2018-19

**COMPREHENSIVE EDUCATIONAL PLAN**

(CEP)

DBN: (*i.e. 01M001*): 19K346

School Name: P.S. 346 Abe Stark

Principal: Kevin Caifa
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
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Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Abe Stark Elementary School</th>
<th>School Number (DBN):</th>
<th>19k346</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>331900010346</td>
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<tr>
<td>Grades Served:</td>
<td></td>
<td>Pre-K to 5</td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
<td>1400 Pennsylvania Avenue, Brooklyn, NY 11239</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
<td>718-642-3000</td>
<td>718-642-8498</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td></td>
<td>Kevin Caifa</td>
<td><a href="mailto:kcaifa@schools.nyc.gov">kcaifa@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td></td>
<td>Kevin Caifa</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td></td>
<td>Jacklyn Morales</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td></td>
<td>Ava Atkinson</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
<td>Monique Holder</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>ShellyHolloway</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
<td>Jeremy Williams (Spring Creek), Ms. Smalls (Italian American League)</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
<td>Jeremy Williams (Spring Creek), Ms. Smalls (Italian American League)</td>
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</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>19</th>
<th>Superintendent:</th>
<th>Dr. Thomas McBryde, Jr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>557 Pennsylvania Avenue, Room 205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:tmcbrydejr@schools.nyc.gov">tmcbrydejr@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718- 240-2700</td>
<td>Fax:</td>
<td>718- 240-2747</td>
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</table>

## Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Brooklyn North</th>
<th>Executive Director:</th>
<th>Bernadette Fitzgerald</th>
</tr>
</thead>
</table>
**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>Kevin Caifa</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jaclyn Morales</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ava Atkinson</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Carmen Escobar</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Shelly Halloway</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeremy Williams</td>
<td>CBO Representative</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Sosa-Brito</td>
<td>Member/ Staff - Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Ms. Sealey</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Petra Peters</td>
<td>Member/Teacher</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>Kristin Smalls</td>
<td>CBO Representative</td>
<td></td>
</tr>
<tr>
<td>Charlotte Dash</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jessica Bajno</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Richel Sobers</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Andreanna Balkaran</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Lisa Ricks</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

School Quality Guide

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

1. What is your school’s mission statement?

P.S. 346 is a community of learners in which children from pre-k through 5th grade participate in a joyful and challenging education. In our creative environment, children become confident and knowledgeable about themselves and others. We prepare our children to become successful, compassionate, and self-motivated learners through a combination of academics, ambiance, and diversity.
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.

Abe Stark Primary School 346 is an elementary school with 590 students from pre-kindergarten through grade 5. The school population is comprised of 62% African American, 23% Hispanic, 6% White and 6% Asian students, 2% American Indian and 1% Multiracial. Boys account for 52% of the students enrolled and girls account for 48%. The annual school attendance rate is 93%.

The school has selected the Teachers College Readers and Writers Project in conjunction with ReadyGen non-fiction and EngageNY materials to cognitively engage students and set them on a path towards college and career readiness. The P.S. 346 Instructional Focus is that all stakeholders will engage in a coordinated whole school effort to become critical thinkers and problem solvers. Learners will demonstrate the ability to question, self-reflect, and articulate their learning through a set of shared practices in reading, writing, listening and speaking. Curricula development and planning units of study are a large part of the work of teacher teams across the grades. Teachers began the year deepening their understanding of Danielson’s framework which guides their ongoing professional development goals. Through data analysis and deconstruction of student work products, teachers refine curriculum making changes so units and lesson plans are altered for all students to have access to content and skill development. We are continually building instructional coherence which promotes college and career readiness for all students.

In the area of SWDs there is a need to improve our Problem of Practice: Implementing SDI (Specifically Designed Instruction) to drive instruction of IEP students; driven by goals and needs. This includes adding SDI plans in IEPs to address students goals so that all SWD students will meet at least 100% of his/her goals in ELA and/or Math through SDI, utilizing school assessments including Fountas and Pinnell Running Records, Teacher’s College Writing Rubrics across the writing genre, Math CCLS achievement goals and progress reports in SESIS.

Across grades teachers meet three periods per week to refine curricula using student data to discuss implications for instruction and curriculum modifications to meet the needs of all students. Teachers are thoughtfully creating units of study by analyzing data and student work samples so that tasks are strategically aligned to CCLS and embed the instructional shifts to support all students in developing higher order thinking skills. When looking at student work, teachers refine their lessons to increase the use of more academic vocabulary instruction to enhance student to student conversations and written assignments. Additionally, teachers have revised the literacy block to include a period of guided reading, literacy centers and independent reading to ensure all students, including English language learners and students with disabilities, are reading independently and have the skills and strategies to access and be engaged in critical analysis of text. Curricula and academic tasks are planned and refined to meet the needs of all learners in each classroom.

The Instructional Focus of PS 346 and the shared understanding across the school can be seen in various ways: Shared expectation that each student has the ability to take ownership of his or her questioning and discussion. Professional development support around questioning and discussion embedded in inquiry teams throughout the year. Professional collaboration, including reflecting on student performance and teachers practice to monitor work around questioning and discussion. Student discussions in the classroom and resulting work displayed throughout the school.

*Our school has 2 SBO’s: The Starrett City After-school program and the Italian American League After-school program. Both programs support parents and students by assisting with homework and offering arts, crafts, dance, and physical education activities.
*Our 4th graders are provided swimming instruction each winter and spring. Our 2 physical education teachers are licensed lifeguards and teach the students at the Starrett City indoor pool

*Our 3rd, 4th, and 5th graders are offered band resulting from a $15,000 grant we receive each year from the Starrett City Corporation.

Our school has been able deepen learning through the following clubs: Student Government Aquaponic Garden Club Book Club

The school provides after-school sports: Lacrosse (grades 3, 4, and 5 - boys and girls) Basketball Club grades 4/5 boys/girls Mighty Milers Track Team Baseball grades 1, 2 boys and girls

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

The student body includes 2% English language learners and 24% students with disabilities (SWDs)

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.

**Rigorous Instruction**: This past year we entered year two of the Teachers College Reading and Writing Project and introduced CCLS strategies from EngageNY with curriculum goals to set high standards in every classroom where students would be actively engaged in developing critical thinking skills and allowing for multiple entry points for learning.

**Supportive Environment**: Focus for this school year - make several critical shifts in teacher practice and SBST supports to create a school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers**: As per the Framework, teachers are committed to the success and improvement of their classrooms and schools. We have created a school-wide schedule allowing parents to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership**: The Principal and assistant principals continuously work to nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties**: Focus for the coming year - School leadership will continue to bring resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust: Focus and Goal** - Everyone work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. School staff, parents, students and administrators will value each other.
## School Demographics and Accountability Snapshot for 19K346

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04,05</td>
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### English Language Learner Programs (2018-19)

<table>
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<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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<tbody>
<tr>
<td>N/A</td>
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### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>5</td>
<td>93</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># Foreign Language</th>
<th># Dance</th>
<th># CTE</th>
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</thead>
<tbody>
<tr>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

- **% Title I Population**: 85.0%  
  - % Attendance Rate: 92.2%  
  - % Free Lunch: 75.4%  
  - % Limited English Proficient: 1.5%  
  - % Students with Disabilities: 21.3%

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

- **% American Indian or Alaska Native**: 2.9%  
  - % Black or African American: 63.9%  
  - % Hispanic or Latino: 22.5%  
  - % White: 4.6%  
  - % Multi-Racial: 3.4%

### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**: 12.25  
- **% of Teachers with No Valid Teaching Certificate**: 0%  
- **% Teaching with Fewer Than 3 Years of Experience**: 2%  
- **Average Teacher Absences (2014-15)**: 6.3

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

- **ELA Performance at levels 3 & 4**:
  - 31.0%  
- **Mathematics Performance at levels 3 & 4**:
  - 33.1%

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

<table>
<thead>
<tr>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
<th>N/A</th>
</tr>
</thead>
</table>

### Student Performance for High Schools (2017-18)

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

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

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

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

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: NO

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: NO
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**

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

ELA NYS exams for 3rd, 4th, and 5th grade students with Special Needs rose by 22% to 26% from 2016 to 2017 (levels 2, 3, and 4). Comparatively, general Education students rose during that same period from 27% to 31% (levels 3 and 4).

This goal will address the individual and group goals of SWDs by specially designing instruction as it pertains to a student’s IEP.

**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.

Develop and implement a comprehensive SDI program that incorporates teaching strategies and methods used by teachers to instruct students with learning disabilities and other learning disorders.

Develop specially designed instruction for each student with an IEP creating systems and structures for educators and parents to work together to analyze student work, evaluate information, and any other available data to determine the student’s strengths and weaknesses.

Based on each student’s unique learning needs, strategies are developed. Teachers continue to measure students' progress and make changes in instruction as needed.
### 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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in Grades K-5</td>
<td>September 2018 - June 2019</td>
<td>Principal, Assistant Principals, Literacy Coaches, Teachers of Grades K-5</td>
</tr>
<tr>
<td>Students with disabilities and English Language Learners</td>
<td>September 2018 - June 2019</td>
<td>Teachers of students with disabilities, SETSS teacher, ESL teacher, ICT teachers, IEP Teacher</td>
</tr>
<tr>
<td>All Parents of Students in Grades K-5</td>
<td>September 2018 - June 2019</td>
<td>Teachers, ELA and Math Coaches and Assistant Principals</td>
</tr>
</tbody>
</table>

Administration and teachers will develop curriculum, unit, and lesson plans that support the goal of fully integrating formative and summative assessments to affect change. Teachers of Grades K-5 will show evidence that assessments are fully integrated into instruction, and that a variety of forms of feedback, from both teacher and peers, are accurate and specific and advance learning. Additionally, teachers will successfully differentiate instruction to address individual students’ misunderstandings.

For students with disabilities and English Language learners there is evidence that students are aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.

Workshops for parents on Depth of Knowledge (DOK) matrix to assist parents in understanding the use of higher order questioning and assessment techniques.

Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.

### 3b – Parent and Family Engagement

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
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<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will create Curriculum Plans and individual SDI Plans that clearly identify the goals for each unit of study. Information from those works will become unit goal pieces that will be distributed to parents and guardians.</td>
<td>Parents/Guardians</td>
<td>Ongoing: September 2018 through June 2019</td>
<td>Principal, Assistant Principals, Coaches, Teachers and Parent Coordinator</td>
</tr>
</tbody>
</table>
Part 4 – Budget and Resource Alignment

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

Administration, lead teachers (both ELA and Math), teachers and support staff will use common prep and planning time, professional assignment planning periods, Monday Professional Learning after school, Tuesday Teacher administrative time, Chancellor Professional Learning days to create plans and identify skills and strategies necessary for student academic success.

Professional development support around Specially Designed Instruction will be embedded in inquiry teams throughout the year.

School staff will participate in District, Borough, and city-wide DOE professional development.

P.S. 346 will continue to utilize outside consultants (e.g. Teachers College) to support learning.

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>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, teachers in Grades K-5 will show evidence that assessments and individual goals are set and are fully integrated into instruction, and that a variety of forms of feedback, from both teacher and peers, are accurate and specific and advance learning. This will be measured by a 10% increase in effective ratings in 3c (coherent instruction) by end of February. Across the school there is a shared expectation that each student has the ability to take ownership of his or her questioning and discussions. Additionally, teacher will successfully differentiate instruction to address individual students’ misunderstandings in higher order questioning techniques, as evidenced in an additional 10% (year to year) increase in effective and highly effective ratings in domain 3d from the 2018-19 data in Advance.

Students with Special Needs will demonstrate a minimum of 1 year progress in Reading as measured by Fountas and Pinnel reading levels and a minimum 10% increase in progress for 4th and 5th graders with IEPs on both the NYS ELA and Math exams.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
Formal and Informal Teacher Observations as well as review of teacher curriculum plans, unit plans, and lesson plans.

Results of 2018/2019 NYS ELA and Math exams.

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

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

**Part 1 – Needs Assessment**

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

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

| The 2017-2018 school year yielded dramatic improvements in both student behavior (e.g. principal and superintendent suspensions) as well as a major downturn in the number of 311 calls (from 26 in 2016/17 to 4 in 2017/2018, and 3 of those were from the same parent). During the past school year we created and instituted an mental health plan that included Parent Workshops, Student Programs guided by our school's "PUZZLE" program: P (Pride), U (Understanding) Z (Zero tolerance for bullying), Z (Zeal), L (Leaderships), and E (Excellence). The puzzle included school branding initiatives as well as guidance led monthly classroom projects around the PUZZLE qualities. The infusion of District led Guidance initiatives as well as the school participation in both the GEM and My Brothers Keeper programs have increased student awareness of positive behavior as well as outlets for social guidance and assistance. |

**Part 2 – Annual Goal**

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

Develop a school-wide commitment to excellence and equity in education involving school personnel, community members, students, and their families as partners in an ongoing process of educational improvement. We will construct an environment of excellence and responsibility which fosters intellectual, social, physical, emotional, and ethical growth for all. Students, faculty and staff must all continue to learn and grow.
### 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).

### Target Group(s)

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Pre-K through Grade 5</td>
<td>September 2018- June 2019</td>
<td>K-5 General Education Teachers, K-5 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals</td>
</tr>
</tbody>
</table>

### Timeline

<table>
<thead>
<tr>
<th>What is the start and end date?</th>
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<tr>
<td>September 2018- June 2019</td>
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</table>

### Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

- **Teachers will continue to strengthen our Shared Path to Success – focus on creating inclusive school environments, specialized programs, and deepening the expertise of our general and special educators to effectively meet the needs of all students.**

- **Begin Phase II of PUZZLE Program.**

- **Teachers of students with disabilities and English Language learners will meet bi-monthly to analyze, monitor and evaluate IEP goals and objectives to ensure they a rigorous, aligned to CCLS and meeting the individual needs of each student.**

- **Parents of students with disabilities and English Language learners will meet on Tuesdays with teachers, IEP teacher and ESL teachers to review and discuss the progress of their child’s IEP goals and objectives.**

- **Mental Health Plan**

- **My Brothers Keeper**

- **PUZZLE Program**

- **Continue Professional Development sessions with students, parents and staff on issues including bullying, Cyberbullying, Gender/Behavioral issues, etc.**

- **To understand needs and incorporate trust we will continually seek input and feedback from families, students and teachers through monthly parent surveys, Tuesday parent outreach sessions and student feedback.**

- **Students with disabilities and English Language Learners**

- **Parents, students and staff**

- **September 2018- June 2019**

- **All staff, students and community members**

- **September 2018- June 2019**

- **K-5 General Education Teachers, K-5 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals**
Create an improved Attendance Plan and staff mentoring program to increase daily attendance (from 93% to 95%) and reduce the number of Long Term Absences across grades K to 5. This will include: Students at risk, students in temporary housing, and multi-student families where when 1 child is sick all students of that family are absent.

Parents, students and staff | September 2018 - June 2019 | K-5 General Education Teachers, K-5 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals

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.

PC and Guidance Workshops, student assemblies, Bucket Fillers Program and Respect for All Activities, as well as ongoing conferences held during PTA and other Parent/Teacher functions.

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.

Build and foster collaboration and trust between families and all P.S. 346 staff. We will engage in 4 community workshops that will engage teachers and families that incorporate

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

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<td>21st Century Grant</td>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
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</table>

Part 5 – Progress Monitoring

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

By February 2018 there will be a minimum of 3 parent workshops focusing on equity and a minimum of 2 school wide programs (one for Pride, one for understanding) that will entail full participation by all students and staff.

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

By February 2018 there is an increase in attendance to 95%.

By February, 2019 there will be a year to year decrease in OORS reports by a minimum of 10%.

**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.

Last PPO review resulted in Well Developed Teacher Teams.

The next step for improvement is that there is a need to make all staff more cognizant of school goals so that teams and staff create opportunities to meet and discuss progress of identified benchmarks to be able to assess the effectiveness of strategies being implemented.

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.

Create and Implement a comprehensive professional development plan that will focus on differentiated support for all students (Special needs, high achievers and ELLS).

Create a system/structure/form to track and monitor progress toward the school CEP goals and targeted students.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Grades K-5 will engage students in higher order questioning techniques through the use of Depth of Knowledge (DOK) matrix</td>
<td>Students in Grades K-5</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principals, Teachers of Grades K-5</td>
</tr>
<tr>
<td>Incorporate the use of tracking sheets with students name and the skill being assessed to guage mastery of each individual group/learning station.</td>
<td>Students in Grades K-5</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principals, Teachers of Grades K-5</td>
</tr>
<tr>
<td>Incorporate student self-assessments at student group tables and have them complete them for review and data collection</td>
<td>Students in Grades K-5</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principals, Coaches, Teachers of Grades K-5</td>
</tr>
<tr>
<td>Provide and post CEP goals making them visable so that all stakeholders (including SLT) are clear about the school goals and progress toward them. Utilize data at intervals so that everyone is able to see/determine if we are on track to meet the goals and next steps.</td>
<td>Students in Grades K-5</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principals, Coaches, Teachers of Grades K-5</td>
</tr>
<tr>
<td>Delegate leadership of specific items to the team(s) and staff and utilize Monday and Tuesday afternoons to discuss progress and next steps</td>
<td>Students in Grades K-5</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principals, Coaches, Teachers of Grades K-5</td>
</tr>
<tr>
<td>Scaffold higher order questioning for students with disabilities and English language learners will be included in lesson and unit plans</td>
<td>Students with disabilities and English Language Learners</td>
<td>September 2018- June 2019</td>
<td>Teachers of students with disabilities and English Language Learners, SETSS teacher, ESL teacher, ICT teachers</td>
</tr>
<tr>
<td>Workshops for parents on Depth of Knowledge (DOK) matrix to assist parents in understanding the use of higher order questioning techniques</td>
<td>All Parents of Students in Grades K-5</td>
<td>September 2018- June 2019</td>
<td>Teachers and Assistant Principals</td>
</tr>
<tr>
<td>To understand needs and incorporate trust, students will build on each other’s ideas during class discussions</td>
<td>Students in Grades K-5</td>
<td>September 2018- June 2019</td>
<td>Teachers of Grades K-5</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

An integral part of the success of this initiative will include Parent Coordinator workshops (with staff assistance) as well as Tuesday meetings and parent Open House, conferences, and curriculum night.

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**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.

TC and outside consultant will provide ongoing training to teachers in Grades K-5 in the DOK matrix to strengthen teachers’ knowledge and implementation of higher order questioning techniques. Teachers will use professional learning time to build on their knowledge and pedagogical practices to support student growth.

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

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<td></td>
<td>Other</td>
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</tbody>
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**Part 5 – Progress Monitoring**

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

By February 2019, teachers in Grades K-5 will engage in higher order questioning techniques through the use of DOK strategies, as evidenced in a 4% increase in effective and highly effective ratings in domain 3B from the 2017-18 data in Advance.

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

Formal and informal observations as well as review of teacher curriculum, unit, and lesson plans.

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

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
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The 2018-2019 school year yielded dramatic improvements in both student behavior (e.g. principal and superintendent suspensions) as well as a major downturn in the number of 311 calls (from 26 in 2016/17 to 4 in 2017/2018, and 3 of those were from the same parent). During the past school year we created and instituted an mental health plan that included Parent Workshops, Student Programs guided by our school's "PUZZLE" program: P (Pride), U (Understanding) Z (Zero tolerance for bullying), Z (Zeal), L (Leaderships), and E (Excellence). The puzzle included school branding initiates as well as guidance led monthly classroom projects around the PUZZLE qualities. The infusion of District led Guidance initiatives as well as the school participation in both the GEM and My Brothers Keeper programs have increased student awareness of positive behavior as well as outlets for social guidance and assistance.

**Part 2 – Annual Goal**

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

Create and Implement Equity Mission Plan to:

- Provide a welcoming, safe and equitable school community that is affirming and inclusive, that is reflective of our global community.
- Commit to a culture that reflects, respects, and embraces the voices, perspectives, and differences arising from our diverse community.
- See each student as unique and seek to empower all students to achieve their highest potential.
- Eliminate educational inequities by providing equitable access to services, school resources, and other learning opportunities.
- Develop a diverse and inclusive curriculum that reflects the wide range of voices, perspectives and experiences of the students and families in our community and the world.
- Build trusting, empowering relationships with all students and their families.
### Part 3a – Action Plan

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

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

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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
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<td>Horizontal and/or vertical teacher teams</td>
<td>September 2018- June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Horizontal and/or vertical teacher teams with teachers of students with disabilities and ESL teachers</td>
<td>September 2018- June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Teachers and parents of students with disabilities and ESL teachers</td>
<td>September 2018- June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Horizontal and/or vertical teacher teams</td>
<td>September 2018- June 2019</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
In addition to the in-house strategies, an important part of our success will come from SLT meetings, Monthly PTA meetings and other parent sessions including Open House, Parent Conferences and Curriculum night.

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.

Principal and supervisors will meet to analyze results in order to prepare for future horizontal and/or vertical teacher teams meetings focusing on establishing student goals that promote high levels of student engagement and inquiry. Administration and teachers will use professional learning time to build on their knowledge and pedagogical practices to support student growth.

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>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, principal will lead by example by participating in 10 horizontal and/or vertical teacher teams meetings focusing on SDI and DOK protocol to establish student goals that promote high levels of student engagement and inquiry.

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

Monday Professional Learning, monthly grade meetings , grade leader meetings, and weekly Professional Assignment sessions.

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.

The school needs to continue to engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.

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.

Build and foster collaboration and trust between families and all P.S. 346 staff. We will engage in 4 community workshops that will engage teachers and families to inform and strengthen the parent and school community connection.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parents, teachers and Administration</td>
<td>September 2018- June 2019</td>
<td>Teachers, SLT, PA , Title 1 Parent Committee and Administration</td>
</tr>
</tbody>
</table>

All parents and teachers will be invited to attend regularly scheduled parent and school workshops/meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA) to inform and strengthen the parent and school community connection.

To address the needs of students with disabilities, English language Learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) parents and teachers of students with disabilities, English language learners, and other high-need student subgroups are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/parent connection.

To increase parent involvement and engagement, parents will have open access to materials, computer lab, school library and resources for in-school and/or at-home use to support their child’s learning and monitor student progress.

To understand needs and incorporate trust, parents and teachers are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/parent connection.

### 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.

- **Spring Creek (Starrett City) Afterschool Program**
- **Italian American League**
- **Disney Partnership (Musical)**
- **Music and the Brain (Grant)**
### 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.

Title monies, Music Grant (Starrett City), Music and the Brain Grant, Dance Studio Grant, After school partnerships with both Italian American and Spring Creek Organizations.

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

### Part 5 – Progress Monitoring

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

By February 2019 parents and teachers will attend regularly scheduled parent and school meetings (Tuesday Parent Meetings, Annual Title I Parent Meeting, Title I Parent Committee, and PTA) to inform and strengthen the parent and school community connection, as evidenced in a 10% increase in attendance at parents workshops/meetings. By June, 2019 parental involvement will increase by an additional 10% over February.

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

Attendance taken by and reported by Parent Coordinator will be used to measure increase in parent participation.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>At risk students in kindergarten, holdovers/at-risk from grades 1 and 2 as well as students at performance levels 1 and 2 on the 2017-2018 State ELA Exam, Students scoring below grade level on Fountas and Pinnell benchmarking and RTI scores to assess vocabulary and reading comprehension</td>
<td>Fundations, TC Reading and writing projectNew York CCLS Practice, Prepare for Excellence, Engage NY, RTI in vocabulary and reading comprehension.</td>
<td>$Small group$</td>
<td>During the school day, before and afterschool AIS programs</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>At risk students in kindergarten, holdovers/at-risk from grades 1 and 2 as well as students at performance levels 1 and 2 on the 2017-2018 State Math Exam, students scoring below 60% on Math Unit Assessments</td>
<td>HM Go Math, I Ready, EngageNew York CCLS Practice.</td>
<td>$Small group$</td>
<td>During the school day, before and afterschool AIS programs</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students at performance levels 1 and 2 on the 2017-2018 State Science Exam, students scoring below 60% on</td>
<td>Reinforcement of the curriculum with Science Harcourt School Publishers,</td>
<td>$Small group$</td>
<td>During the school day</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Science Unit Assessments</th>
<th>FOSS kits and Aquaponics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students scoring below 60% on Social Studies Unit Assessments</td>
<td>Reinforcement of the curriculum with Social Studies New York City Houghton Mifflin</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Hold Over students in both 1st and 2nd grade as well as at-risk and mandated students as per IEP and recommendations from teachers of students in crisis Special Needs target population</td>
<td>Pull out program for counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pull out ELA and Math intervention</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

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

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

### 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.)

   There are 61 students identified as living in shelters or temporary housing.

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

   Students in grades k-2 will receive counseling from Ms. Greene and the upper grade students will receive counseling from Mr. Vertus. Additionally, students will receive uniforms and backpacks filled with school supplies on day 1.

   Parent Coordinator will remain in regular contact with parent/guardian for any assistance and students will be identified for services as part of our Mental Health Plan.

### 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](#).

The allocation for this coming year (2018/2019) is $8127.00.
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

Indicate with an “X” your school’s Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.

- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

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).

Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

- Professional development will take place on days as prescribed by the DOE guidelines and Chancellor’s designated Conference Days.
- Professional development will be on-going every Monday for 80 minutes, grade conferences, and through Network and DOE opportunities.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
We will use professional development money toward SDI initiative as well as meeting 10% increase in SWD performance in ELA and Math

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).

By creating both Progress and Target goals for students with SWD student below their grade F&P levels we will focus on reading strategies including TC, Fundations and SPIRE.

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.).

School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education.

- School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs.
- School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs.
- School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.
- School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

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.

School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.

- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented
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>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$376,501.00</td>
<td>(\times)</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$116,708.00</td>
<td>(\times)</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>(\mid)</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>(\mid)</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,000,824.00</td>
<td>(\times)</td>
</tr>
</tbody>
</table>

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 346, in compliance with the Every Student Success Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS 346</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
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, - Every Student Success Act (ESSA) and ESSA, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

### Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

PS 346, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.
I. School Responsibilities: High Quality Curriculum

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

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

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brooklyn</td>
<td>346</td>
</tr>
</tbody>
</table>

School Name: Abe Stark

B. Language Allocation Policy Team Composition

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

- Principal: Kevin Caifa
- Assistant Principal: Dr. Polixeni Vafiadi
- Coach: type here
- ENL (English as a New Language)/Bilingual Teacher: Ms. Forman
- School Counselor: Mr. Vertus
- Teacher/Subject Area: Ms. Tsamis
- Parent: Ava Atkinson
- Teacher/Subject Area: type here
- Parent Coordinator: Onika Hawker
- Related-Service Provider: Franz Simeon
- Field Support Center Staff Member: type here
- Superintendent: type here
- Other (Name and Title): type here

C. Teacher Qualifications

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

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

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
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</thead>
<tbody>
<tr>
<td>662</td>
<td>9</td>
<td>1.36%</td>
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</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

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

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):
- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):
- Freestanding ENL
  - Yes
  - No

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<th>7</th>
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<th>10</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   We use ongoing assessments and collection of student data to assess early literacy skills. This year we are using Fundations Test to assess the early literacy skills of all students in Grades K-1. We are also using Fountas and Pinnell benchmark to assess our students in kindergarten through grade 5. Additionally, we are using customized, differentiated assessments based on Teachers College Curriculum.

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

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Data analysis through weekly Inquiry, grade meetings and common planning sessions informs the success of our ELL program.
4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] The performance of the Ell students during the aforementioned formative and summative assessments is analyzed during Inquiry, grade meetings and common planning periods by the teachers across the grades. Based on data analysis, students are recommended by their teachers for academic intervention during the instructional day and extended day (50 minutes additional instruction). Consequently, differentiated, flexible groups are created for RtI implementation.

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]. Although ELLs are making steady gains on the NYSESLAT, the data shows that across programs (General Ed, Sp.Ed. SetSS) and grade levels reading and writing is where most students are having the most difficulties. This correlates with research findings which indicate that cognitive skills in language acquisition take longer to acquire. Addressing the CCS and rigorous texts, our academic intervention is mainly focused on reading and writing. In the listening and speaking modalities Ell students scored at advanced or proficient levels, therefore less instructional support is needed in these areas. The majority of our Ells at the beginning level are newcomers across the grades. In addition, ELL students in Special Education are mostly at beginner and intermediate levels. NYSESLAT scores indicate that many of these ELL students with disabilities are at advanced level in listening and speaking. However, they scored at the beginning and intermediate levels of language acquisition.

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

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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.
      1a. There are 3 First Grade students, 1 Second Grade student, 2 Third Grade students, 2 Fourth Grade students, and 1 Fifth Grade student. There are 2 students at the Advanced Level of Proficiency, and 2 students on the Intermediate Level Level of English proficiency. The languages spoken other than English with the largest representation are the following: Spanish and French Haitian Creole. The parent choice indicated in the Parent Survey and Program Selection is a preference for Freestanding ELL services and this has been the trend over the past three years. Consequently, we have a Freestanding, pull out ESL program. However, collected student data indicated the need for an additional component, push-in to the existing program.

   b. We have one certified ELL teacher. She groups the students homogenously by proficiency level. The primary goal of the ELL program is to amplify the literacy and academic skills of ELLS by incorporating recognized and research based ELL instructional strategies across content subject areas. Instruction in the ELL class is differentiated to meet the needs of all the students.

   b. TBE program. If applicable.

   NA
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)?

   Organization of our staff insures that the mandated number of minutes of instruction are provided by the proficiency level of our ELL students. All of our students including ELL students receive at least 450 minutes of ELA instruction per week in addition to allotted services as per CR Part 154 (360 minutes for beginners/intermediate students, 180 for advanced students). ELL strategies are aligned with the UDL principles, and include TPR, content area instruction using scaffolding strategies, modeling, interactive read alouds, graphic organizers, mapping journal writing, academic accountable talk, use of picture dictionaries, reading folders/student records of books and responses to reading, book of the month, buddy/partner reading, writing folders/collection of student samples/ writing process (4 square writing), oral reading/running records and written tests /homework. Both the Teachers College and Go Math Programs support differentiating instruction in targeting our ELL students. During reading the students participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging activities that meet their unique learning styles and recognize the diversity of their cultural backgrounds. Our ELL students across grades K-5 are provided with ELL instruction to insure their development of English language proficiency in the four modalities: listening, reading, writing and speaking. All instruction is data and CCS standards driven which prepares the students to perform successfully on standardized tests.

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.

   Part V: ELL Programming All English language learners receive the same academic content (Teachers College Reading and Writing Project, Fundations) as those who are native English speakers with balanced accommodations and modifications of the rigorous texts. To insure our students academic progress in the ELL programs we utilize

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

   We insure that ELL students are evaluated in their native Language by ordering assessment (Math, and Science) in their Native Language (when available).

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. Students with SIFE will receive intensive English instruction in accordance with the CR Part 154 mandates. AIS intervention and Extended Day is provided for these students
   b. Newcomers will receive instruction that is aligned with ELL mandates, content learning standards and common core curriculum.
      Teachers model the use of academic language in ways in which students are expected to respond and participate.
      Instructional materials include a wide range of print, visual and digital resources designed for increasing English language proficiency.
      Students who arrive in third grade or later are required to take the ELA test after one year. We provide all newcomers with adequate support while preparing them to take the ELA, Math and Science tests through inclusion in our in our AIS and Extended Day and
intervention programs. Word to word dictionaries and glossaries are provided to support these students on the Math and Science city and state assessments and translated versions can be used when necessary. Students may also work in small groups with their classroom teachers to target specific areas of need, especially for test taking skills’ practice.

c. ELL students with 4-6 years will participate in small group, task oriented situations that guide the production of language in both verbal and written form. Emphasis of instruction, differentiated and flexible grouping will be placed in test sophistication skills and linguistic situations that prepare this population for successful performance during standardized testing. In addition, these students will receive AIS and Extended Day services to reinforce additional instruction in reading and math.

d. An analysis of the scores on the NYSESLAT of the Long term ELL students suggests their problem is in reading and writing. For this group we will monitor the their progress in all content areas to differentiate instruction for literacy needs. Emphasis of instruction, differentiated and flexible grouping will be placed in test sophistication skills and linguistic situations that prepare this population for successful performance during standardized testing. We will encourage their participation in all school programs to enrich their language and academic skills. We will have ongoing communication with the parents to monitor their children’s progress. They will be assigned to teachers during Extended Day and AIS in order to reinforce and provide them with additional help in reading and math.

e. Former ELL students will be supported through AIS instruction and consultation with the ESL teacher and will receive two subsequent years of testing modifications (i.e extended time, separate location).

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?

Teachers of ELL-SWDs use the Common Core standards complemented by a well-developed, content-rich curriculum. The ELL teacher provides additional material, which provides background knowledge and supports different learning styles. Supplementary materials include pictures that illustrate vocabulary words and concepts. Visuals may include charts and graphs that help students who have difficulty processing large amounts of auditory instruction. Books that are simplified and contain more photographs or pictures, captions and vocabulary word definitions may also provide supplements without diminishing the information students need to learn. For ELL students who are special needs there will be collaboration between the ELL teacher and the classroom teacher to insure that the ELL teacher is familiar with the IEP and the students specific needs and all services are provided according to IEP mandates.

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?

Our school ensures that ELL-SWDs are involved in all school wide activities and trips as all other students in the school.

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.

Targeted interventions programs for Ell students at P.S. 346 .in ELA, math and other areas are AIS, Extended day Literacy and Math. The language of instruction is English. The ELL teacher and classroom teacher analyze each student’s performance scores on each of the four modalities: reading, writing, listening and speaking on the spring NYSESLAT Test. This information helps them to provide the interventions necessary for each student. The ELL teacher will collaborate with the classroom teacher, the
Extended Day Teacher and the AIS teacher who provides instruction to these students. These teachers will analyze the data to set differentiated learning goal for each student to accelerate their learning in mastering the NYS Core Curriculum standards and goals. Our data has shown that ELL students continue to perform lowest on the Reading and Writing subset of the NYSESLAT. Students whose performance on the reading subtests of the NYSESLAT is low will be provided with additional help in reading during the day guided reading, and in AIS. Teachers will closely monitor each student’s growth. Students whose performance on the writing subtest of the spring NYSESLAT is low will be offered extra help in writing in the AIS program and during the school day. Teachers will focus on practicing close reading, note taking and writing short response after listening to a selection read by the teacher. ELL student progress in math will be monitored through Go Math unit and monthly assessments. Children who need additional help will receive additional help in the AIS. ELL students’ academic performance in Science and Social Studies will be monitored by the classroom and cluster teacher and weakness will be addressed through differentiated instruction in reading.

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

We implemented a push-in model in addition to the pull-out model of instruction. We are implementing the Fundations reading Program with ELL students who do not speak English. Increased teacher lead sessions to include data analysis across the grades.

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

No programs will be discontinued.

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

ELL students have equal access to all of the school programs and supplemental services offered in our buildings including extra curricular activities (i.e. Book Club, My-ON reading Program, Science/Garden Club, Mighty Milers, Lego Club, Math Enrichment). We send home letters to encourage student participation in the school's programs. We also meet with parents to discuss student performance and any possible referrals for supplemental services (AIS, SETSS, ).

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.

Increased Smart Board installation in the classroom, computers in every class and access to Computer Lab for all grades K-5.

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

Push in and pull out programs will support native language needs.

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

Required Services support and resources correspond to age and grade levels. Instructional programs are in accordance to NYC and NYS mandates to ensure compliance.

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?

Increased Smart Board installation in the classroom, computers in every class and access to Computer Lab for all grades K-5.

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).

Orientation meetings with key stake holders (ESL Teacher, Guidance Counselor, Parent Cordinator, Assistant Principal, students) take place prior to beginning of school year. Parent Coordinator conducts a tour of the building idefying instructional locations such as library, media room, gym, lunch room etc. Materials, resources and translators will be available to assist based on language availability.

17. What language electives are offered to ELLs?

None
18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   Professional Learning (TC and Go Math) each Monday at 2:20
   Professional Learning (TC and Go Math) each Monday at 2:20

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.
   Professional Learning each Monday at 2:20
   All teachers will receive instructional support in ELL methodology. ELL teachers are provided with ELL training through the TC. In turn, the ELA teacher, along with the Assistant Principal, will turnkey the information to all staff member (All Early childhood teachers, common branch teachers, paraprofessionals, the Guidance Counselor, special education teachers, occupational/physical therapists, speech teachers, secretaries, parent coordinators) at staff conferences and grade conferences. The professional development will include the infusion of ELL strategies in the content area and differentiated instruction based on language proficiency and alignment of the CCSS literacy model.

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?
   1. At P.S. 346 we encourage parents to be active participants in their child’s learning. We have Saturday Workshops on Preparing for the Math and ELA Tests. The Guidance Counselor holds workshops for all parents including those of ELL students on Middle School Choice Programs. The Parent Coordinator holds workshops for the parents on Getting ready for Parent Teacher Conferences, Middle School Admissions, Helping ELL Students Succeed and Getting ready for the ELA and Math Tests. Parent involvement at P.S. 346 also includes SLT, PTA, and SBO groups to support students and their families. Spring Creek After School Program, and NY Junior Tennis SBO support all students (including ELL) at P.S. 346. We also have events such as Pajama Night, Father/Child Breakfast and Saturday Arts and Crafts. Translation services are available to parents by in house staff of teachers, paraprofessionals and school aides.
   2. We do not partner with other agencies to provide workshops with ELL parents. Our Parent Coordinator and ELL teacher provide
workshops for ELL parents during the school year. Translation services are provided by teachers, paraprofessionals and school aides in our school. We utilize the DOE website for specific letters to go home to parents.

3. The Parent Coordinator sends the parents surveys to assess parental needs. She will have workshops monthly for those parents based on needs. If we need the letters in Spanish, we utilize in house staff (Spanish teacher, paraprofessionals, and school aides) and use the DOE website.

4. The Parent Coordinator will have a parent workshop on CCS Standards and Instructional reforms for all parents including parents of ELL students. Parent meetings are held to inform parents on how to prepare their child for ELA and Math standardized exams.

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

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.
Part V: ELL Identification Attestation

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Caifa</td>
<td>Principal</td>
<td></td>
<td>12/18/15</td>
</tr>
<tr>
<td>Dr. P. Vafiadi</td>
<td>Assistant Principal</td>
<td></td>
<td>12/18/15</td>
</tr>
<tr>
<td>Ms. O. Hawker</td>
<td>Parent Coordinator</td>
<td></td>
<td>12/18/15</td>
</tr>
<tr>
<td>Ms. E. Forman</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>12/18/15</td>
</tr>
<tr>
<td>Ava Atkinson</td>
<td>Parent</td>
<td></td>
<td>12/18/15</td>
</tr>
<tr>
<td>Ms. L. Coombs</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>12/18/15</td>
</tr>
<tr>
<td>n/a</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mr. D. Vertus</td>
<td>School Counselor</td>
<td></td>
<td>12/18/15</td>
</tr>
<tr>
<td>Ms. Stallings-Harte</td>
<td>Superintendent</td>
<td></td>
<td>12/18/15</td>
</tr>
<tr>
<td>n/a</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>n/a</td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>n/a</td>
<td>Other ____</td>
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<tr>
<td>n/a</td>
<td>Other ____</td>
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<td>1/1/01</td>
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**2018-2019 Language Translation and Interpretation Plan for Parents**

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

| DBN: 19k346 | School Name: abe stark | Superintendent: stallings-harte |

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>(*Primary)</td>
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*The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.*

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

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

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

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

We use the Home Language Survey to determine the primary language spoken by the parent and in what language the parent would like to receive written information from the school. We maintain an appropriate and current record of the primary language in ATS and on the student emergency card. Presently, only one parent has communicated on the HLS that she would like to receive in information in Spanish. We have provided notices in Spanish for this parent using the DOE website We have in house staff (Paras and Teacher) that we use to communicate orally with this parent who speaks Spanish. We continue to monitor requests for written translation in other languages and provide materials as necessary for incoming students. We also utilize over-the-phone interpretation services, as needed to communicate with incoming parents who may speak languages not spoken by school staff. The findings of parent requests are discussed during SLT and PTA meetings.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish and Creole</td>
<td></td>
<td></td>
<td></td>
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</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.

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>Notices backpacked, report cards, registration</td>
<td></td>
<td></td>
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<tr>
<td>documents and other info as required.</td>
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</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>Guidance and Parent Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hold quarterly workshops and meetings as required.</td>
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</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.
Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

We provide timely translation and distribution to parents about their child's education into the covered languages (Arabic, Bengai, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu). We will use the DOE website for translations of critical documents. We provide parents whose primary language is a covered language and who require language assistance with written notification of their rights regarding translation and interpretation services.

Part E: Monitoring Provision of Language Services

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

We will provide oral interpretation services. If necessary, we will provide timely translation and distribution to parents about their child's education into the covered languages (Arabic, Bengai, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu). We use the DOE website for translations for translated critical documents. We provide parents whose primary language is a covered language and who require language assistance with written notification of the Parent Bill of Rights regarding translation and interpretation services. We have staff in our building who are able to communicate with parents in other languages. Ms. Emily Sierra and Ms. Carmen Escobar are school aides who assist with translation and interpretation in Spanish. Our Parent Coordinator, Ms. Hawker, has solicited parents who speak Russian and Chinese to assist with communication. When needed, we utilize over the phone interpretation and/or submit requests to Translation Services. We continue to report our findings at SLT and PTA meetings, through school newsletters in the Parental involvement section of the school’s LAP and in the CEP.