NYS ELA and Math Exams Item Skills Analysis page and the IReady Beginning of the Year diagnostic results are being used. Teachers will meet as a grade team bi-weekly to discuss the progress the scholars in this cohort are making from October, 2018-April 2019)

- School leaders are revisiting all elements of Danielson’s domain to deepen their knowledge around the domains to ensure that their ratings are aligned. This is also to ensure that teachers are being provided targeted feedback to assist them in boosting student achievement as evidenced by this goal. (School Leaders-Monthly September 2018-April 2019)

- School leaders are further engaging their faculty members to revisit their understanding of the domains they are rated in to ensure that they have a full understanding of the expectations of each domain and its elements. These learning sessions will happen once per month lead by school leaders during our Monday professional learning time November, 2018 through April, 2019. The sessions will also focus on how we are planning to engage and boost achievement of the scholars in our focus group. Teachers will review the elements of each domain to ensure that
they are keeping them in mind as they plan learning tasks and learning activities.

- In addition to the monthly professional learning teachers will engage in one-on-one reflection using the Danielson framework with school leaders during observation feedback sessions. Teachers will engage in a discussion focused on reflection of the lesson and using the rubric to identify where the lesson elements fell and supporting their thoughts with evidence from the lesson.

- Our five identified teacher-leaders and school leaders will be provided monthly professional learning sessions to strengthen the planning and preparation for teacher and school leader lead professional learning sessions and team meetings.

- Teachers will be provided content specific professional learning both in-house and outside of school to strengthen their professional practice in the areas of domains 1E and 3C by school leaders, lead teachers and borough office support staff.

- Professional learning activities provided will consist of but will not be limited to the domain specific professional learning mentioned, Universal Design for Learning (UDL, Critical Thinking PL, Shared Inquiry PL, Ortin Gillingham PL, Foundational Skill in Early Childhood PL, Fountas and Pinnell PL, Using Various Student Work Protocols to analyze scholar work samples across the content areas, Designing Coherent Instruction PL sessions, Engaging Students in Learning PL sessions, etc. Each professional learning session will be provided in a 4 to 6 week cycle.

Professional learning sessions and collaborative planning will take place monthly to ensure that our faculty continues to fine-tune their skills to address the needs of our scholars with special needs, ELL Scholars and all other sub-groups. (Nov 2018-May 2019)

Teachers along with the IEP Teacher, SETTS Teacher and ELL Teacher are working collaboratively to ensure that push in services provided are aligned with the lesson objective and differentiated to ensure access to all scholars. Time is built in during our common planning time, Monday professional learning work and Tuesday afternoon 30 minute teacher lead inquiry sessions. (September 2018-June, 2019)

IEP, SETTS and ELL teachers will be built into the lesson plans so that the plan of support for students with disabilities and ELLs is
clearly identified beforehand and ready to be implemented. Teachers share this information with the support teachers via google documents and sit with support teachers during common planning time and our afternoon professional learning sessions on Mondays and teacher led 30-minute inquiry sessions on Tuesday. (September, 2018-Jun , 2019)

Our ESL teacher attends ongoing professional learning sessions provided by the Borough Office support. All sessions have a specific focal area that is meant to add new tools to the teachers existing toolkit in which she shares with the teachers who teach our ESL scholars during their weekly collaborative planning time. Additionally, our ESL teacher plans collaboratively with teachers to ensure that scholar needs are addressed and meet and so she is prepared to support them during her push-in program. (Sept, 2018-June, 2019)

<table>
<thead>
<tr>
<th>We plan to promote teacher-parent collaborations to improve student achievement by inviting our parents/guardians in to expose them to the elements of all new units of study before implemented during our Tuesday afternoon parent engagement time. These sessions will be lead by our classroom teachers and/or grade teams every six weeks beginning November, 2018-May, 2019.</th>
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<tbody>
<tr>
<td>We also plan to invite parents to publishing parties in all content areas to showcase student outcomes and work after completing a given unit of study. Publishing parties will be hosted by the child's classroom teacher during the day as well as during Tuesday afternoon parent engagement time. We plan to have at least three publishing parties per grade and department throughout the school year beginning December, 2018 through June, 2019.</td>
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<tr>
<td>Parents will remain abreast of their child’s progress via our online grading system, Jupiter Grades, in which all parents will be provided workshops on how to effectively navigate Jupiter Grades and communicate with their child’s teacher via Jupiter Grades. Workshops will be provided by our Jupiter Grades experts in our Elementary and Middle School academies. Workshops for Jupiter grades will be held November, 2019 following open school night and again in February, 2019 following open school day and night. Our parent coordinator will be our liason for communication on how to access Jupiter Grades between both workshops.</td>
</tr>
<tr>
<td>Parents will remain abreast of all else to do with 288 via our four Parent-Teacher Conferences and ongoing conversations throughout the school year at our many workshops that will expose parents to each unit of study, their child’s 5-Point Reward system data, etc. Parents will also receive itemized results from</td>
</tr>
</tbody>
</table>

| 288 Faculty Members, 288 Parent & Guardians | Sept. 2018-June 2019 | School Leaders, Teacher Development Coaches, SETTS Teacher, IEP Teacher, ELL Teacher, Outside Professional Development Service Providers |
the diagnostics that scholars are taking throughout the school year to ensure that they know what and how much progress their child is making monthly.

N/A

| N/A | N/A | N/A | N/A |

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.

We will continue to support families through a series of workshops. We will engage families during our Tuesday parenting afternoons. Workshops will be conducted by teachers, school leaders, parent coordinator and outside supports. Our tentative time line is as follows:

September

- Meet and Greet & Overview of Curriculum, Data Meeting to Share IReady Diagnostic results.

October/November/December

- Parent week to visit classrooms and see instruction in action.
- Grade specific workshops for parents of scholars who fall in the cohort to help them understand why scholars were identified and the plan the school has for scholars.
- ELA and Math Test Prep Workshops for Parents in Grades 3-8.
- Orton Gillingham workshop for parents.
- Sharing of Item Skilled Analysis Findings

January/February/March

- IReady review of Round 2 results for parents form Middle of the Year diagnostic.
- Parent Teacher Conferences.
- Parent workshop discussing Units of Study in March in all disciplines.
- Progress meetings with parents using current and most recent data.

April/May/June

- Parent workshops discussing last marking period project-based learning activities.
- Parent Teacher Conference.
- Award ceremony for parents and scholars.

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.

We will budget monies for after school enrichment for this cohort of scholars as well as provide their teachers with professional learning centered around how to differentiate for them using all of our IReady resources.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
Part 5 – Progress Monitoring

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

*By February 2019, our cohort of scholars who fall in the "2.5-2.9" range as evidenced by our ELA and Math state exams will have meet 50% of their grade equivalent targets as evidenced by their Middle of the Year IReady diagnostics.*

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

*Progress will be assessed using ongoing analysis of scholar IReady data in both ELA and Math. The data will come from comparing the results of the Middle of the Year diagnostic and Beginning of the Year diagnostic. Also used will be monthly data produced from scholars engaging in a minimum of 45 minutes per week in both ELA and Mathematics in IReady.*

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

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

**Part 1 – Needs Assessment**

**Table: Alignment to DTSDE Statements of Practice**

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

**Part 1b. Needs/Areas of Focus:**

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

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

The Administrators leading PS/IS 288 (Principal and Assistant Principals) are focused on the process and product that engages overall teacher growth and scholar achievement outcomes. The strength of our school leaders are driven by our schools mission to provide every scholar with a quality education on a daily basis. With this being said we are taking a particular interest in ensuring that our scholars in Kindergarten, first grade and second grade are meeting their grade equivalent reading levels by the end of the 2018-2019 school year.

Our school leaders work continually to improve their craft, so that they can in turn improve the craft of their teachers. School leaders understand the value of positive influence and have generated a great deal of excitement within the faculty and scholars around the schools ongoing academic and social improvement. This past school year we saw a 4% increase in our scholars' proficiency in reading as evidenced by our NYS ELA State exam scores.. We understand, however, that in order to continue to make progress and see significant gains over the next five school years, we must focus on our early childhood program and engage our grades K-2 scholars in rigorous, differentiated and well planned instruction that will assist them in leaving each grade proficient in reading as evidenced by their current grade level standards.
Because of our focus on literacy in our early childhood grades we have been fortunate to be provided a Universal Literacy Coach to support our teachers in better understanding how to instruct so that our scholars are working in classrooms that support their literary growth. We are also supported by our District office support team and Brooklyn South support team to support our efforts to ensure that our early childhood scholars finish the school year proficient in reading on grade level.

Additionally to assist us we have added to our teaching tool box the IReady program and the Orton Gillingham Approach to teaching reading. The combination of the two is powerful and we are working diligently to provide our early childhood teachers and paraprofessionals the necessary training to ensure that both programs are used effectively and our scholars reap the benefits. School leaders, along with key faculty members, will lead and support teachers in the understanding and implementation of the programs, so that they have a positive impact on scholar achievement. School leaders will also facilitate sessions with the data specialist on assessing and analyzing current data to ensure that we are making progress toward meeting our early childhood literacy goals.

**Part 2 – Annual Goal**

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

By June 2019, 60% of scholars in Kindergarten, first grade and second grade will read on grade level as measured by the IReady End of Year diagnostic results.
### 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: | Target Group(s) | Timeline | Key Personnel
| |
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. | School Leaders, Teachers and Paraprofessionals of scholars in grades K-2. | Sept. 2018-June 2019 | Orton Gillingham Coach, IReady Coach School leader in charge of Orton Gillingham, School leaders, lead teachers, teachers and paraprofessionals of scholars in grades K-2... |
| - 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). | |
| - School Leaders will engage in continued IReady and Orton Gillingham training with our Early Childhood faculty to emerge both approaches as we work toward meeting the suggest goal. | |
| - To achieve this goal we will provide our scholars the opportunity to engage weekly in 45 minutes at a minimum of ELA instruction using IReady. (September 2018-2019) | |
| - Our teachers will plan and implement daily lessons on a weekly basis using assessment data from IReady Beginning of the Year and Middle of the Year Assessments and Orton Gillingham BOY and MOY assessment information. Teachers will also progress monitor steps taken toward accomplishing our goal using ELA lesson outcomes from IReady (used 45 minutes at a minimum once per week) and Orton Gillingham lesson outcomes (implemented four days per week for a 45 minute block at a minimum). Teachers will use the information gathered to make decisions regarding how to what texts to select for guided reading and how scholars will be grouped for their daily 45 minute instructional block of guided reading. | |
| - Teachers will have access to the IReady Teacher Toolbox, which they can use to differentiate additional guided reading and reading strategy based experiences for scholars. The activities range from grades K-8 and are directly linked with the IReady lessons. This will allow teachers to further challenge those scholars who are growing beyond grade level as readers and meet scholars who are not reading on grade level where they are. (September 2018-March 2019 & March 2019-June 2019) | |
| - Scholars in grades K-2 will take the Beginning of The Year baseline assessment in ELA using IReady. The results will establish individual learning targets and push targets for all scholars. Teachers will use IReady at |
a minimum of 45 minutes per week for each scholar in ELA. The IReady data will be viewed bi-weekly if not weekly, so teachers can make informed decisions on any instructional tweaks that need to be made to address the literary needs of scholars. Teachers along with school leaders will also use the data produced monthly to assess whether or not scholars are working towards scoring proficient by June, 2019 as evidenced by the IReady End of the Year assessment.

- Teachers will assign specific lessons on IReady and monitor scholar progress. Lessons assigned will be based off of what scholars need to address learning gaps, to reteach information learned in class and to introduce new concepts as deemed necessary by the teacher. This will be monitored monthly at a minimum by our early childhood Assistant Principal (November 2018-June 2019)

- School leaders will discuss IReady data with grade teams by weekly and monitor progress of classes and individual scholars via their administrative IReady accounts. (November 2018-June 2019)

- Our teachers will also be provided planning time to differentiate lessons and create strategic groupings based off of the grouping data provided by the IReady diagnostic results in ELA. Evidence of this grouping will be seen via stations in class as well as other teacher methodologies. Teachers again will be provided access to the Ready Toolbox, which IReady data makes suggestions of where to pull content for scholars as they work in the program. This will be monitored by the principal as the Assistant Principal leads this work. (November 2018-June 2019)

- We will use a number of strategies to address the needs of our scholars with disabilities, ELLs, and over-aged scholars.

- Each of the scholars who fall under the classifications above have access to a laptop in all of their classes. Our students with disabilities will have an IReady lab period built into their program once per week, and will also have access to working on IReady during station time, which provides them more than the required 45
minutes per week using IReady in ELA outside of their regular ELA instruction. This will be monitored by our early childhood assistant principal (September 2018-June 2019)

- We are providing our early childhood ELL scholars after school programming with IReady being one of the primary tools used to address their gaps in English Language Arts. Scholar progress will be monitored and the program will be run by our ESL teacher. The overall program and outcomes will be monitored by our early childhood Assistant Principal in charge of ESL. Planning for the program is a collaborative effort amongst the ESL teacher, scholars classroom teacher/s and the assistant principal. (October 2018-April 2019)

- Our ESL scholars in grades K-2 will engage with IReady during the school day for 45 minutes per week in ELA. (November, 2018-June 2019)

- We will monitor and analyze the data of these subgroups, to inform us of whether or not scholars are moving toward meeting the goal of being proficient readers within their grade level by June, 2019. Additionally, monitoring and analyzing the data will assist us in tailoring our instruction and approaches to ensure that our SWD and ESL scholars are successful both inside and outside of our classrooms. This data will be monitored by our early childhood assistant principal who will report the results to the principal. The early childhood assistant principal will work in partnership with our ESL teacher, IEP teacher and classroom teachers to complete this task. (Bi-Weekly November, 2018-June, 2019)

- We will monitor progress and celebrate all growth no matter how big or small quarterly during our IReady award ceremonies where we recognize scholars for meeting targets, lessons passed, moving up grade levels, etc. The data for the ceremonies will be put together by our data specialist and IEP teacher and ESL teacher. The Assistant Principal of early childhood will support and supervise these focused data sorting meetings. (November 2018, January 2019, April, 2019, June 2019)

- Ready facilitators and our IReady lead teachers will provide continual professional learning on how to navigate and make sense of IReady data. Our school leaders, out of classroom support teams, data specialist and individual teachers will be provided the opportunity to look for trends in data growth and areas of focus using our IReady data. (Monthly November, 2018-June, 2019)

- In addition to ready training our faculty members will be provided professional learning that assists them in
better understanding the social emotional needs of our scholars in early childhood. This work will support our IReady work and ensure that classroom instruction in all classrooms is differentiated and tiered, so that the needs of our scholars are addressed. (September 2018, November 2018, January 2019, March 2019, May 2019)

- Special education teachers will receive targeted professional learning that will assist them in using IReady data to support IEP goals. Our early childhood Assistant Principal will monitor this work. Our data specialist will facilitate this work. (November 2018, January 2019, March 2019)
- Paraprofessionals will participate in all training to support our IReady implementation in the classes they are servicing scholars. Paraprofessionals will participate in all looking at scholar IReady data sessions that happen on Monday afternoons during our Professional Learning sessions. (October 2018-May 2019 at least once per month)

- We will engage our families and strengthen their understanding of how our IReady an Orton Gillingham implementation supports Rigorous Instruction and the Common Core in order to support their children at home by engaging them in the following:

  - Parent Workshop to introduce IReady and Orton Gillingham and sharing how we will use this tool to assist us in providing our scholars with quality instruction lead by school leaders and lead teachers. (November 2018)
  - Workshops in which parents are exposed to the data generated by IReady and Orton Gillingham and how we are using this data to differentiate instruction in ELA for their children lead by school leaders and their child's classroom teacher/s. (November 2018, January 2019, March 2019)
  - Workshops discussing ways in which parents can best support their children and assist them with IReady implementation at home lead by their child's teacher during Parent Engagement Tuesdays. (December 2018, February 2019)
  - Monthly data sharing with parents from teacher backpacked at the end of the month showing their child's individualized IReady data. (November 2018-May 2019)

| N/A | 288 Parents and Guardians | Sept. 2018-June 2019 | 288 School Leaders, Data Specialists IEP Teacher, ESL Teacher, Teacher-Leaders, Teachers, Parent Coordinator | N/A | N/A | N/A | N/A |
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.

School Leaders will engage parents in a bi-monthly Cup of Tea Meeting in which parents can sit with School Leaders and discuss IReady data and the progress their children are making toward meeting their individualized target goals as well as progress made toward reading on grade level as evidenced by their IReady BOY Assessment, MOY Assessment and daily lesson data.

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.

We will use a number of resources to fund this goal. We purchased the IReady program for the 2018-2019 school year. Our teachers will be fully immersed in and supported in their implementation of IReady this school year and will continue to be engaged in Orton Gillingham approach to teaching reading since both can work in partnership in our quest to produce proficient readers by June, 2019 in grades K-2 as suggested by this goal. We will also budget money for substitute teachers to cover classes so that our teachers in the targeted grades can have additional time to plan together, analyze data together and plan targeted workshop sessions for parent meetings.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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<td></td>
<td>Title I BASP</td>
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<tr>
<td></td>
<td>X</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
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Part 5 – Progress Monitoring

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

By February, 2019, 60% of our Kindergarten, Grade 1 and Grade 2 scholars will be at least 50% toward reading on their grade level equivalent as evidenced by our IReady Middle of Year Assessment.

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

Mid-year assessment data will be compared to the beginning of year assessment data via Beginning of the Year IReady Assessments and Orton-Gillingham 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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

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

PS/IS 288 has already fostered positive working relationships with families and the existing community. As a result, our attendance has improved, lateness has declined by 50% and disruptive behaviors inside and outside of the classroom has decreased by 60%.

Because of our child-centered approach to leading our school, our children and their families have been very happy as evidenced by parent and scholar verbal feedback and attendance at school functions. Parent attendance at school related functions has increased tremendously and we had a packed house at our last parent-teacher conference of the year with each of the four conferences for the 2017-2018 school year attracting more parents.

As we continue to foster positive and meaningful relationships with our families, we now have shifted our focus to a small cohort of our middle school scholars who are still tardy and as a result not doing well in their first period classes. We will now make this cohort of scholars our focus and they and their families will be supported by our middle school team of teachers, school leaders, middle school dean, family worker and attendance teacher.

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

By June, 2019, 75% of targeted scholars in grades 6-8 will arrive to school on time 90% of the time resulting in achievement of a class grade of at least 80% in their first period class (Mathematics, ELA, Science and/or Social Studies).
Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All School Leaders, attendance teacher, family worker</td>
<td>Sept. 2018-June 2019</td>
<td>Middle School Assistant Principal, Middle School Dean, Family Worker, District Attendance Teacher, Guidance Counselor and two middle school teachers</td>
</tr>
</tbody>
</table>

Our team will identify the middle school group of scholars whom are tardy and missing their first period classes consistently. This information will be gathered using our attendance data as well as percentage of points earned by scholars via our 288 Points Reward system. School leaders, attendance teacher, first period class teachers and family worker will create the cohort of scholars in November, 2018.

The attendance team consisting of our Middle School Assistant Principal, Middle School Dean, Family Worker, District Attendance Teacher, Guidance Counselor and two middle school teachers will contact parents to inform them that their children have been identified and a part of this cohort as a result of being late to school over 50% of the time through September, 2018 and October, 2018.

Following outreach to the families of these scholars as well as the scholars, interventions will be put in place including workshops regarding the importance of school and how to organize for success. The workshops will be facilitated by our attendance team. The members of the attendance team will engage families in these workshops during the months of November, 2018, January, 2019, March, 2019 and May, 2019.

- Our team will meet bi-weekly to review attendance data, point sheets and Jupiter grades. Where appropriate scholars will be celebrated for arriving to school on time by the members of our attendance team. The team has decided to celebrate often even if with very recognition bi-weekly.
- Scholars will be recognized monthly at our middle school Eagles Nest celebration for arriving to school on time by our middle school Assistant Principal and Dean.

288 Attendance team and Parents | Sept. 2018-June 2019 | School Leaders, Middle School Teachers, Family Worker, Parent Coordinator, Attendance Teacher |
• Scholars whether arriving to school on time or not will check in with our Dean and Family Worker to review attendance data and discuss briefly what is and isn’t working Monthly. More urgent situations will require identified scholars to meet with the middle school dean and family work weekly if not daily. This will happen beginning December, 2018 and carry into June, 2019.

• To increase stronger family and community ties with the families of this cohort of scholars we will engage them in workshops that will discuss why arriving to school is important, research supporting the negative impact of poor attendance on the academic and social life of a scholar, how to organize for success, etc. The members of the attendance team will engage families in these workshops during the months of November, 2018, January, 2019, March, 2019 and May, 2019.

N/A

| 288 Attendance Team, Parent Coordinator and Parents | Sept. 2018-June 2019 | 288 Attendance 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.

We have a partnership with Heartshare, St. Vincent’s, Beacon and Cornerstone programs. They will provide a Social Worker and a Team to support our families who need additional support. We now have a wellness team stationed in our school building; they engage and support our families.

### 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.

The major resource to be used to make this goal a reality is time. We will need to be strategic in our communication and time scheduling to ensure that we create schedules that everyone can agree with. We will use some budgetary monies if necessary to provide our parents with professional learning sessions related to effective ways of parenting. We will also use monies to provide incentives for scholars to arrive to school on time.

The NYCDOE Office of Parent Engagement offers many free training options run by highly qualified professionals. Per Diem will be scheduled in case teachers need to be freed up during the day to run parent workshops and or plan for curriculum related parent workshops. Per-session will be scheduled for evening parent workshops with their child’s teachers.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<tr>
<td></td>
<td>Title I 1003(a)</td>
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<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>By February 2019, 40% of targeted scholars in grades 6-8 will arrive to school on time 75% of the time resulting in achievement of a class grade of at least 70% or higher in their first period classes (Mathematics, ELA, Science and/or Social Studies)</strong></td>
</tr>
</tbody>
</table>
|          | **Part 5b.** Indicate the specific instrument of measure that is used to assess progress.  
**We will use attendance data, Jupiter grades data, tally arriving to school on time points, parent feedback and scholar feedback to let us know if we are on the way to meeting our goal.** |
|          | **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 (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)               | Scholar approaching or below proficiency in core subject areas and the English language. | $\text{-Readyonline Academic Program}$  
Saturday School  
Accelerated Reader  
ESL Instruction  
After School ESL and Academic Enrichment Classes | Small group  
1-to 1  
Peer-to-Peer tutoring | Services provided both during and after the school day as well as on Saturdays. |
| Mathematics                               | Scholar approaching or below proficiency. | $\text{Small group mathematics instruction}$  
I-Readyonline Academic Program  
Saturday School  
Reteaching of concepts  
After-School Enrichment | Small group  
1-to 1  
Peer-to-Peer tutoring | Services provided both during and after the school day as well as on Saturdays. |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>Scholar approaching or below proficiency.</td>
<td>Small group Science instruction</td>
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<tr>
<td></td>
<td></td>
<td>Reteaching of concepts</td>
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<tr>
<td></td>
<td></td>
<td>After-School Enrichment</td>
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<td></td>
<td></td>
<td>Saturday School</td>
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<td></td>
<td></td>
<td>Small group labs</td>
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<td></td>
<td>Services provided both during and after the school day as well as on Saturdays.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Scholar approaching or below proficiency.</td>
<td>Small group Social Studies instruction</td>
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<td></td>
<td></td>
<td>Reteaching of concepts</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Saturday School</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Scholars exhibiting disruptive behaviors, making poor choices and struggling academically and socially.</td>
<td>Small group 1-to 1 and small group counseling.</td>
</tr>
<tr>
<td></td>
<td>Scholars not earning points in a given area/s when reviewing our 5-Point Reward System Data</td>
<td>Parent meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentoring sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth Development sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Services provided both during and after the school day as well as on Saturdays.</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>We have 24 scholars in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We plan to assist families in temporary housing with purchasing uniforms, school supplies and anything else on the school end that we can assist with to ensure the success of our students in temporary housing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Strategies To Support Highly Qualified Teachers:

- We will send our teachers to quality professional learning sessions discussing relevant concepts and strategies in their content areas.
- We will provide our teachers with opportunities to engage in looking at scholar work sessions through the use of a variety of protocols.
- We will provide ongoing in house professional learning opportunities to all our teachers focused on the Framework for Teaching, City-Wide Instructional Expectations, Nine High Yield Instructional Strategies and Common Core Learning Standards.
- We will showcase teachers’ best practices in a variety of ways.
- We will provide teachers with opportunities to collaborate with other educators to discuss and enhance their professional practice.
- We will provide teachers with the best technology to record review and reflect on their professional practice individually or with a team.
- In all cases, we will work as hard as possible to reduce class size and/or push teachers into classrooms to double the impact of learning opportunities provided to our students and double teacher effectiveness.
- We will provide teachers with an array of online professional development options so that they may study on their own as well as with colleagues.
- We will provide teachers with opportunities to collaborate and reflect on teaching practices together using our online environment 24 hours per day.
- We will ensure that each of our teachers at PS/IS 288 are fully licensed to teach the subject area they assigned to teach.

2b. High Quality and Ongoing Professional Development

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

- 288 Faculty members engage in high level professional learning sessions around Methods of Teacher Practice using the Danielson Framework for Teaching as a guide. Teachers reflect on their personal practice, visit classrooms to provide colleagues with feedback using framework for teaching rubric and are provided
targeted professional learning based off of all prior information and informal/formal observations findings conducted by school leaders.

- The school community will begin to engage in Lesson Study opportunities that will allow teachers to deepen their understanding of Common Core Learning Standards and work collaboratively during targeted professional learning sessions to fine-tune their skills and delivery of quality instruction.
- We also plan to engage our faculty in intensive professional learning during the 2017-2018 school year that heavily focuses on our needs including deepening our understanding of Designing Coherent Instruction, Engaging Students in Learning, Questioning and Discussion Techniques and Assessment in Instruction.
- Five teacher leaders each are honing their skills in two DOE Teacher Leadership programs in which they will use their new skills to lead professional learning sessions in house and lead teacher team meetings.

Part 3: TA Schools Only

3a. Use of Program Resources

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

| N/A |

3b. TA Coordination with the Regular Program

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

| N/A |

Part 4: SWP Schools Only

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

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

We assist preschool children from our early childhood programs into our elementary academy in a number of ways. We engage our preschool and elementary teachers in joint professional learning sessions, so that they may share their expectations with one another. We ensure that our elementary teachers have the opportunity to bring their classes down to meet and mentor our early childhood classes. We have had scholars join our early childhood classes to read to them and express their love for reading with them. We also, provide our early childhood parents with the opportunity to meet their child’s elementary level teacher early, so that they may establish an early working relationships.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers at 288 are very much engaged in the decision making processes around assessments. Teachers voted on the best methods of assessment at the beginning of year after being provided a thorough explanation of MOSL. Teachers discussed their rationale for assessment decisions as departments and then presented final decisions to the MOSL team, who presented selections to the school leaders. After implementation of MOSL exams, teachers scored exams.
and immediately analyzed student data to inform their next instructional steps. Our 2017-2018 MOSL results show evidence that our scholars have grown in the areas of English Language Arts and Mathematics.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$528,536.63</td>
<td></td>
<td>x</td>
<td>Section 5A-SE</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$71,118</td>
<td></td>
<td>x</td>
<td>Section 5A-SE</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,617,489.82</td>
<td></td>
<td>x</td>
<td>Section 5A-SE</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 School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
• **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 288 (The Shirley Tanyhill School), in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS/IS 288 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● 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;

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

---

**School-Parent Compact (SPC)**

PS/IS 288 (The Shirley Tanyhill School) in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

---

**I. School Responsibilities: High Quality Curriculum**
Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

### II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
● encourage my child to follow school rules and regulations and discuss this Compact with my child;

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

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

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

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

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

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

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

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

### III. Student Responsibilities

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always do my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

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

### Part B: Direct Instruction Supplemental Program Information

- The direct instruction component of the program will consist of (check all that apply):
  - Before school
  - After school
  - Saturday academy

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

- Grades to be served by this program (check all that apply):
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
# Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: | _____ |
| # of certified ESL/Bilingual teachers: | _____ |
| # of content area teachers: | _____ |

| 2 |
| 1 |

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____

PS/IS 288 will provide a targeted after-school program for ELLs in grades 3-4 in ELA with ENL support. This program will begin on November 14, 2018 and will end on May 23, 2019 and will operate every Wednesday and Thursday from 2:30 p.m. - 4:00 p.m. An on-site supervisor will not be required for this program because there will be other programs running in the building during the ENL after school program with a supervisor present.

Due to the large number of ELLs in Grades 3 and 4, needing additional language support in order to achieve academic success in school, an after-school program was designed to address their needs. The NYSITELL results for Grade 2 indicate 1 student at the Entering, 1 student at the Emerging, 2 students at the Transitional, and 4 students at the Expanding levels. The NYSESLAT results for Grade 3 show 1 student at the Entering, 2 students at the Transitional, and 6 students at the Expanding levels.

A Saturday parent component will be added to extend the week-day after school program. Parents will attend with their children who are already attending the after school program. Visual art will be incorporated into the program through ELA activities including Read-Alouds, responses to literature and other arts activities. The Saturday parent component will begin on January 12, 2015 and end on May 4, 2017.

The after-school co-team will focus on teaching and reinforcing key elements in ELA, including phonics and comprehension skills with the help of the ENL teacher. The program is being developed by an early childhood special education teacher (Ms. Petrosino) and our ENL teacher (Ms. Famina) who incorporate various components of teaching ELA through the prism of ENL. Our ENL teacher provides a meaningful language input through a variety of ENL instruction using TPR, visuals (diagrams, charts, pictures), realia, hands-on activities, and NLA support. Very often ELLs are grouped heterogeneously and, thus, have opportunities to work with their peers serving in the role of peer tutors.

An innovative language and literacy software program for ELLs, Imagine Learning, will be purchased with Title III funds, and includes access to free iPad app/login and home license for the students. The program also includes free access to the website with a series of training modules, interactive resources, guided practice worksheets, traditional reproducibles, and whole and small group instructional strategies for two teachers.

The ENL and the ELA teacher will work effectively with a group of seventeen English Language Learners to enhance their literacy skills and improve their academic performance and assessment scores. Both teachers will work together to co-plan and design instruction in ENL and ELA. Co-
### Part B: Direct Instruction Supplemental Program Information

Planning plays a very important role as there are two teachers teaching at the same time. The teachers employ two models of teaching: parallel teaching and co-teaching. During parallel teaching, a group of kids are divided into two smaller groups to receive instruction in ELA. One group is taught by an ELA teacher who delivers co-planned instructions to the students for half of each after-school session. At the same time, the other group is working independently with the Imagine Learning software facilitated by the ENL teacher for the other half of an after-school session. Teachers then switch both groups of students for the remaining half of the session.

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- **rationale**
- **teachers to receive training**
- **schedule and duration**
- **topics to be covered**
- **name of provider**

**Begin description here:**

Our ENL teacher participated in professional development workshops provided by the DOE last year and this school year in order to successfully design, co-plan and co-teach with other teachers.

One of the professional development sessions she participated in was a "Global Language Project's 2nd Webinar of 2017-2018" workshop on December 13, 2017, which offered effective strategies on differentiating instructions and focusing on ENL students’ interests, learning styles, and abilities.

Our ENL teacher will continue to participate in various professional development sessions provided by DOE and outside providers during the 2018/19 school year and, in turn, will turn-key to the other teachers during professional learning sessions.

### Part D: Parental Engagement Activities

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

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

**Begin description here:**

Parental involvement is very important at PS/IS 288. We have planned five parent meetings on September 13, 2018, November 8, 2018, February 14, 2019, April 4, 2019 and May 16, 2019. These one-hour meetings have and will take place in the school. The topics that have and will be addressed during these meetings include: Goals and Highlights of an ENL After-School program (Romero, Faminia, Petrosino); Meeting Needs of English Language Learners at Home and in School (Faminia); Stages of Language Acquisition: BICS and CALP (Faminia); State Testing (the school's expectations and parents' expectations) (Faminia); Different Ways of Achieving the Same Goal (Faminia, Petrosino). During each of the meetings the providers have
Part D: Parental Engagement Activities

also been discussing with parents, main issues and/or topics of interest to them as well as challenges and problems they face. Interpreters of Spanish and Arabic languages will be available on-site during each meeting.

As stated above, a Saturday Parent component will be added to extend the week-day after school program.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$10,476.90</td>
<td>70 one and one-half hour sessions = 105 hours X $50.13 = $5, 2063.65 X 2 teachers = $10, 527.30.</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>$1,883.10</td>
<td>Partial cost for Imagine Learning software - estimated cost for 17 students $5,000.00</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$12,360.00</td>
<td>$12,360.00</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Brooklyn</td>
<td>288</td>
</tr>
</tbody>
</table>

School Name: The Shirley Tanyhill School

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>Qadir Dixon</td>
<td>C. Denise Lambert</td>
</tr>
</tbody>
</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></td>
<td>Anna Famina</td>
<td>Serrene Turpin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rita Bank/Science</td>
<td>Tamika Francois</td>
<td>Isabel Dimola</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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>Program</th>
<th>Lang.</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
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<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
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<td>0</td>
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</tbody>
</table>

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

Part III: Assessment Analysis

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

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

   The ESL program administrator periodically evaluates the ESL program using a database (NYSITELL, NYSES LAT, Math, ELA, and Science scores; Jupiter Grades data; STARS Classroom data, "Imagine Learning" ongoing predictive and evaluative data, report card grades; "Go Math" and "Journeys" series pre-assessment and chapter assessments tests scores (Grades K-5), balanced literacy and readers and writers workshops data (Grades 6-8), and language proficiency levels) to determine if students are making progress and improving their English language skills as well as meeting or approaching academic standards. This data helps to see if our school’s instructional plan is in effect or if it should include any corrections in it. For instance, 2017 Math and ELA State test scores data showed that most ***** in ELA and ***** in Math)in grades 3-8 didn't reach the proficiency
standards. Administration then added extra assistance in ELA and Math to all ELLs in grades 3-8 through after-school tutoring instruction.

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

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?

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

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.

Our pedagogues constantly provide early intervention services to struggling English Language Learners in grades K-5 within the Response to Intervention (RtI) framework. Our main goal is to support our ELLs through intervention as early as possible so that most students can acquire adequate literacy skills. Our Tier 1 students get identified through HLIS, NYSITELL, NYSESLAT, State tests, Periodic assessments, and chapter assessment test scores. Tier 2 ELLs are provided with support through small-group instructions (3-6 students) in their classrooms, other subjects (e.g. Science), pull-out ENL sessions, and morning tutoring. Instructions for Tier 2 students are focused on the following language development: phonological awareness, alphabetic knowledge, fluency, conversational and academic vocabulary, and comprehension. ELLs' progress is monitored regularly in order to see if students benefit from the intervention, make academic progress and meet goals. ELLs are assessed through "Journeys" series preassessment and chapter assessments (K-5), balanced literacy and readers and writers workshops data (6-8), monthly running records, and NYSESLAT. Progress monitoring data is used to make educational decisions about changes in goals, instruction, setting, and services.

In the process of progress monitoring, some Tier 3 English Language Learners are found to reflect a learning disability. Therefore, they are referred to Special Education classes and are provided with extra support. If limited English proficiency is in place, then the school staff develop a new intervention plan based on his/her needs. All Tier 3 students are offered an ENL After-School program.

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).

As seen in the tables above, the data patterns across proficiency levels on NYSESLAT and NYSITELL reveal that 25 ESL students in grades K-8 tested at the Expanding level. It also shows that two ESL students in grades 1and 3 attained English Language Proficiency and tested out during the administration of the 2015 NYSESLAT. Recent NYSITELL data indicates that 5 out of 19 students (in grades K and8) that were tested this year: one student scored at an Emerging level, one student scored at a Transitioning level, three students scored at an Expanding level, and fourteen students were identified as English proficient (Commanding level).

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
### 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.
      
      There are 42 ESL students (grades K-8) in PS/IS 288.
      
      All ESL students are grouped either heterogeneously or homogeneously in order in to meet all ELLs' needs. There are five ESL groups in this school (grades K, 1, 2-4, 5-6, 6-8). Each group contains between seven and twelve students. As there are 42 ELLs in the school in grades K-8 and all of them come from different classes, the only ENL programs presently available at PS/IS 288 are a "pull-out" (80%) and "push-in" (20%) models. A full-time licensed ESL teacher pulls out ELLs from their classes for two periods two to four days a week and pushes in eight periods per week to provide ESL instruction to the students.

   b. TBE program. *If applicable.*
      
      Paste response to questions here:

   c. DL program. *If applicable.*
      
      Paste response to questions here:

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

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

      According to the language proficiency determined by the NYSITELL and/or NYSESLAT, every ELL scoring at the Entering and Emerging levels in these groups receive 360 minutes of ENL instruction per week which is equal to eight periods per week. All ELLs that scored at the Transitioning and Expanding levels receive 180 minutes of ENL instruction per week which is equal to four periods per week. According to Part 154 of the Commissioner’s Regulations (CR Part 154), all Entering and Emerging and Expanding ELLs receive 1 unit of study in ELA (180 minutes of instruction), while Transitioning ELLs receive .5 unit of study in ELA (90 minutes of instruction) per week.

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.

   English Language Learners take content-area ENL classes in Math, Science and Social Studies at PS/IS 288. Content-area instruction is delivered in English with teachers using the following strategies to increase ELLs' access to the instructional program:
   
   - scaffolded instruction
   - differentiated instruction
   - native language support (bilingual dictionaries and glossaries)
   - use of visuals, graphic organizers, realia, hands-on activities
   - TPR
   - use of computer-based technologies (SMART boards, computers, laptops, iPads)
   - heterogeneous groups/partner work (struggling ELLs working with more proficient peers)

   Our Science teachers use Scientific Hand-On Inquiry CCS-based curriculum with all the grades they service (K-8). Classroom teachers teach Social Studies in the classrooms using Communities In Our World curriculum (grades K-1), "New York" by MacMillan (grades 2-3), Northern Hemisphere: United States, Latin America and Canada (the grade 5 social studies core curriculum), World Geography Culture curriculum (grades 6-8). All curriculums, materials and methodologies are aligned with Common Core State Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? 
n/a

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

Instructional plans for ELLs' subgroups are the following:

SIFE ELLs:
- Co-teaching of ESL and classroom teachers
- Flexible curriculum
- Smaller-group instruction
- Intensive development of BICS and CALP
- Differentiated instruction
- Modeling and repetition
- Scaffolding
- Promoting motivation and engagement for effective learning
- Sheltered content instruction
- Content-based ESL instruction
- Creating cooperative learning groups (with bilingual peer helpers if needed)
- Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games, graphic organizers, multimedia
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students’ culture and history)
- Using age appropriate and culturally appropriate materials during lessons
- Constant monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences etc.)
* Teaching students various test-taking skills and focusing on test terminology
** Using all these strategies during cluster periods

ELLs that have been in US schools fewer than 3 years (newcomers):
- Lowering students’ “affective filter”
- Activating students’ prior knowledge
- Providing small-group instruction
- Differentiated instruction
- Constant modeling and repetition
- Creating cooperative learning groups with bilingual peer helpers
- Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games
- Simplifying the language of instruction (e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing)
- Developing BICS and simplified CALP
- Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students’ culture and history)
- Incorporating choral reading and Read-Alouds into every lesson
- Using bilingual picture dictionaries
• Incorporating more reading and writing with every lesson
• Performing various formal and informal assessments (Running Records, teacher-student conferences)

* Teaching students simple test-taking skills and focusing on test terminology
** Using all these strategies during cluster periods

ELLs receiving service for 4 to 6 years (developing):
• Small group instruction
• Differentiated instruction
• Grouping students homogeneously and heterogeneously
• Constant modeling and scaffolding
• Encouraging students to use English in different forms such as describing, retelling, comparing, contrasting, summarizing verbally and in written form
• Creating comprehensible input using graphic organizers, charts, diagrams, posters, television and radio
• Asking inferential and higher order thinking questions
• Introducing and developing figurative language
• Focusing on developing students’ CALP and BICS
• Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students’ culture and history)
• Teaching note-taking
• Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, final projects etc.)

* Teaching students various test-taking skills and focusing on test terminology
** Using all these strategies during cluster periods

Long-Term ELLs (6 years and longer):
• Small group instruction
• Differentiated instruction
• Modeling
• Using every opportunity to transfer students’ literacy skills from L1 to L2
• Focusing on developing CALP rather than on the development of BICS but at the same time providing continuous language support to access content
• Scaffolding (especially in ELLs’ weak areas such as writing)
• Working with a variety of texts in order to provoke discussions or model some writing styles
• Guided Writing employing various contents and structures
• Teaching skills to help ELLs pass the standardized tests and various assessments
• Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students’ culture and history)
• Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences)

* Teaching students various test-taking skills and focusing on test terminology
** Using all these strategies during cluster periods

Former ELLs are provided with constant English language support through an after-school ESL program and morning tutoring sessions which include small group instructions, further CALP development, differentiation, teaching various skills to help pass the Common Core standardized tests.

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?
Our main goal of special education services for ELL-SWDs is to provide the necessary instructional strategies and support they need in order to accelerate English language development, help them achieve progress in school and develop their social skills.

The following instructional strategies have been developed and implemented for ELL-SWDs in PS/IS 288:

- Teachers set high academic standards for ELLs with special needs and ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students.
- Teachers provide instruction of academic language that is direct, explicit, and systematic (guided instructions in developing the four literacy skills, vocabulary, grammar, sentence structure, syntax etc.)
- Teachers differentiate instructions for diverse ELL-SWDs using different approaches and methodology (instructions based on learning styles, small group instruction);
- Teachers effectively and purposefully integrate grade-level materials (e.g. "Journeys", a Common Core Reading program with an ESL component in grades K-6), current technology into ELLs' daily lesson plans accelerating student learning through using technology like interactive smart-boards, computers, laptops, e-readers, documentation cameras, digital microscopes, listening centers, and various software programs;

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?

ELL-SWDs continue receiving ESL services in the least restrictive environment in PS/IS 288. The following curricular, instructional and scheduling flexibility is used to help ELL-SWDs achieve an academic progress:

- Teachers promote collaborative working relationships between special education, cluster and ESL teachers to benefit all students throughout a year;
- There is a team of educators that plan a curriculum for ELL-SWDs collaboratively and effectively by grade level, content and specialized areas;
- There is an implementation of co-teaching model for instruction where two teachers work together to design, evaluate, prepare instructional materials and deliver lessons so as to increase student achievement;
- Teachers improve instructions through constant professional development training;
- Teachers set high academic standards for ELLs with special needs and ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of 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.

PS/IS 288 provides targeted intervention programs for ELLs in grades 3-8 in ELA and Math. All programs are offered in English with NLA support in order to enhance ELLs’ literacy, math, science and social studies skills and improve their academic performance and test scores.

Our classroom and cluster teachers receive turn-key ESL Professional Development on site. They reinforce "Go Math" program (it is designed to meet the goals of the Common Core State Standards in Mathematics) in grades K-5 and Connected Mathematics Project (CMP) in grades 6-8. Also, they reinforce "Journeys", a Common Core reading program, in grades K-5, and "Code X", a new comprehensive ELA curriculum, in grades 6-8. Our Science teacher uses Scientific Hand-On Inquiry CCS-based curriculum with all the grades he services. Classroom teachers teach Social Studies in their classrooms using Communities In Our World curriculum (grades K-1), "New York" by MacMillan (grades 2-3), Northern Hemisphere: United States, Latin America and Canada (the grade 5 social studies core curriculum), World Geography Culture curriculum (grades 6-8). All curriculums, materials and methodologies are aligned with Common Core State Standards. Classroom and cluster teachers provide direct ESL support, employ various visuals, manipulatives and effective hands-on strategies in their programs.

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

Our students will be able to get additional help in our Math + ENL After School Program which PS/IS 288 is planning to start in November, 2015. The program will be co-taught by Math and ENL teachers and incorporate various components of teaching Math content through the prism of ENL, its strategies, techniques and NLA support.
Next school year our school plans to open an ENL Saturday School that will target ELLs’ special needs and help to develop language skills. One of the priorities of the program will be to provide transitional support for former ELLs (for the first two school years after they pass the NYSESLAT) and monitor them.

10. If you had a bilingual program, what was the reason you closed it?
Paste response to question here:

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

There are some other supplemental services that PS/IS 288 offers to ELLs. All ELLs that are "at risk" receive SETTS supplemental services a few times per week. Also, we have a "Beacon" After School Home Tutor Program (to help with homework or reinforce work being done in school), consultation, translation/interpretation services for ELLs and their families which are provided to ELLs before and after school.

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.

PS/IS 288 supports its ESL curriculum with lots of instructional materials and technologies:
- On Our Way to English Program by Rigby with all of its components (K-5)
- Leveled ELL library (A-Z levels, grades K-8)
- Running Records toolkit (K-8 grades)
- Audio Center with a leveled Audio Library (grades K-8)
- Multicultural and bilingual library (grades K-8)
- Getting Ready for the NYSESLAT and Beyond by Attanasio & Associates, Inc. (complete sets of NYSESLAT and ELA test prep books for grades K-8)
- “Contact USA” (1, 2 and 3), “What A World!” Amazing Stories from Around the Globe (1, 2 and 3) and “What A Life!” Stories of Amazing People by Longman (a complete set of workbooks in beginning, high beginning, intermediate and advanced levels; grades 5-8)
- Longman Picture Dictionaries (K-2) and Longman Photo Dictionaries of American English (grades 3-8) sets
- Various grammar, vocabulary, reading and writing books and workbooks (K-8)
- Scientific Hand-On Inquiry CCS-based curriculum
- Communities In Our World curriculum
- "New York" by MacMillan
- Northern Hemisphere: United States, Latin America and Canada curriculum
- World Geography Culture curriculum
- Reading Rods by Learning Resources (in English and Spanish)
- Smart Boards
- Computer-based technologies (laptops, iPads, desktops, TV, Internet, ESL software (alphabet and spelling programs for lower grade ELLs; stimulation and word-processing software for upper grade ELLs)

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

Native Language support is delivered in our stand-alone ENL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students’ native languages), bilingual picture dictionaries and literature about students’ culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student’s native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
In order to support age, grade and proficiency levels of our ENL students and meet their needs, all our materials, resources and services correspond to their ages and grade levels. There is a constant collaboration between the ENL and classroom teachers and their programs. This allows our students to be engaged in various activities and actively participate.

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?

PS/IS 288 supports its ESL curriculum with lots of instructional materials and technologies:

- On Our Way to English Program by Rigby with all of its components (K-5)
- Leveled ENL library (A-Z levels, grades K-8)
- Running Records toolkit (K-8 grades)
- Audio Center with a leveled Audio Library (grades K-8)
- Multicultural and bilingual library (grades K-8)
- Getting Ready for the NYSESLAT and Beyond by Attanasio & Associates, Inc. (complete sets of NYSESLAT and ELA test prep books for grades K-8)
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- Longman Picture Dictionaries (K-2) and Longman Photo Dictionaries of American English (grades 3-8) sets
- Various grammar, vocabulary, reading and writing books and workbooks (K-8)

Scientific Hand-On Inquiry CCS-based curriculum
Communities In Our World curriculum
"New York" by MacMillan
Northern Hemisphere: United States, Latin America and Canada curriculum
World Geography Culture curriculum
Reading Rods by Learning Resources (in English and Spanish)

- Smart Boards
- computer-based technologies (laptops, iPads, desktops, TV, Internet, ESL software (alphabet and spelling programs for lower grade ELLs; stimulation and word-processing software for upper grade ELLs)

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

All newly enrolled ELL students receive the following instructions and support:

- Students are placed in a Stand-alone ENL program and get instructions for 360 minutes per week
- Students are placed in smaller groups
- Students are offered morning tutoring sessions
- Lowering students’ “affective filter”
- Activating students’ prior knowledge
- Providing small-group instruction
- Differentiated instruction
- Constant modeling and repetition
- Creating cooperative learning groups with bilingual peer helpers
- Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games
- Simplifying the language of instruction (e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing)
- Developing BICS and simplified CALP
- Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students’ culture and history)
• Incorporating choral reading and Read-Alouds into every lesson
• Using bilingual picture dictionaries
• Incorporating more reading and writing with every lesson
• Performing various formal and informal assessments (Running Records, teacher-student conferences)
* Teaching students simple test-taking skills and focusing on test terminology
** Using all these strategies during cluster periods

There is a Beacon summer school program that is offered to students in grades 3-8 and Heartshare summer camp program that is offered to students in grades 1-5. Both programs provide newly enrolled ELLs with an opportunity to learn the English language through various literacy activities, participating in different projects and communicating with their peers.

17. What language electives are offered to ELLs?
No language electives are currently offered in PS/IS 288.

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) ELPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   n/a

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   There is a professional development plan for all ELL staff in the school.
   Our ENL teacher receives regular ENL professional development provided by the DOE. This year she has already attended the Annual Professional Conference for All Second Language Teachers (LOTE - The Pathway to Common Core); Additionally, this year she will attend workshops provided by the Department of Education’s Office of English Language Learners, including compliance meetings as well as instructional professional developments. Ms. Famina, Ms. Creazzo and Ms. Portman will attend "Collaborative Strategic Reading (CSR)" on November 2 nd and 3 rd, a two-day workshop that will introduce teachers of English language learners to Collaborative Strategic Reading (CSR).
   This year a few teachers will attend some after-school Professional Development Program courses: “Supporting English Language Learners”, “Content-based Instructional Strategies for ELL”, “Teaching English Language Learners (ELL): An Introduction”, “Common Core State Standards for English Language Learners”, “English Language Learners in Your Classroom".
   Other PD’s that are planned for 2015-2016 school year will be targeted to support ELL’s on the ELA, Math, Science, and Social Studies Common Core standardized exams, developing and understanding content area instruction, building comprehension in the native language as well as through English.
   This year, Ms. Famina, an ENL teacher, attended the Annual Professional Conference for All Second Language Teachers (LOTE - The Pathway to Common Core) presented by NYCFLT/UFT where new ENL techniques and approaches were taught in order to address the needs of English Language Learners under the Common Core State Standards. She will continue attend various workshops and training provided DOE and other providers to better implement the CCSS for ELLs.

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

PS/IS 288 provides support for English Language Learners as they transition from elementary to middle school. Mr. Turpin, our school guidance counselor, holds sessions where he informs and explains about possible middle and high school placements, expectations and provides information to understand about middle and schools. Ms. Famina meets with ELLs and their parents. ELLs also have the opportunity to talk with teachers and staff members about the local middle and high schools. Every year our ENL teacher attend various workshops and trainings offered by DOE and other providers that focus on language acquisition and best practices and strategies for integrating language and content for ELLs. In their turn, our non-program staff (content-area teachers and classroom teachers) receive more than fifteen percent of the required professional development hours dedicated to ENL and provided by the DOE and on-site ELL training provided by an ENL teacher. This allows our educators to expand their skills and learn effective strategies and techniques for teaching ELLs in order to meet all their needs. All records are kept in an ENL binder and secured in an assistant principal's office.

The following topics will be addressed during ESL staff development in the 2015-2016 academic school year:

- Creating Content Based ENL Curriculum to ease the ELLs' transition from elementary to middle and middle to high school;
- Effective Strategies and Support for Teaching ELLs;
- Closing the Vocabulary Gap for ELLs (a six-step scaffolding process, etc.);
- Differentiating Instructions for ELLs (flexible grouping, using diversity, etc.)

Also, all teachers in PS/IS 288 have constant access to various professional magazines, books, publications and websites describing different approaches in order to effectively teach ELLs in their classrooms and during cluster periods.

### 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?

   Parental involvement is very important in PS/IS 288. We are establishing a PTA that will provide parents with comprehensive resources and encourage them to get involved and stay involved in the lives and education of their children. The PTA hold meetings and "Breakfast with Principal" events every month and discuss main issues our parents are interested in or challenges and problems they face. During these meetings we have and will continue to evaluate the needs of the parents, analyzing the data received from various parents’ questionnaires and surveys that are mailed to parents once a year. In the beginning of every school year our school organizes a special workshop for all parents where they are taught to reinforce educational concepts at home (parents of ELLs are offered this workshop in their native languages and/or English).

   Also, as mentioned before, parents of general education and ENL students receive various consultations regarding their children, their academic success and other issues on a daily basis.

   ENL parents are also provided with translation/interpretation services. Staff members (Ms. Famina, Russian; Ms. Casey and Ms. Mann, Spanish; Mr. Said, Arabic) help to translate/interpret when needed.

   PS/IS 288 holds four parent-teacher conferences every year. During these conferences parents have an opportunity to discuss their children’s academic progress with all their children’s teachers, who, in their turn, can address all the needs of the parents.

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

   Additionally, every year our school organizes Cultural Events for ENL parents and their children, invites all parents to volunteer and participate in different school events (such as Sport’s Day, Fun Day etc.) and go on field trips. Twice a year parents are invited to attend a Parent Unity Banquet where they have an opportunity to communicate with teachers and administration and representatives from SES after school programs.
### 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, Qadir Ben Dixon, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qadir B. Dixon</td>
<td>Principal</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>C. Denise Lambert</td>
<td>Assistant Principal</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Hanna Famina</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Rita Bank/Science</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Mike Gentils/Math</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Serrene Turpin</td>
<td>School Counselor</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Isabel Dimola</td>
<td>Superintendent</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tamika Francois/Speech</td>
<td>Other Service Provider</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>10/28/15</td>
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<td></td>
<td>Other</td>
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<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>10/28/15</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

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

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

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

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

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

   In order to determine translation and oral interpretation needs, our school staff uses home language indicators in ATS, parent surveys and informal interviews.

   Initial contact with parents of newly enrolled targeted ESL students also occurs via an informal interview (which also includes filling out the HLIS in the parent’s home language) with a translator/interpreter provided and then the Parent Orientation meeting within ten days after the student’s enrollment. Additionally, the meeting is held periodically thereafter.

   Student Emergency Contact cards are filled out in a parent’s home language and then translated into English. There is always a bilingual staff member to assist in translating during a meeting.
Our ENL teacher is available to meet with ELL parents and supply materials and resources in their home languages whenever needed.

Parents are provided with appropriate and timely information by officers of the PTA, many of whom are bilingual, as well as bilingual teachers, paraprofessionals, and other school staff.

Parents of ELLs are encouraged to participate in the school’s Parent Teachers Association.

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>Spanish</td>
<td>Spanish</td>
<td>70%</td>
<td>Spanish</td>
<td>70%</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>10%</td>
<td>English</td>
<td>15%</td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic</td>
<td>5%</td>
<td>Arabic</td>
<td>10%</td>
</tr>
<tr>
<td>Bengali</td>
<td>Bengali</td>
<td>3%</td>
<td>Bengali</td>
<td>3%</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>Haitian Creole</td>
<td>2%</td>
<td>Haitian Creole</td>
<td>2%</td>
</tr>
</tbody>
</table>

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

n/a

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Bill of Parent Rights</td>
<td>It is distributed in the beginning of a new school year (in September)</td>
<td>The Bill of Parent Rights is available in PS/IS288 in all top ten languages (English, Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu) and provided to parents of ELLs by an ENL teacher.</td>
</tr>
</tbody>
</table>
2018-19 SCEP-FL

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLIS, Parent Surveys and Program Selection forms</td>
<td>In the beginning of a school year (September)</td>
<td>Available for parents of newly enrolled ELLs in 10 different languages and translated by DOE translators.</td>
</tr>
<tr>
<td>Entitlement, Non-Entitlement, Continued Entitlement, and Program Placement Default letters</td>
<td>In the beginning of a school year (in September)</td>
<td>The forms are translated by staff an/or the DOE Translation and Interpretation Unit and sent home to parents in their chosen communication language.</td>
</tr>
<tr>
<td>Annual handbooks, newsletters, calendars, parent-teacher conference announcements</td>
<td>Throughout the year</td>
<td>They are translated by staff and/or the DOE Translation and Interpretation Unit and mailed home in English and the parent’s communication language of choice.</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Meet &amp; Greet Night</td>
<td>every September</td>
<td>School staff assist with interpreting and translations on site. If a language in which a parent prefers to communicate is not available, the Translation and Interpretation Unit is contacted and over-the-phone interpretation services are offered.</td>
</tr>
<tr>
<td>Breakfast with Principal events</td>
<td>every month</td>
<td>School staff assist with interpreting and translations on site. If a language in which a parent prefers to communicate is not available, the Translation and Interpretation Unit is contacted and over-the-phone interpretation services are offered.</td>
</tr>
<tr>
<td>Parent-teacher conferences</td>
<td>four times per school year</td>
<td>School staff assist with interpreting and translations on site. If a language in which a parent prefers to communicate is not available, the Translation and Interpretation Unit or contracted vendors are contacted and over-the-phone interpretation services are offered.</td>
</tr>
<tr>
<td>After-school meetings with teachers, various cultural and school events (Sports Day, Fun Day, International Cuisine Day, etc)</td>
<td>throughout the school year</td>
<td>School staff assist with interpreting and translation on site. If a language in which a parent prefers to communicate is not available, the Translation and Interpretation Unit or contracted vendors are contacted and over-the-phone interpretation services are offered.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, the parents are contacted via the phone. The school staff is available to translate the information from English into parents’ native language (Ms. Famina, Ms. Bank -- Russian, Mr. Said - Arabic, Ms. Guerra-Spanish, Ms. Francois - Haitian Creole). If a translation into a parent's native language is not available in school, the NYC DOE Translation and Interpretation Unit is contacted in order to provide over-the-phone interpretation services.

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.

The school ensures that all staff members are aware of the translation services and the goal of Chancellor's Regulation A-663. The Translation & Interpretation brochure, a multilingual Welcome poster, a Language ID Guide, are displayed in the main office; Parent's Guides to Language Access are distributed to teachers and parents of ELLs. Extra copies of all these materials are also available in nine languages to all staff in the main office. All forms and parent notifications are translated from English into a parent's native language and sent home. Translation and interpretation services are provided to parents by school staff on site or through NYC DOE Translation and Interpretation Unit.

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..)

Every fall our school receives a Language Access Kit from the DOE Translation and Interpretation Unit which contains various resources to help address LEP parents' and their children's language needs within a school. These resources include a multilingual Welcome poster, language identification cards for school staff, info cards to know how to access an over-the-phone interpreter, and T & I brochures.

The Parents' Bill of Rights is downloaded from the DOE website every year, kept in a general office and is being referred to throughout the school year.
The school staff ensures that LEP parents are provided with an opportunity to participate in and have access to programs and services in PS/IS 288 through distributing the Parents’ Guide to Language Access (translated into their home language), where it is indicated all translation, interpretation and other services eligible for parents of ELLs.

A language identification guide is kept at a security desk and in a school general office. It helps to identify a parent’s home language as soon as a parent enters the building.

**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?

The school staff sends out questionnaires to the parents of ELLs a few times a year to make sure that the parents are satisfied with the school translation and interpretation services and/or work on suggestions provided by the parents.