2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 23K323
School Name: P.S./I.S. 323
Principal: LINDA HARRIS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S./I.S. 323</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>23K323</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>33230010323</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K through 8</td>
</tr>
<tr>
<td>School Address:</td>
<td>210 Chester Street, Brooklyn, NY</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718)495-7781</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 346-4614</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Linda L Harris</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:LHarris7@schools.nyc.gov">LHarris7@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Linda L Harris</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Temaris White -Moore</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Precious Majors</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Ms. Temaris White-Moore</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>pending</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

District Information

| Geographical District: | 23 |
| Superintendent: | Dr. MiatheresaPate |
| Superintendent’s Office Address: | 1665 St. Marks Avenue-Rm125, Brooklyn, NY 11233 |
| Superintendent’s Email Address: | mpate@schools.nyc.gov |
| Phone Number: | (718) 240-3677 |
| Fax: | (718) 385-3768 |

Field Support Center (FSC)

| FSC: | Brooklyn North |
| Executive Director: | Bernadette Fitzgerald |
Executive Director’s Office Address: 131 Livingston Street, Brooklyn, 11201
Executive Director’s Email Address: bfitzge2@schools.nyc.gov
Phone Number: (718)935 - 3954  Fax: (718)935-2386
### Section 2: School Leadership Team (SLT) Signature Page

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

**Directions:**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda L. Harris</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Temari White-Moore</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Latisha Shaw</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Sharon Blunt</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Latisha Shaw</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Melina Terry</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Latoya Newton</td>
<td>Member/Guidance Counselor</td>
<td></td>
</tr>
<tr>
<td>Natasha Beaubrun</td>
<td>Member/Treasurer</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Aretha Vance</td>
<td>Member/Secretary</td>
<td></td>
</tr>
<tr>
<td>Antoinette Dubois</td>
<td>Member/Title 1 - PAC</td>
<td></td>
</tr>
<tr>
<td>Kalimah Muhammad</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Diana Allwood</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Vanessa Walters</td>
<td>Member/UFT-Para</td>
<td></td>
</tr>
<tr>
<td>Alice Mercer</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

Next Steps for CEP Development

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

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

### Section 4: CEP Overview

1. **What is your school’s mission statement?**
   
The school’s mission is to facilitate a learning climate which supports the educational needs of all students, including English Language Learners, special education students, and high achieving students to achieve academic foundation essential for success in high school, college and life. Our school motto is “I am a winner and an achiever! I am gifted, talented, and smart! We are a team of winners, because we work hard together!” In addition to offering a rigorous and challenging curriculum, P.S./I.S. 323 also offers a wonderful arts program.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S./I.S. is a Pre-K through Grade 8 school located in Ocean Hill-Brownsville section of Brooklyn, New York. The school is a central part of the community to many students and their families.

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

Establish Peer Mediation groups that employ the principles outlined in Josephson’s Character Counts.

- Partner SWD’s, ELLS and other at-risk students with adult mentors

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.

As per the school’s 2015-2016 Quality Review and Quality Snapshot the following identifies the school’s strengths and areas of growth:

**Student Achievement**

- 91% is the average pass rate for courses in math, English, social studies, and science.

- 77% of the school’s former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

**SCHOOL ENVIRONMENT**

- 91% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.

- 98% of parents are satisfied with the education that their child has received.

- 93% of teachers would recommend this school to parents.

- 86% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

**AREAS OF GROWTH**

The New York State Department of Education indicated that our school has exceeded established targets with respect to Student Progress.

**CHALLENGES IN THE SCHOOL ENVIRONMENT**
Although 86% of our students feel safe in various locations within the school it is one of the school's major objectives to have 100% of our students share this belief. Additionally, we have the attainable goal of having far more than 59% of our students say that most students at the school treat each other with respect.

**KEY AREAS OF FOCUS FOR SCHOOL YEAR 2017 – 2018**

As per our 2015 - 2016 quality Review, assessment feedback has yet to reach the level of specificity to provide a clear portrait of student mastery.
## School Demographics and Accountability Snapshot for 23K323

### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05,06,07,08
- **Total Enrollment (2017-18)**: 569
- **SIG Recipient (Y/N)**: No

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

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 28
- **# SETSS (ELA)**: 29
- **# Integrated Collaborative Teaching (ELA)**: 19
- **# Special Classes (Math)**: 31
- **# Integrated Collaborative Teaching (Math)**: 17

### Academic Performance (2017-18)
- **ELA Performance at levels 3 & 4**: 21.2%
- **Mathematics Performance at levels 3 & 4**: 16.3%
- **Science Performance at levels 3 & 4 (4th Grade)**: 79%
- **Science Performance at levels 3 & 4 (8th Grade)**: 42%

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: 20%
- **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**: 14.59 %

### Accountability Status (2018-19)
- **Overall NYSED Accountability Status**: N/A
- **Student Performance for Elementary and Middle Schools (2017-18)**: N/A

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

#### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

#### High School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

After conducting a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts as measured by the grades 3-8 New York State assessment in ELA and Mathematics.

ENGLISH LANGUAGE ARTS (Grades 3-8)

(Data derived from Performance Accountability Report)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>Tested</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>level 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>2016</td>
<td>258</td>
<td>79 (30.6%)</td>
<td>121 (46.9%)</td>
<td>47 (18.2%)</td>
<td>11 (4.3%)</td>
<td>58 (22.5%)</td>
</tr>
<tr>
<td>All</td>
<td>2017</td>
<td>298</td>
<td>131 (44.0%)</td>
<td>108 (36.2%)</td>
<td>54 (18.1%)</td>
<td>5 (1.7%)</td>
<td>59 (19.8%)</td>
</tr>
<tr>
<td>All</td>
<td>2018</td>
<td>339</td>
<td>153 (45.1%)</td>
<td>114 (33.6%)</td>
<td>59 (17.4%)</td>
<td>13 (3.8%)</td>
<td>72 (21.2%)</td>
</tr>
</tbody>
</table>

The data depicted in the School Quality Guide indicates that on the spring 2018 state test in English 21.2% the school’s 339 students tested are at either level 3(proficient) or Level 4 (advanced)

STUDENT ACHIEVEMENT 2016 – 2018 ON THE NYS ENGLISH LANGUAGE ARTS TEST

MATHEMATICS (Grades 3-8)

(Data derived from Performance and Accountability Report)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>Tested</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>2016</td>
<td>259</td>
<td>107 (41.3%)</td>
<td>110 (42.5%)</td>
<td>31 (12.0%)</td>
<td>11 (4.2%)</td>
<td>42 (16.2%)</td>
</tr>
<tr>
<td>All</td>
<td>2017</td>
<td>299</td>
<td>166 (55.5%)</td>
<td>95 (31.8%)</td>
<td>31 (10.4%)</td>
<td>7 (2.3%)</td>
<td>38 (12.7%)</td>
</tr>
<tr>
<td>All</td>
<td>2018</td>
<td>344</td>
<td>197 (57.3%)</td>
<td>91 (26.5%)</td>
<td>37 (10.8)</td>
<td>19 (5.5%)</td>
<td>56 (16.3%)</td>
</tr>
</tbody>
</table>

STUDENT ACHIEVEMENT ON THE 2016 – 2018 NYS MATHEMATICS TEST
The data depicted in the school Quality Guide indicates that on the spring 2018 state test in Mathematics 16.3% % of the school's 344 students tested are at either level 3(proficient) or Level 4 (advanced).

In summary Student Achievement across the school on The New York State English language Arts and Mathematics Test is approaching mandated target. The school's objective for the 2018 – 2019 School Year is to have Student Achievement ranging from meeting to exceeding the targets established for the school.

**Quality Review Findings -**

As per our 2015 - 2016 quality Review, assessment feedback has yet to reach the level of specificity to provide a clear portrait of student mastery.

With regards to engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, the school’s 2015 - 2016 Quality review generated a rating of **Well Developed**. However, with regards to Instruction (**Proficient**) the findings suggested the following:

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson's Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

**Part 2 – Annual Goal**

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

By June 2019, the teacher team will collaboratively develop rigorous CCLS-aligned units of study and performance tasks to improve rigorous instruction as measured by the development of 6 units of study in Mathematics and 8 units of study in English Language Arts.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All students/Grades 3-8</td>
<td>August, 2018-June 2019</td>
<td>Principal, assistant principals, teachers, coaches</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>August, 2018-June 2019</td>
<td>Principal, assistant principals, teachers, coaches</td>
</tr>
<tr>
<td>Parent/Guardians of all students</td>
<td>August, 2018-June 2019</td>
<td>Principal, assistant principals, teachers, coaches, local CBO</td>
</tr>
<tr>
<td>Parents</td>
<td>August, 2018-June 2019</td>
<td>Principal, assistant principals, teachers, coaches</td>
</tr>
</tbody>
</table>

We utilized the research-based work of Elmore to plan our work around the instructional core and rigorous instruction. Specifically we have implemented the following:

- Professional Learning plan and calendar
- Use of DOK (research of Karen Hess)
- Data support for all stakeholders (research of Nancy Love)

Collaborative teacher teams using a protocol

**Pull out**
Moving students into least restrictive environment
Use of multiple entry points
Regular teacher collaboration time

**Parent workshops around CCLS**
Awards. Events to celebrate their child’s achievements
Use of websites, newsletters, Parent volunteers
Career week

**Open door policy**
Increased number of visiting days
Advisory council
Inter-visitation
Collaborative teams

Resources and materials are available to all

One year plan of parent involvement that assist parent with parenting skills and setting some conditions to support children as students

Organize volunteers and audiences to support school and students. Provide opportunities for volunteerism.

Involve families with their children on home work and other curriculum related activities and decisions.

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
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<tbody>
<tr>
<td><strong>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.</strong></td>
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<td>● maintain an open door policy</td>
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<td>● Provide grade specific meetings for parents</td>
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<td>● Establish parent game night.</td>
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<td>● Invite parents i for workshops on ways in which they can assist their children academically at home.</td>
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<td>Assistant Principals, teachers, Guidance Counselor and Parent Coordinator will play an integral part in implementing and overseeing these activities.</td>
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<tr>
<td>Per session funds for teachers to develop curriculum/conduct inquiry</td>
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Funds for CCLS materials for parents

**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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<th>Title I TA</th>
<th>Title II, Part A</th>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
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</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

Mid-year review of student portfolios (curriculum plans and lessons plans) b

By February 2019, teacher teams will have developed and administered 3 performance tasks evolving from the unit study in ELA and MATH that requires students to achieve a score of 75% for mastery.

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

Teacher Teams will develop and administer 3 performance tasks evolving from the unit study in ELA and MATH.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

2014 Learning survey indicated that 86% of students feel safe in hallways, bathrooms, locker rooms and cafeteria. 59% of students say that most students at the school treat each other with respect.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
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<tbody>
<tr>
<td>All teachers will engage in professional development that support the need for continued use of our Character Counts program (aimed at providing students with models for promoting appropriate behaviors and personal characteristics, inclusive of group interactions, generosity, respect, empathy) that will result in a 50% reduction of our suspension rate by June, 2019.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
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<th>Target Group(s)</th>
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</tr>
<tr>
<td>All teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We will utilize the research-based work of Josephson’s ‘Character Counts’ to implement a character education program. This program teaches children the Six Pillars of Character:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

- Establish Peer Mediation groups that employ the principles outline in Josephson’s Character Counts.
- Partner SWD’s, ELLS and other at-risk students with adult mentors

Parents will be informed about our Character Counts program through parent workshops and PTA meetings

Parents  
August, 2018–June 2019  
Principal, assistant principals, teachers, coaches, local CBO, SBST

To continue to build a school culture based on trust, collaboration and respect school leaders will model a level of professionalism in all we do with and for staff members and parents. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. The focus of our professional practice will always be an underlying commitment to our student success.

### 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.

To increase parent involvement and to build a school culture based on trust, collaboration and respect school leaders will

- maintain an open door policy
- Monthly meet your parent days to apprise them of instructional goals and benchmark assessments.
- Provide grade specific meetings for parents
- Continue Principal’s monthly parent breakfast.
- Establish parent game night.
- Encourage Parent Volunteers

Invite parents in for workshops on ways in which they can assist their children academically at home.

Assistant Principals, Teachers, Guidance Counselor, and Parent Coordinator will play an integral part in implementing and overseeing these activities.

Part 4 – Budget and Resource Alignment

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

Per diem Funds for teachers to develop curriculum/conduct inquiry
Per session funds for teachers to develop curriculum/conduct inquiry
Funds for CCLS materials for parents

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

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

Part 5 – Progress Monitoring

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

- Maintain monthly data of incident reporting.
- Re-evaluate strategies weekly where necessary.

A 5% reduction in incident reporting compared to the same time period in school year 2017-2018

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
NYC Online Occurrence Reporting Systems Data (OORS).

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

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

Part 1 – Needs Assessment

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

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

As depicted in the 2015-2016 School Quality Guide and a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts as measured by the grades 3-8 New York State assessment in ELA and Mathematics.

The 2015-2016 Quality Review findings stressed the need for administrators to provide support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

As per the school’s 2015 Quality Review and Quality Snapshot the following identifies the school’s strengths and areas of growth:

Student Achievement

- 91% is the average pass rate for course in math, English, social studies, and science.
- 77% of the school’s former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

SCHOOL ENVIRONMENT

- 91% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.
- 98% of parents are satisfied with the education that their child has received.
- 93% of teachers would recommend this school to parents.
- 86% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

AREAS OF GROWTH

The New York State Department of Education indicated that our school has exceeded established targets with respect to Student Progress.

As per the school’s 2014 Quality Review the following identifies the school's needs:

KEY AREAS OF FOCUS FOR SCHOOL YEAR 2018 – 2019
As per our 2015 - 2016 quality Review, assessment feedback has yet to reach the level of specificity to provide a clear portrait of student mastery.

With regards to engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, the school’s 2015 - 2016 Quality review generated a rating of Well Developed. However, with regards to Instruction (Proficient) the findings suggested the following:

- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson's Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Part 2 – Annual Goal

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

By June 2019, teacher team members will collaboratively analyze student assessment data to build teacher capacity as measured by a 3% increase in student scoring at level 3 and 4 on the NYS English Language Arts and Mathematics test respectively.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
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As we work towards improving our systems to ensure the effectiveness of teacher teams and be able to document the impact of efficient teacher teams we have based our work on the postulates of Peter Senge (Schools that Learn) hallmarks for an effective learning organization. Areas of focus included the following:

- Seeing the Learner
- Practices
- Productive Conversations
- Leadership
- Community

Additionally, we examined John Heron’s and Peter Reason’s Collaborative Inquiry which reminded us that cooperative inquiry is to “research ‘with’ rather than ‘on’ people”. The research process iterates these four stages at each cycle with deepening experience and knowledge of the initial proposition, or new propositions at every cycle:

- The first reflection phase...
- The first action phase......
- A second action phase....
- The second reflection phase....

Teacher Teams in grades k – 8 will analyze initial MOSL data to ensure that goal setting and small group instruction is targeted, inclusive and based on the needs of students.
Teacher teams will create curriculum maps showing units of study, modifications for ELLs, SWDs with a focus on integrating instructional goals.

Partner SWD’s, ELLS and other at-risk students with adult mentors

To increase parent involvement and to build a school culture based on trust, collaboration and respect school leaders will maintain an open door policy

Monthly meet your parent days to apprise them of instructional goals and benchmark assessments.

Provide grade specific meetings for parents

Continue Principal’s monthly parent breakfast.

Establish parent game night.

Encourage Parent Volunteers

Invite parents in for workshops on ways in which they can assist their children academically at home.

To continue to build a school culture based on trust, collaboration and respect school leaders will model a level of professionalism in all we do with and for staff members and parents. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. The focus of our professional practice will always be an underlying commitment to our student success.

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.

To increase parent involvement and to build a school culture based on trust, collaboration and respect school leaders will

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Monthly meet your parent days to apprise them of instructional goals and benchmark assessments.

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Invite parents in for workshops on ways in which they can assist their children academically at home.

**Part 4 – Budget and Resource Alignment**

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

- Per diem Funds for teachers to develop curriculum/conduct inquiry
- Per session funds for teachers to develop curriculum/conduct inquiry
- Funds for CCLS materials for parents

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

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**Part 5 – Progress Monitoring**

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

- Teacher teams will analyze mid-year writing and mathematics benchmarks (January 2019) to reflect and revise goals and practices beginning the first week in December 2018.
- Inquiry teams comprised of 3-5 members meet weekly to discuss student work
- Benchmark assessment data will reflect at least 30% of all students demonstrating mastery in the content areas.

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

- Ready New York CCLS Interim Assessment and Performance Task Toolkit

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

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

Part 1 – Needs Assessment

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<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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**Part 2 – Annual Goal**

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<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 – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
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<td>By June 2019, school leaders including teacher leaders will create and implement a professional development plan that builds teacher capacity to use differentiated questioning and discussion techniques for all students resulting in a 4% increase in teacher effectiveness reflected in Danielson component 3b- Questioning and Discussion Techniques in Advance.</td>
</tr>
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### Activities/Strategies

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

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

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<td>August, 2018 – June 2019</td>
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We utilized *A handbook for Professional Learning “RESEARCH, RESOURCES, and STRATEGIES for IMPLEMENTATION”* compiled by NYC Department of Education’s Office of Curriculum, Instruction and Professional Development as part of the school’s effort to change the concept of professional development to one of professional learning. The handbook provides insights into the following:

- Planning professional Learning
- Implementing and Sustaining Professional Learning
- Evaluating and Revising Professional Learning

**Additionally we will continue to**

Infuse Fullan’s (2001) ideas that effective leaders understand the role of knowledge creation, they make it a priority and set about establishing and reinforcing habits of knowledge exchange among organizational members.

- Teachers will work collaboratively with ESL and Special Needs teachers to develop and incorporate modified instructional strategies throughout their lessons.
- Teachers will develop question prompts as tools to engender understanding among English language Learners and other high-need students.
- Teacher teams will create curriculum maps showing units of study, modifications for ELLs, SWDs and other high-need students with a focus on integrating instructional goals.

Teacher teams will create curriculum maps showing units of study, modifications for ELLs, SWDs with a focus on integrating instructional goals.
Partner SWDs, ELLs and other at-risk students with adult mentors.

Garner support of SBST in developing strategies aimed at promoting behavioral modifications and improved student performance.

In addition to scheduled

- Utilize Dr. Joyce Epstein’s “One Year Action Plan for family Partnership”

- Weekly Tuesday meetings or phone contact with parents to discuss their child’s performance and progress.

- Monthly meet your parent days to apprise them of instructional goals and benchmark assessments.

- grade specific meetings for parents

- Principal’s monthly parent breakfast.

- Parent game night.

- Parent Volunteers

- Invite parents in for workshops on ways in which they can assist their children academically at home.

- Administration will conduct cycles of observations and feedback designed to improve teacher practice/pedagogy.

- Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- Teachers will collaborate with Network Achievement Coaches to enhance professional development offerings.

- Assembly (Clubs) periods for students will be interwoven into weekly schedules once a week to allow Professional Learning Communities to take place.

- Professional Learning Communities(by grade level) will provide teachers opportunities to receive the necessary
professional development in the Danielson Frameworks, Measures of Student Learning, Measures of Teaching Practice

- Inquiry Teams comprised of 3-5 teachers well meet weekly to discuss student work
- Garner support of SBST in developing/outlining strategies that promotes behavioral modifications and improves student performance.
- Teachers will engage in ongoing self-assessment using Danielson rubric as a means of assessing progress/growth

<table>
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<th>3b – Parent and Family Engagement</th>
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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.

To increase parent involvement and to build a school culture based on trust, collaboration and respect school leaders will

- maintain an open door policy
- Monthly meet your parent days to apprise them of instructional goals and benchmark assessments.
- Provide grade specific meetings for parents
- Continue Principal’s monthly parent breakfast.
- Establish parent game night.
- Encourage Parent Volunteers

Invite parents in for workshops on ways in which they can assist their children academically at home.

Assistant Principals, Teachers, Guidance Counselor, and Parent Coordinator will play an integral part in implementing and overseeing these activities.

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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.

Books and Handbooks designed to foster a Professional learning Community

- Per diem Funds for teachers to develop curriculum/conduct inquiry
- Per session funds for teachers to develop curriculum/conduct inquiry
- Funds for CCLS materials for parents
**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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<th>Title III, Part A</th>
<th>X</th>
<th>Title III, Immigrant</th>
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<td>X Tax Levy</td>
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<td>X 21st Century Grant</td>
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<td>PTA Funded</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.

Bi-weekly and monthly reviews beginning October 2018 - June 2019

- 3 unit studies incorporating ESL and Special Needs strategies in instruction.
- Observation reports reflecting feedback related to Danielson’s component 3b questioning and Discussion Techniques
- Agendas with teacher outcomes aligned to Danielson Competencies
- Professional Development Plans
- Observation Reports reflecting clear expectations for teachers
- Log of Observations
- Coaching Logs

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

Observational Reports and Measures Of Teaching Practice (MOTP).

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

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

Part 1 – Needs Assessment

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

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

As depicted in the 2015 School Quality Guide and a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts as measured by the grades 3-8 New York State assessment in ELA and Mathematics.

The 2014 Quality Review findings stressed the need for administrators to provide support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

As per the school’s 2014 Quality Review and Quality Snapshot the following identifies the school’s strengths and areas of growth:

Student Achievement

● 91% is the average pass rate for course in math, English, social studies, and science.

● 77% of the school’s former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

SCHOOL ENVIRONMENT

● 91% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.

● 98% of parents are satisfied with the education that their child has received.

● 93% of teachers would recommend this school to parents.

● 86% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

AREAS OF GROWTH

The New York State Department of Education indicated that our school has exceeded established targets with respect to Student Progress.

SCHOOLS STRENGTH

P.S./I.S. 323 celebrate the fact that it is paying attention to the multiple dimensions of young peoples lives. Administrators and teachers pay attention to academics but they also focus attention to the other factors that influence the development of young people (i.e. physical, social, and emotional health; a motivating, engaging and
safe environment; and family and community support. The following provides a list of the ongoing engaging activities that is the schools undertaking:

- Monthly Parent share-out
- Principal’s Parent Breakfast.
- Thanksgiving Day Dinner celebration with the community.
- A Family Day
- Monthly Assembly Programs
- Grade 4-8 Performing Arts.
- Participation in the Brooklyn Recreational Center film festival.
- Promote Early childhood development through high quality, comprehensive program that nurture learning and development.
- Twice per month Parent Visiting days.
- The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.

Through these activities P.S./I.S. 323 is constantly reaching out to be a resource to families and the community.

As per the school’s 2015 - 2016 Quality Review the following identifies the school’s needs:

**KEY AREAS OF FOCUS FOR SCHOOL YEAR 2018 – 2019**

As per our 2015 - 2016 quality Review, assessment feedback has yet to reach the level of specificity to provide a clear portrait of student mastery.

With regards to engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, the school’s 2015 - 2016 Quality review generated a rating of Well Developed. However, with regards to Instruction (Proficient) the findings suggested the following:

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson’s Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

**Part 2 – Annual Goal**

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

By June 2019, the school will continue to develop a more collaborative partnership with families and community organizations, as measured by a 2% increase in parents who agree or strongly agree on the School Culture section of the NYC school Survey.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, teachers and administrators</td>
<td>August, 2018 - June 2019</td>
<td>Principal, assistant principals, teachers, coaches, Network Achievement Coaches &amp; SBST</td>
</tr>
</tbody>
</table>

We utilized the research-based work of Joyce L. Epstein’s *School, Family, and Community Partnerships* to implement our Parent Involvement Initiatives. This research identifies challenges that must be met and provides results of well implemented programs of school, family and community partnerships.

The research says the following:

- Partnerships tend to decline across grades, unless schools and teachers work to develop and implement appropriate practices of partnership at each grade level.
- Affluent communities tend to have more family involvement, on average, unless schools and teachers in economically distressed communities work to build positive partnerships with their student’s families.
- Schools in more economically depressed communities make more contacts with families about problems and difficulties their children are having, unless they work at developing balanced partnership programs that also include contacts about positive accomplishments of students.

As a result of these observations P.S./I.S.323 will endeavour to do the following:

1. Reach out to fathers and allow them to be an integral part of their students lives.
2. Establish Family Night to encourage participation by all individuals who play an active role in the students development.
3. Provide opportunities across the grades for parents to attend positive share-out moments with regards to their student's progression.

4. Establish an Open Door Policy to accommodate parents who have difficulty conferencing on NYC designated Parent Teacher Conferences days.

5. Encourage and support parent volunteers across the grades.

<table>
<thead>
<tr>
<th>In addition to scheduled NYC Department Parent Teacher Conferences, parents are provided opportunities to be an integral part of the school community through the following initiatives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Utilize Dr. Joyce Epstein’s “One Year Action Plan for family Partnership”</td>
</tr>
<tr>
<td>● The school maintains an open door policy</td>
</tr>
<tr>
<td>● Monthly meet your parent days to apprise them of instructional goals and benchmark assessments.</td>
</tr>
<tr>
<td>● Provide grade specific meetings for parents</td>
</tr>
<tr>
<td>● Continue Principal’s monthly parent breakfast.</td>
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<tr>
<td>● Establish parent game night.</td>
</tr>
<tr>
<td>● Encourage Parent Volunteers</td>
</tr>
<tr>
<td>● Monthly newsletters</td>
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<tr>
<td>● Invite parents in for workshops on ways in which they can assist their children academically at home.</td>
</tr>
</tbody>
</table>
● Conduct Health and Wellness workshops with the goal of increasing student and family attention to nutrition and exercise.

● Plan career days with the goal of increasing career awareness

To continue building a school culture based on trust, collaboration and respect the following potential barriers will undergo ongoing re-evaluation through professional development and parent and school interaction.

Administration and teachers will conduct professional development with the Faculty to eliminate

a) Bad First Impressions

b) Poor Communication

c) Teachers Lack of Confidence

Additionally, the following is of significance:

a) Administration and teachers will continue to assess the level of trust in the school community through the feedback from the yearly parent surveys and parent school interactions.

b) Administration and teachers will strive to highlight the school's successes.

c) Administration and teachers will endeavour to build family members' confidence as they become more supportive and understanding of parents and their needs.

d) Administration and teachers will endeavour to be open and take parents' concerns seriously.

The focus of our professional practice will always be an underlying commitment to our student success.

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.

To increase parent involvement and to build a school culture based on trust, collaboration and respect school leaders will

● maintain an open door policy
Monthly meet your parent days to apprise them of instructional goals and benchmark assessments.

Provide grade specific meetings for parents.

Continue Principal’s monthly parent breakfast.

Establish parent game night.

Encourage Parent Volunteers

Invite parents in for workshops on ways in which they can assist their children academically at home.

Medgar Evers - OASIS Beacon program as part of the school’s collaborative will have an active role in supporting parent/family and community engagement through workshops, afterschool tutoring, sporting events and homework help.

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.

Handbook or excerpted versions of - School, Family, and Community Partnerships by Joyce Epstein

Per diem Funds for teachers to develop study groups/conduct inquiry

Per session funds for teachers to develop study groups/conduct inquiry

Funds for CCLS materials for parents and extended day activities

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

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

Part 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.

Compile a data log providing proof of at least 10 parents per week in attendance at events or parent teacher meeting.

Maintain satisfaction survey

Ascertain correlations with student progress/performance and parent participation in events/activities.

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

School Culture section of the NYC Schools Survey.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

2018-19 CEP
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.</em>)</th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Proficiency Ratings that did not meet state standards for passing the ELA test.</td>
<td>Differentiated Instruction. The selection of instructional techniques depends upon student’s learning styles, interest etc.</td>
<td>Small group instruction utilizing high interest materials which parallel the regular academic instructional program</td>
<td>During the school day and supplemental after school sessions</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Proficiency Ratings that did not meet state standards for passing the Mathematics test.</td>
<td>The program spans the spectrum of interactive manipulative based arithmetic skills and facts to higher-level comprehension including application aligned to the common Core Learning Standards</td>
<td>Small group and individualized instruction</td>
<td>During the school day and supplemental after school sessions</td>
</tr>
<tr>
<td>Science</td>
<td>Proficiency Ratings that did not meet state standards for passing the Mathematics test.</td>
<td>The strategies includes interactive instructional strategies that link experiences in the classroom to the broader world and consistently connect science with other areas</td>
<td>Small group and individualized instruction</td>
<td>During the school day</td>
</tr>
</tbody>
</table>

2018-19 CEP
| Social Studies | Proficiency Ratings that did not meet state standards for passing the Mathematics test. Poor academic performance and recommendations of teachers based on observed behaviors. | The instructional approach will provide students with opportunities to practice in their individual areas of need. Instructional strategies will incorporate inquiry based units of study to help students master grade level social studies objectives. | Small group and individualized instruction. | During the school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students with excessive absences, difficulty conforming to group norms, poor academic performance and recommendations of teachers based on patterns of observed behaviors. | Guidance Counselor – ERRSA Program is an eight week duration for 30 minutes in a group or instructional setting sessions. It is used to address student’s social/emotional needs. The services are peer mediation. School Psychologist – At risk counseling with students before recommendation and referral involving observations of students who will possibly need at risk counseling. Update testing to see if student’s academics have improved. Social worker – Child signs a contract with the changes he/she wants to make, and social worker follows up with the teacher and child once a week. Institute a monitored conduct sheet for teachers to sign | Individualized counseling and group counseling as is needed. | During the school day. |
**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)**


### Part A: FOR TITLE I SCHOOLS

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

<table>
<thead>
<tr>
<th>Students</th>
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<tbody>
<tr>
<td>21</td>
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</table>

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

   Guidance counselor and School Based Support Team Personnel will provide At-Risk- counselling and support. Administration provides school supplies.

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

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

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Retention and Support

In our efforts to retain highly qualified teachers and ensure they have the support and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our network. Mentoring is implemented as per teacher requirements.

We believe in an individual professional development plan specifically designed to focus on each teacher’s needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an individual Improvement Plan in accordance with their continual self-assessment mainly to move towards a highly-effective practice. The Danielson’s Framework for Teacher Effectiveness (2007) will be used as a professional course of study.

All professional development is researched and evidence based. Research Based Strategies are emphasized throughout our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed.

2b. High Quality and Ongoing Professional Development

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

- A school professional learning plan for existing teachers to improve practice based on the NYC Chancellor’s Professional learning Handbook.
- Continually train and support in the Danielson Framework with teachers to familiarize them with criteria for exemplary teaching components.
- Utilize an effective teacher model rubric (Danielson Framework) to provide feedback to teachers.
- Provide feedback to teachers in short and frequent cycles for continuous improvement.
- Support new teachers in tenure process.
- Utilize the Network support systems.

**Part 3: TA Schools Only**

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

**Part 4: SWP Schools Only**

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

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

- Preschool teachers and kindergarten teachers established meetings with families to discuss the expectations of the elementary program
- Preschool teachers and Kindergarten teachers provide materials and training to help parents work with their children to improve their achievement levels prior to entry in the kindergarten program.
- Preschool teachers and kindergarten teachers arranges inter-visitation opportunities at intervals for the preschoolers before the close of the school year.
- Preschool teachers in an ongoing effort apprise kindergarten teachers of student progress and entry points before transition occurs in the following school year.

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.
Professional Development was conducted:

- To introduce teachers to the 2018-2019 Measures of Student Learning and discuss the opportunities it affords a school to build a culture of collaborative professional learning.

- To discuss the role MOSL will play in a strategic assessment plan.

- To discuss ways MOSL along with our strategic assessment plan could support our response to Intervention efforts.

- Grade leaders, SLT members, and the school’s assessment committee examined the various MOSL options, consulted with their respective grade level teachers. They then made their decision based on existing resources, the school’s instructional priorities, student needs, and the impact of student performance on teacher evaluation.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$456,000.00</td>
<td>X</td>
<td>12,14,17,20 and 23</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$36,359.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,422,653</td>
<td>X</td>
<td>12,14,17, 20 and 23</td>
</tr>
</tbody>
</table>

Explanation/Background:

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

2018-19 CEP
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
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</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. <strong>PS/IS 323</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>[P.S./I.S. 323] will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

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

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

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

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

The school’s Parent Involvement 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 Every Student Succeeds Act (ESSA);

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

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

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

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**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

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**School-Parent Compact (SPC)**

_P.S./I.S. 323_, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
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<tbody>
<tr>
<td>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:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
</tbody>
</table>

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

## II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Brooklyn</td>
<td>PS/IS 323</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda L Harris</td>
<td>Shawna N. Miles</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>Keith Bailey</td>
<td>Shari Brathwaite</td>
<td>Latoya Newton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jannell Jones/ELA</td>
<td>Donna Allwood</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samone Thompson/Technology</td>
<td>Kenneth Williams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalimah Muhammad</td>
<td>Kenneth Williams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mauriciere de Govia</td>
<td>Other (Name and Title)</td>
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</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 currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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<tbody>
<tr>
<td>1</td>
<td>0</td>
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<table>
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<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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<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>
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</thead>
<tbody>
<tr>
<td>0</td>
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D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</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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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

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

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

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

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

   Early literacy skills of ELLs are assessed with Fountas and Pinnell three times a year. Teachers use Fountas and Pinnell to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. Fountas and Pinnell illustrates students’ awareness of phonics, listening, writing and oral expression. Teachers also have weekly and monthly benchmarks for their class. Results indicate whether or not students have fundamental skills in reading and writing. These types of assessment tools are critical for successful planning, grouping and providing differentiation of learning. This assessment has given insight into the lack of prior knowledge and vocabulary needed in order to fully comprehend some of the passages on standardized assessments.

2. What structures do you have in place to support this effort?
In accordance with school policy, teachers must maintain an updated Data Binder which includes results of formative assessments given throughout the year. This includes teacher-created assessments and results of standardized assessments. In addition, formative assessments given by the ENL teacher must be included.

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?**

NYC Performance Tasks, ELL Periodic Assessment, benchmarks in Go Math and MOSL are used to identify baseline, progress and areas of need. Although the ELL population does not make an AYP category due to the number of ELLs, Overall, their achievement is in line with the achievement of the rest of the P.S./I.S. 323 population. We have high expectations of our ELLs and in fact for recent years, the valedictorians were former ELL students.

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

We have a number of interventions stuctures in place once the summative data has been gathered. For starters, students are identified and discussed in teacher-led inquiry groups. Alongside administration, teachers place students in groups to receive Response to Intervention (RTI). This early identification and support of students with learning and behavior needs is paramount to making sure ELLs don’t fall behind.

5. **How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).** [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

The school uses data to guide instruction for ELLs within the Response to Intervention framework. The framework is essential in providing ELLs with rigorous, culturally responsive instruction. The guideline has been designed to assist teachers, instructional leaders, and ELL support services. Educators respond to the type and intensity of intervention needed. It begins at rigorous instruction. As a school, instruction is rigorous and based on evidence in the development of ELLs. When it is seen that the student requires more intervention, the school gives them a “double dose”. This simply means extra attention, activities, and experiences and given to ELLs to target the learning experiences needed. The final step of intervention is intensive and individualized instruction. Students receive this type of intervention in after school and in AIS throughout the day. Teachers collaborate between content area and the ENL teacher to create a learning community that is knowledgeable and experienced in researched based Instructional Strategies. The math coach works closely with teachers to support rigorous instruction. The math coach also provides intervention services to whole classes. As a school we incorporate all language modalities during lessons (as per Common Core).

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

The ENL teacher has seen distinct patterns on the NYSITELL and NYSESLLAT. Students tend to score at least one level higher on the speaking and listening section as compared to the reading and writing section. In addition, advanced students have difficulty in critical thinking and analysis. They have problems drawing conclusions and inferencing when reading. Intermediate and Beginner students are more inclined to encounter unknown vocabulary and have problems with facts and details. Other patterns found were with regards to moving up a level. On average, entering/emerging students move up two level by the next school year. However, the transitional/expanding students tend to take a little while longer to move up a level. Our rationale is that since the NYSESLLAT is a comparable to the Common Core aligned ELA, results of both show that overall students have issues in critical thinking; critical thinking and analysis being an expanding/commanding level feature.

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

The ENL teacher meets with the principal to discuss findings and changes necessary for maximum students achievement. The ENL teacher then meets with teachers across grade levels during common prep periods and/or teacher-led inquiry. Adjustments to the program are only successful if all parties meet using all the student’s data.

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**Part IV: ELL Programming**
Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.
      As per CR Part 154, there are 2 types of ENL: Standalone and Integrated. Standalone instruction helps ELLs to develop English language skills so that students can succeed in core content courses. It is delivered by the ENL teacher Ms. Brathwaite. Integrated ENL instruction builds English language skills through content area instruction. It is delivered by the ENL teacher and the content area teacher. ENL strategies are used. For the elementary level at PS/IS 323, ENL is delivered via the Push-In model and the Pull-out model. For Push-in, the ENL teacher plans carefully with classroom teachers to ensure curricular alignment. The planning and articulation are documented. The classes are organized to ensure that students receive instruction tailored specifically to their needs. In this way the ENL teacher can differentiate instruction more appropriately and make certain students get what they need. The push-in model is also used to reinforce content missed. The ENL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.

   b. TBE program. If applicable.
      Not applicable

   c. DL program. If applicable.
      Not applicable

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)?

   Entering students receive 360 minutes of ENL which includes 180 minutes standalone and 180 minutes integrated. Emerging students receive 360 minutes of ENL which includes 90 minutes of standalone, 180 minutes integrated, and 90 minutes of flexible time. Transitioning students receive 180 minutes of instruction which includes 90 minutes integrated and 90 minutes of flexible time. Expanding students receive 180 minutes of ENL all of which is integrated. Commanding students receive 90 minutes of ENL all of which is integrated. HLA is delivered through Performing Arts class called Hispanic Heritage Club/International Club which is 90 minutes per week in grades 4-8.

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.

   The goal of our ENL program is to foster full English proficiency in a supportive classroom environment to the demands of Common Core Learning Standards. Both the ELA and ENL teachers that work with our ELL in the ENL program are fully certified. In order to help students to progress, we utilize the following practices:

   • Collaborative planning between ENL and ELA teachers for each unit.
   • Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
   • Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
   • Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language. Beyond explicit ENL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
     • Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
     • Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
     • Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. Differentiation occurs through curriculum content, the learning process, the end product, and the
Differentiation must occur for ELL subgroups as well. Lessons are scaffolded in depth and complexity allowing students to understand and apply knowledge in ways that make sense to them.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in the native language (Spanish, Arabic and Haitian Creole) and English, in a systematic and structured way, and is designed to develop the cognitive skills of limited English proficient pupils. The ENL teacher provides content area support for ELLs by aligning instruction with the social studies teacher and science teacher. Home language support is provided with bilingual books in social studies and science. Home language is also supported during Performing Arts class (Hispanic Heritage Club/International Club).

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
   a. Currently, there are no SIFE students. However, when there is, there is an urgency to provide academic intervention services as an extension of the regular school program. In order to do this the ENL teacher makes an individualized student needs assessment, create an AIS plan for the student focus on the literacy and math component, grade appropriate instructional support materials, and differentiate instruction in all areas. In addition, staff will receive professional development on SIFE students and strategies that benefit the SIFE within your classroom instruction.
   b. When new student registers in our school, we provide the following resources to facilitate the transition:
      • An informal student orientation
      • Buddy system identifying a similar student in his/her class that will assist during the day
      • Encourage student to participate in After School activities
      • An informal assessment to provide to identify possible Academic Intervention programs
      • Home school communication
      Moreover, since NCLB requires ELA testing for ELLs after one year, our schools uses tests such as the periodic assessment from Pearson to prepare for such examinations.
   c. The group of ELLs that sometimes gets ignored is the ELLs receiving service for 4-6 years. This group of ELLs is no longer newcomers and because listening and speaking proficiency is high, teachers sometimes forget that they are still learning English. In order to provide the best quality of education for this group, there must be differentiation in instruction. In order to do this, we create language rich instruction. Our policy also includes:
      • An after school program, targeting reading and writing three days during the week
      • Offering a variety of clubs to middle school students including Spanish club taught by the ESL Teacher to support ELA instruction
   d. Long term ELLs are often ignored in their content area classes because of their proficiency in speaking. An analysis of their scores on the NYSESLAT, ENL, and Math assessment suggests that their problem is one of reading and writing. Our action plan for this group involves:
      • An after school program, targeting reading and writing three days during the week
      • Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
   e. Former ELLs are an important aspect of the ELL population. Teachers are aware of ELLs who have received proficiency on the NYSESLAT and pay attention to these students in case they need additional help in the form of after school or AIS.

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 policy for special needs students includes:
• Ensure that teachers of students with an IEP are familiar with students’ particular needs and all services are provided accordingly to the IEP mandates
• Collaboration between the EnL teacher and IEP contact person
• Monitoring newcomer and SIFE student for possible special needs status
• The delivery of AIS services after school
Since English language learners with disabilities face many obstacles when reading literature in English we have developed practices that will help them overcome these issues. The inquiry team implements AIS services for targeted students providing them with appropriate remediation strategies to increase reading and
comprehension ability. The inquiry team identifies these students and pulls them in small groups. ELLs with disabilities receive one on one attention as well. In addition, the Pupil Personnel Team (PPT) meets on a monthly basis to discuss and come up with solutions to academic issues seen in the classroom with ELL-SWD students.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment? The school meets curricular and instructional needs by allowing for flexibility in the ENL schedule. The special education teacher and ENL teacher along with any other teacher or teacher’s aid associated with the student track progress. During the annual IEP meeting, teachers will discuss goals with parents.

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.

In order to assist our students in both academic achievement and assessment in ELA, math and other content areas, there are a variety of intervention services that we are working with this year. All ELLs receive small group instruction with teachers, AIS or the coach. All ELLs participate in the After School program as well. Targeted interventions for ELA includes differentiated instruction based on the RAI, teacher assessments and previous year’s ELA scores. AIS teacher then uses small groups and ancillary materials to target specific skill areas. Students have the opportunity to work one on one and in small group settings. Targeted interventions for math include differentiated instruction based on diagnostics such as the RAI, teacher assessments and previous year’s math scores. The teacher uses Continental Mathematics, ancillary materials and teacher created Common Core assessments to target specific skills. Targeted interventions for social studies and science include teacher based self assessments.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? Data shows that there is a long term benefit of early childhood education, particularly for low-income children. Beginning in the 2017-2018 school year, New York City will offer free preschool for all 3 year olds. The program is starting in District 7 and District 23. Our school will be one of the few in the city offering free preschool for all 3 year olds. This will greatly change the literacy experience of those students in Kindergarten and beyond.

10. If you had a bilingual program, what was the reason you closed it? Not applicable

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

ELLs are afforded equal access to all school programs- curricular and extracurricular. School programs include Performing Arts (International Club, Dance Club, Basketball Club, and Art Club), holiday assemblies/shows, Broadway Junior, Disney Junior, District Spelling Bee, District Art Contest/Show, After School, zero period tournaments, double dutch, basketball, CHAMPS and the Beacon Program. There is 100% ELL participation in all curricular activities. There is heavy participation in the Beacon Program. After school programs are funded through Title I.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Instructional materials used are aligned and/or support the Common Core Curriculum. As per Common Core, dependent on grade Ready Gen, Go Math, Code X, and Connected Math are used. In content area such as Social Studies, the textbook United States History by Holt McDougal is in English/Spanish. Teachers also use supplementary materials to develop vocabulary and learning experiences in general. Technology provides ELLs with a variety of visuals and interactive learning. At P.S./I.S. 323 there is an abundance of technology and technology support. There is a Smart Board and desktop computers and laptops accessible in every ELL classroom.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
There is a large Native language library and a number of educational bilingual DVDs that students use for support. Students also supported through Performing Arts (International Club) offered. The Parent Coordinator, Mr. Kenneth Williams is another support system used.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. ELLs who received a proficient on the NYSESLAT continue to receive support for at least two years. These former ELLs are identified in ATS by all pedagogues in the building and are closely watched throughout their transition. The are many testing accommodations that ELLs receive. They include time extension, separate location, third reading of listening section on the ELA, and use bilingual dictionaries. Newcomers are supported via the buddy system and through ELLs and Former ELLs in the building. Students in both middle school and early grades have the opportunity to join a variety of extracurricular activities to support their English language learning experiences.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? Instructional materials used are aligned and/or support the Common Core Curriculum. As per Common Core, dependent on grade Ready Gen, Go Math, Code X, and Connected Math are used. In content area such as Social Studies, the textbook United States History by Holt McDougal is in English/Spanish. Teachers also use supplementary materials to develop vocabulary and learning experiences in general. Technology provides ELLs with a variety of visuals and interactive learning. At P.S./I.S. 323 there is an abundance of technology and technology support. There is a Smart Board, desktop computers and laptops accessible in every ELL classroom.

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). Newly enrolled ELLs take part in our buddy system. Our school takes great effort to ensure ELLs never feel isolated. Many new ELLs join the Performing Arts International Club which puts on an assembly during the first month of school during Hispanic Heritage Month. During that time many newcomers are introduced to other ELLs and Former ELLs in the building. 

17. What language electives are offered to ELLs? Spanish elective is offered to ELLs. Spanish speakers make up at least 70% of the ELL population at P.S./I.S. 323. Having the opportunity to take Spanish is a great way to support the native language.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   There is no dual language program at P.S./I.S. 323.

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?

   The LAP team consists of Principal Linda L. Harris, Assistant Principal Ms. Shawna Miles, Math Coach Mr. Keith Bailey, English Teacher Ms. Jannell Jones, ENL teacher Ms. Shari Brathwaite, Technology Teacher Ms. Samone Thompson, Parent Ms. Donna Allwood, and Related Service Provider (Speech teacher) Ms. Kalimah Muhammad. These team members support the staff in order to best service our ELLs. School staff, community learning support personnel organization, provide professional development. School Staff focuses on a variety of ELL needs. Primarily, the literacy needs of our ELL population within the
Common Core Curriculum. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Furthermore, technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. The support personnel takes workshops by teachers on our ENL teacher that include: scaffolding in the content areas, native Language Literacy Development, differentiation in the ENL classroom, ENL in the Mathematics classroom. Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers. Quality Teaching Workshops and various workshops offered through BETAC and the Office of English Language Learners. City-wide professional development regarding Common Core is offered to teachers of ELL students. Many teachers take advantage of MSQI professional development. All teachers of ELLs attended ReadyGen, CodeX, Connected Math, and Go Math Common Core Curriculum sessions. There are still sessions related to ELLs and Common Core offered throughout the year. The ESL teacher will be in attendance of those sessions and Common Core professional development offered through the Network.

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

The transition from elementary to middle school and from middle school to high school can be rather difficult. The guidance services are a source of valuable information. Many of the high schools that our ELLs attend already have an abundant amount of ELLs there. The school provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of 15% percent of the required professional development hours for all teachers prescribed by CR Part 80 must dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. The ENL teacher provides this professional development to the staff either during professional development Mondays or a lunch and learn. For the ENL teacher, a minimum of 50% of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher receives professional development via the Office of English Language Learners, P-credit, UFT, or annual/bi annual conferences such as NYSTESOL and TESOL.

**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?

Since only a portion of a student’s day is spent in school, parental involvement is key to the successful development of students. Here at P.S./I.S. 323, we understand the value of parental involvement and hold our parents (along with ourselves and the students) accountable for student achievement. In the triad of parent, student, teacher, parents are the foundation. Therefore, we orient the school year around educating our parents with a variety of workshops and classes. For instance this year there will be two workshops centered on the NYSESLAT preparation and other state exams. Parents will have the opportunity to ask questions and share their ideas and concerns. Workshops are open to parents of former ELLs as well. Workshops and gatherings are excellent ways of assessing the needs of parents as well as developing shared priorities. Traditional workshops are parent centered so we like to take the round table approach. Parents are encouraged to share and take on important roles at the workshops. The PTA is a vital factor in developing the parent-student-teacher relationship. The parent coordinator markets different functions we hold at school and is the contact to the parent leaders at the school. As most schools do, we are looking to boost parental involvement every year. The parent coordinator assists in providing translation services for the parents for all letters home and activities taking place at the school. Furthermore, the parent coordinator evaluates the needs of parents using informal and formal questionnaires. Parents are asked what kinds of activities they would like to see. The school also provides parents with the opportunity twice a month to visit the child in the class while they are working as well as every Tuesday. In addition, a group of teachers including the ENL teacher host a parent engagement celebration on the last Tuesday of every month.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

ELL parent involvement at 323 is on the incline. Parents are invited to attend the weekly Parent Engagement and month Parent Engagement Celebration. Parents come out to participate hands on so many of the workshops are product or service based. For example, last year the "Cluster" team held a Zumba class to address Hispanic Heritage Month and fitness needs of the parents. The children of the parents were allowed to stay and workout which provided necessary childcare.

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, Linda Harris, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda L. Harris</td>
<td>Principal</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td>Shawna N. Miles</td>
<td>Assistant Principal</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Shari Brathwaite</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jannell Jones-Stewart/ELA</td>
<td>Teacher/Subject Area</td>
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<td>8/7/17</td>
</tr>
<tr>
<td>Samone Thompson/Technology</td>
<td>Teacher/Subject Area</td>
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<td>8/7/17</td>
</tr>
<tr>
<td>Keith Bailey</td>
<td>Coach</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td>Latoya Newton</td>
<td>School Counselor</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td>Mauriciere de Govia</td>
<td>Superintendent</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Kalimah Muhammad</td>
<td>Other Related Service Prov</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

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

**DBN:** 23  **School Name:** 323  **Superintendent:** Mauriciere de G

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>Shari</td>
<td>Brathwaite</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.

Our objective, when conducting assessments, is to find out how many families are in need of translation services. We initiated this by first conducting a Home Language Survey for families. The survey was created to inquire as to the number of materials parents typically read and in what languages. We also scanned our data file for families who HLIS indicated that more than one language was spoken in the home, ATS reports (RAPL, RCPL), and Student Emergency Contact cards. Based on the responses we received and other numerical data (regarding population and percentages), we assessed that we have a small Spanish speaking population in need of written translation. This written translation was mostly in the form of school notices and teacher notations in regards to homework. Our parent coordinator has also been a bridge between the concerns of our parents and our institution as a responsive unit. Translation services are utilized during important meetings and conferences between parents, guidance counselors, evaluators, and teachers. Most of the parents preferred school notices and notes home from teachers or the office in their native language. The majority of parents are English speakers but we also have a small Hispanic population. There is an even smaller Haitian Creole, Chinese, Arabic and Bengali population. To accommodate families we have used all available bilingual personnel for the use of written translations of all
office documents. We have a trained staff in regards to both recognizing and responding to the needs of bilingual families in the classroom. Sensitivity training and materials have been present to staff in regards the methods and means in which they may have materials translated as needed. We are constantly assessing ourselves and well as are changing population to ensure that our approach is successful. In response to the request for oral translations during meetings and conferences with counselors, evaluators, and teachers we have responded favorably. Licensed supportive staff, as well as, community volunteers has dedicated their time in an effort to accommodate the specific schedules of families. Professional development meetings (other than the mandatory ones) have served as a platform to voice and address growing concerns of the community regarding oral translation. Meetings, whether during school, after school, or on Saturdays have been conducted to further the dialogue between bilingual families and staff. Should such a situation arise, where a more experienced guidance is needed on a bilingual compliance issue, we feel confident that we can depend on our CFN bilingual liaisons will be able to guide us.

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>English</td>
<td>English</td>
<td>97%</td>
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<td>Spanish</td>
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<tr>
<td>Bengali</td>
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<td>.2%</td>
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<tr>
<td>Haitian Creole</td>
<td>Haitian Creole/English</td>
<td>.8%</td>
<td>Haitian Creole</td>
<td>.8%</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.

Not applicable

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide calendar</td>
<td>every month</td>
<td>translate via translation services</td>
</tr>
<tr>
<td>Newsletters from various teacher teams</td>
<td>every month</td>
<td>translate via translation services</td>
</tr>
<tr>
<td>Parent-Teacher Conference Announcements</td>
<td>September, November, March and May</td>
<td>translate via translation services</td>
</tr>
<tr>
<td>After school program information</td>
<td>February</td>
<td>translate via translation services</td>
</tr>
<tr>
<td>New York State testing dates</td>
<td>March</td>
<td>translate via translation services</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Assembly notifications</td>
<td>every month</td>
<td>translate via translation services</td>
</tr>
<tr>
<td>Parent engagement information</td>
<td>every month</td>
<td>translate via translation services</td>
</tr>
<tr>
<td>Letters from the school leadership</td>
<td>varies</td>
<td>translate via translation services</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conferences</td>
<td>September, November, March and May</td>
<td>Interpretation via over the phone and/or bilingual pedagogues</td>
</tr>
<tr>
<td>Daily informal interactions at morning line up and dismissal</td>
<td>Daily</td>
<td>Interpretation via bilingual pedagogues</td>
</tr>
<tr>
<td>Calls from the dean or guidance counselor to parents</td>
<td>Varies</td>
<td>Interpretation via over the phone and/or bilingual pedagogues</td>
</tr>
<tr>
<td>Community Circles</td>
<td>Weekly</td>
<td>Interpretation via over the phone and/or bilingual pedagogues</td>
</tr>
<tr>
<td>Annual IEP meetings</td>
<td>Varies but annually</td>
<td>Interpretation via over the phone and/or bilingual pedagogues</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.

The school will reach out to the parent via over the phone and/or bilingual pedagogues

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.

Staff will receive a copy of Chancellor’s Regulation A-663 at the first Staff Development meeting in September. Teachers and other staff members will be made aware that providing these services are obligatory. The poster for the translation services numbers will be located in the main office. Staff will also know who the Language Access Coordinator for the school year will be.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

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

The Parents Bill of Rights is provided online. The interpretation notice signs are provided as needed by the parent coordinator and the Language Access Coordinator (LAC). Safety plan procedures are provided orally within the classroom setting and written in the school manual.

**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 parent survey is the method we use to gather feedback from parents on the quality and availability of services. Every year we make filling out the form truly accessible for parents.