2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 32K377
School Name: P.S. 377 ALEJANDRINA B. DE GAUTIER
Principal: DOMINIC ZAGAMI
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: ALEJANDRINA BENITEZ DE GAUTIER

School Number (DBN): 32K377

BEDS Code: 33320010377

Grades Served: Pre-K-5

School Address: 200 Woodbine Street, Brooklyn, NY 11221

Phone Number: 718-574-0325

Fax: 718-574-1082

School Contact Person: Dominic Zagami

Email Address: dzagami@schools.nyc.gov

Principal: Dominic Zagami

UFT Chapter Leader: Todd Marks

Parents’ Association President: Cindy Lebron

SLT Chairperson: Sharron Shirley

Title I Parent Representative (or Parent Advisory Council Chairperson): Queenie Butler

Student Representative(s): n/a

CBO Representative: n/a

District Information

Geographical District: 32

Superintendent: Sheila Gorski

Superintendent’s Office Address: 797 Bushwick Ave Brooklyn New York 11221 Room 300

Superintendent’s Email Address: sgorski@schools.nyc.gov

Phone Number: 718-574-1100

Fax: 718-574-1245

Field Support Center (FSC)
Brooklyn North District
32
Executive Director: Bernadette Fitzgerald

FSC: Executive Director’s Office Address:

Brooklyn North District
32
Executive Director: Bernadette Fitzgerald

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FSC: Executive Director’s Office Address:
## Section 2: School Leadership Team (SLT) Signature Page

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

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

### Table: School Leadership Team Signature Page

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominic Zagami</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Todd Marks</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Cindy Lebron</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Member/</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>Sydney Delgado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queenie Butler</td>
<td>Parent Member/</td>
<td></td>
</tr>
<tr>
<td>Melissa Medina</td>
<td>Parent Member/</td>
<td></td>
</tr>
<tr>
<td>Lakesha Rucker</td>
<td>Parent Member/</td>
<td></td>
</tr>
<tr>
<td>Migdalia Barrios</td>
<td>Staff Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Sharron Shirley</td>
<td>Staff Member/ ESL Coordinator</td>
<td></td>
</tr>
<tr>
<td>Helen Vargas</td>
<td>Staff Member/ Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Member/</td>
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<tr>
<td>n/a</td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

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

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

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

<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>

**Accountability Tools and the Framework for Great Schools**

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

**NYSED’s Six DTSDE Tenets**

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

• **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
• **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
• **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

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

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

• **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.
Section 4: SCEP Overview

1. What is your school’s mission statement?

Alejandrina Benitez de Gautier is a learning community where adults and children learn alongside one another. All of our constituents are held to high standards, expectations and accountability. The best that each of our community members have to offer is sought after, cultivated, shared and celebrated.

Our school’s mission is to cultivate academic excellence through a partnership with students, teachers, families and community. We are committed to empowering learners. Every student will be inspired to achieve, challenged to learn, grow and meet their maximum academic potential.

We strive to ensure that every child becomes truly literate through a curriculum rich in literature, science, mathematics, social studies, technology, the arts and social and emotional development.

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

PS/IS 377 is a pre-K through 5th grade school located in the Bushwick section of Brooklyn New York. Our diverse student population encompasses 85% Hispanic, 11.5% Black, 2% White and 1% Asian. Students with special needs comprise 23% and ELLs account for 19% of our student population. Student attendance is 91% and teacher attendance is 93%.

Students learn through real world experiences outside the school, which include field trips utilizing New York City as a learning laboratory. Some of the places our students have visited include the Museum of Natural History, the Hall of Science, the 911 Museum, the River Walk the Ridgewood Reservoir. The City Parks Foundation Community Gardens.

To ensure a well-rounded education, our school offers two community based organizations: Sports and Art in Schools Foundation (SASF) and Coalition of Hispanic Families (Arts and Literacy) after school enrichment programs for students in grades K through 5th. The programs offer flag football, volleyball, basketball, soccer, lacrosse, dance, Yoga, drama, technology, art therapy, and homework help. We have partnered with Fyre Zone to provide after school dance and vocal music for students in grades K through 5th.

Our youngest students in Pre-K through 2nd grade participate in the Cook Shop program which educates students to the benefits of healthy nutritional habits and gives them the opportunity to prepare simple recipes with fruits and vegetables. Our 3rd and 4th graders continue to participate in the MY Plate program which teaches about the food groups through performing arts. We have also established a wellness council which educates and enlightens students about the importance of making healthy food and beverage choices.

We are a NY Sun Works Greenhouse Project school. Our students in grades Pre-Kindergarten through 5th grade engage in learning about life cycles through growing plants from seeds in hydroponic growing systems. This school year we will utilize the Amplify Science Program which provides our students with the most current, researched based inquiry approach to learning about science. In addition, we will be incorporating Math Stories, a problem solving
approach which involves practice with representation and calculation strategies that derive from the algebraic operations practices in the Next Generation Standards. This will promote students sharing their thinking about specific problem types, allow students to make connections and develop deep conceptual understanding with a focus on deliberate questioning, visualization, and representation of math concepts that derive from the algebraic operations practices in the Next Generation Standards.

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

Our special education students and English language learners continue to need additional assistance in ELA and Math. We will continue to provide after school support (pending funding), at risk Special Education Teacher Support Services (SETSS) and at risk English as a New Language (ENL) support to the students that will benefit the most from these interventions.

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

The area of the Framework for Great Schools that we continue to make progress in is the area of trust. We will continue to have teachers support their colleagues by opening their classrooms for visitations designed to support improving teacher practice.

We must continue to focus on Rigorous Instruction, Collaborative Teachers and Supportive Environment for the 2018-2019 school year. Our focus will remain improving the quality of classroom instruction and designing coherent instruction.
<table>
<thead>
<tr>
<th>School Demographics and Accountability Snapshot for 32K377</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Configuration (2018-19)</strong></td>
</tr>
<tr>
<td>Grade Configuration: PK,0K,01,02,03,04, 05,06,07,08</td>
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<tr>
<td>Total Enrollment (2017-18): 315</td>
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<td>SIG Recipient (Y/N): No</td>
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<td><strong>English Language Learner Programs (2018-19)</strong></td>
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<td>Dual Language: N/A</td>
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<td>Self-Contained English as a Second Language: N/A</td>
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<td># Special Classes (ELA): 56</td>
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<td># SETSS (ELA): 45</td>
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<td># Integrated Collaborative Teaching (ELA): 35</td>
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<tr>
<td># Special Classes (Math): 60</td>
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<td># SETSS (Math): 43</td>
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<td># Integrated Collaborative Teaching (Math): 35</td>
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<td>Types and Number of Special Classes (2018-19)</td>
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<td><strong>In Good Standing</strong></td>
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<td><strong>Reward</strong></td>
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<td><strong>Science Performance for High Schools (2016-17)</strong></td>
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<td>ELA Performance at levels 3 &amp; 4: 19.4%</td>
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<tr>
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<td>Science Performance at levels 3 &amp; 4 (4th Grade): 62%</td>
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<td>Science Performance at levels 3 &amp; 4 (8th Grade): 37%</td>
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<td><strong>Student Performance for Elementary and Middle Schools (2017-18)</strong></td>
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<tr>
<td><strong>ELA Performance at levels 3 &amp; 4</strong></td>
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<td>N/A</td>
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<tr>
<td>Mathematics Performance at levels 3 &amp; 4: N/A</td>
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<td><strong>Global History Performance at levels 3 &amp; 4</strong></td>
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<td>N/A</td>
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<td>US History Performance at Levels 3 &amp; 4: N/A</td>
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<td><strong>4 Year Graduation Rate</strong></td>
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<td>6 Year Graduation Rate (2011 Cohort): N/A</td>
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<td><strong>Regents Diploma w/ Advanced Designation</strong></td>
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<tr>
<td>% ELA/Math Aspirational Performance Measures (2015-16): N/A</td>
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<tr>
<td><strong>Overall NYSED Accountability Status (2018-19)</strong></td>
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<tr>
<td><strong>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</strong></td>
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<tr>
<td><strong>Elementary/Middle School</strong></td>
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<td>American Indian or Alaska Native: N/A</td>
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<td>Hispanic or Latino: N/A</td>
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<td>Students with Disabilities: NO</td>
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<td>Limited English Proficient: NO</td>
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<td>Economically Disadvantaged: NO</td>
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<td>ALL STUDENTS: NO</td>
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<td><strong>High School</strong></td>
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<td>American Indian or Alaska Native: N/A</td>
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<td>Students with Disabilities: N/A</td>
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<td>Limited English Proficient: N/A</td>
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<td>Economically Disadvantaged: N/A</td>
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<td>ALL STUDENTS: N/A</td>
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2018-19 SCEP-FL
<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>N/A</th>
<th>ALL STUDENTS</th>
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</table>
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

#### Part 1 – Needs Assessment

**Part 1a. Alignment to DTSDE Statements of Practice**

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

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

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

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

After reflecting on the previous year’s (School Comprehensive Education Plan (SCEP)) goals and our Superintendent’s feedback after visiting our school we have identified and will prioritize and address the following needs in the goal and action plans for this Framework element.

3.3- Although we are using CCLS aligned curriculum which includes Go Math, Ready Gen, School- Wide Writing, Amplify Science, and Passport to Social Studies, we have discovered that in order to provide our students with appropriately rigorous instruction, our teachers must continue to plan scaffolds and multiple entry points to address the needs of all learners across grades. We will continue to utilize Think through Math (pending funding), the computer adapted math program to support student learning in mathematics. We are also able to provide our students with Math Stories which is a component of Navigator math which provides students with the opportunity to share their thinking with their peers about the process that they employed to solve word problems presented to them orally.
In order to assess and gather student data to inform instruction, we will utilize the i-Ready assessment program in both ELA and math and the Writing Pathways (2014) continuum for writing.

3.5 - The focus will continue to build upon the professional learning cycle which addressed Component 3D: Using Assessment in instruction in order to ensure cohesive school-wide assessment practices such as: ongoing checks for understanding throughout instruction, formative assessments and end of unit tasks. The assessment cycle will include an assessment calendar which identifies all the summative and formative assessments, analysis of assessment results to inform instruction and revising lesson and unit plans as needed. We will also focus on providing high quality student feedback that is reflective of the characteristics of the growth mindset; a topic that we plan to embrace this school year.

Part 2 – Annual Goal

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

By June 2019, teachers across grades Kindergarten- Grade 5 will work in teacher teams to revise lessons to include scaffolds, ELL supports and extensions to improve rigorous math instruction for all learners as measured by a 25% increase between the student performance on the baseline and the endline of the I-Ready Diagnostic Assessments.
## Part 3a – Action Plan

### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>

**Analyze 2017-18 summative Assessment results and September 2018 beginning of year assessment results.** This will include looking at students’ scale scores and identifying level ones at both the lowest and highest of the range. An AIS plan will be developed to support level ones that can be moved to level 2.

| K through 5th grade teachers | 9/ 2018 to 6/ 2019 | Administrators and BFSC Support Staff |

**Using data results (2017-18) summative Assessments and September 2018 (beginning of year assessments) teachers will identify trends and individual student needs.** Teachers will use the findings to group students for instruction utilizing the Go Math research based CCLS aligned programs. Teachers will draft necessary scaffolds, extensions, supports, assessments and ongoing daily checks for understanding to support students’ progress towards unit objectives. The I-Ready computer program will be used to assist with differentiating instruction based on student needs. Math stories will also be added to the math instructional to provide students with access to rigorous problem types.

| K through 5th grade teachers | 9/2018 to 6/2019 | Administrators, teacher from the Professional Learning Team (PLT) and BFSC Support Staff. |

**Formal and informal classroom observations utilizing the Danielson Framework for Teaching will be conducted.** Teachers will receive timely and meaningful feedback aligned to Rigorous instruction. The rounds of classroom observations will begin the 2nd week of September and will be ongoing throughout May. Monthly checkpoints for data analysis will be scheduled. The instructional team which consists of administrators and teachers will attend professional development the Brooklyn North Borough Field Support Center (BFSC) to work on professional development strategies for Components 3B, 3C and 3D which will be applied to the math instructional planning.

| K through 5th grade teachers | 9/2018 to 6/2019 | Administrators, teachers from the PLT members, and BFSC Support Staff |

| n/a | n/a | n/a | n/a |

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of 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.

Workshops to support families will be conducted by the parent involvement team which includes the parent coordinator, teachers, paraprofessionals and supervisors. The focus of this team is supporting parents with understanding the content in the CCLS aligned programs Go Math and Math Stories. During Math Stories workshops parents will engage in the process their children undergo when solving story problems. Parents will be introduced to specific story problem types in a clear and focused fashion with deliberate questioning and an independent work time. They will then have the opportunity to identify and practice representation and calculation strategies. Parents will then share out the strategies and calculations they used with the rest of the group. During Go Math workshops parents will be presented with refresher activities for the mathematical concepts that their children are learning in specific units of studies across all grades. Parents will learn strategies for supporting their children with mastering the concepts.

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.

Available funding from the appropriate line will be utilized to provide supports such as professional development activities for teachers and parents. Teachers will be utilized to provide workshops. Current curriculum materials will be used during the parent workshops.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I</td>
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<td></td>
<td>C4E</td>
</tr>
<tr>
<td>X</td>
<td>Title III</td>
<td></td>
<td></td>
<td>SIG Grant</td>
<td>School</td>
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<td>Achievement</td>
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<td>Funding</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, there will be an increase of at least 15% as measured by the baseline and the midline I-ready diagnostic assessment.

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

We will use the I-Ready Diagnostic Assessment and Go Math end of unit performance tasks.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 5 Statement of Practice</td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
</tr>
</tbody>
</table>

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

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

In an effort to strengthen a Supportive Environment and School Culture, for all school stakeholders (staff, students, and parents) we will utilize our school’s Parent involvement team and instructional cabinet to promote our school with the use of Instagram, School messenger, the PS 377 app and our school’s website. In addition, our attendance rate (90.6%) has been lower than the district’s average of 95%. We will continue to use the Positive Behavioral Intervention System to ensure that student attendance is monitored, promoted and rewarded. Our guidance counselor and social worker will continue to conduct at risk counseling to support students in need.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 5% increase in our student attendance rate as measured by the 2018-2019 ATS attendance reports; RISA, (Individual Student Attendance Report), DISA (Display Monthly Student attendance), and DYSA (Display Yearly Student Attendance).
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
<tr>
<td>Target Group(s) Who will be targeted?</td>
</tr>
<tr>
<td>Pre-K through 5th Grade Students</td>
</tr>
<tr>
<td>Pre-K through 5th Grade Students</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

#### 3b – Parent and Family Engagement

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

Progress reports will continue to be distributed to parents three times a year (October, January, May) in an effort to establish communication and high expectations. We are restructuring our Tuesday time to include learning clubs/workshops for parents aligned to curriculum expectations. A monthly newsletter will be distributed to families which include monthly school events, and curriculum updates. Monthly parent workshops will be conducted that will focus on positive impact of student attendance on student achievement, PBIS methodologies and concepts as well as progressive discipline. Administrators, teachers, guidance counselor, school psychologist, and the crisis support team will be responsible for planning and presenting the workshops.

### Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Title 1 Parent involvement funds will be used to conduct parent workshops/clubs. Resources needed will be purchased through this funding source.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td>X</td>
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</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</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, a brief parent survey will be distributed and there will be a 10% increase in parent satisfaction with communication.

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

We will create a parent survey based on communication questions from the New York City School Survey.

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

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

**Part 1 – Needs Assessment**

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

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

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

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

The trends from our formative assessment data indicate that our students are not making adequate progress in ELA and Math, especially our students with disabilities and English Language Learners (ELL’s). The majority of our student body is not proficient in ELA and Math. The 2017-2018 Advance data has shown that component 3B: Using questioning and discussion techniques, 3C:Engaging Students in learning and 3D: Using assessment in instruction are areas of priority for teacher professional learning. In an effort to strengthen Collaborative Teachers, our professional learning team will provide a cycle of professional learning on Math stories to address student intellectual engagement and fostering higher level thinking. A cycle of professional learning focused on providing feedback to students utilizing the characteristics of growth mindset will be provided. In addition, we have established a data team to work with our teacher teams to analyze I-ready data and plan for instruction. We also will provide our students with appropriately rigorous instruction that include scaffolds and multiple entry points to address the needs of all learners across grades.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 100% of classroom teachers across grades K through 5 will utilize Math Stories to facilitate students' cognitive engagement and rigor in various math problem types; students will be able to utilize various representations to plan and solve math problems as measured by 50% of students scoring proficient on an Engage NY performance task.
### 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>Stakeholders</th>
<th>Timeframe</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will utilize Monday's Professional Learning time to engage in 6 week cycles of professional learning that addresses the components of a Math Stories lesson including; students visualizing the problem, understanding the task and what the solution requires, representing and retelling the problem before engaging a solution strategy, and then apply a calculation strategy to find the solution. The teachers will also learn how to use the assessment tracking sheet to monitor student understanding in real time. Teachers will provide individual and whole group feedback to students to deepen their conceptual understanding and problem solving approach.</td>
<td>K through 5th Grade Teachers</td>
<td>9/2018 through 6/2019</td>
<td>Administrators PLC Members, teacher teams, AF Navigator coach</td>
</tr>
<tr>
<td>Administrators will support teachers with the implementation of Math Stories with frequent observations, coaching, feedback and professional learning.</td>
<td>K through 5th Grade Teachers</td>
<td>9/2018 through 6/2019</td>
<td>Administrators PLC Members, teacher teams, AF Navigator coach</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.

Parent workshops will be conducted to introduce the Math stories component to families including various problems types, representation and calculation strategies. Parents will be able to engage in an actual math stories lesson to take them through the same process as their children.

### Part 4 – Budget and Resource Alignment

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

We have built instructional planning time into the school day and per diem funding will be used in order to provide teachers with additional planning time if necessary. Per diem funds will also be used to cover classes during teacher inter-visitations. In addition, professional learning will be provided as needed during the time frame of the school day.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
| X | Tax Levy | X | Title I SWP | || | Title I TA | || | P/F Set-aside | || | 21st Century | || | C4E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| || Title I 1003(a) | || Title III | || PTA Funded | || SIG Grant | || School Achievement Funding | || Other |

### Part 5 – Progress Monitoring

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

By February 2019, 75% of teachers will effectively conduct a Math Stories lesson as evident in the administrator’s use of the Math Stories observation checklist to provide feedback on the specific areas of the lesson including student discussion, clear explanations of the content, and adequate use of the lesson structure for Math Stories.

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

By February 2019, at least 40% of students will score proficient on an Engage NY performance task.

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

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

#### Part 1 – Needs Assessment

**Part 1a. Alignment to DTSDE Statements of Practice**

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

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

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

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

Our 2017-2018 Advance teacher data indicated that planning rigorous instruction remains inconsistent throughout the school and will continue to be an area of focus. Our 2017-2018 student data has shown the need for scaffolds that support students in producing grade level work. We will continue to strengthen teacher team collaborations and capacity building in order to stimulate teacher investment and encourage a system of accountability so that all constituencies embrace a cohesive set of high expectations. We will cultivate a culture of learning that leads to increased academic achievement for all students. In addition, we will continue to use Advance to monitor and evaluate pedagogical practices across classrooms to ensure that lesson supports and class discussions produce Common Core aligned student products that reflect higher order thinking. Teachers will receive timely and meaningful feedback throughout the observation cycles.

#### Part 2 – Annual Goal

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

| By June 2019, all teachers will plan and provide classroom instruction that consistently includes scaffolds, multiple entry points, and small group instruction in all content areas. This will ensure that all students have access to grade level work and expectations. School leaders will provide an instructional planning tool that will be used to support teacher team planning sessions by ensuring that the aforementioned elements are present and accounted for. |
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Pre-K through 5th Grade</td>
<td>9/2018 through 6/2019</td>
<td>Administrators, PLT members, teacher teams</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>Pre-K through 5th Grade</td>
<td>9/2018 through 6/2019</td>
<td>Administrators, PLT members, teachers on the data team, teachers</td>
</tr>
</tbody>
</table>

In September 2018, teachers across grades will be provided with an instructional planning template to be used during common planning time to monitor teacher teams. The Professional learning team will facilitate workshops to support teachers with strengthening components 1E, 3B, 3C, and 3D by modeling best practices during the workshops. The learning will also include how to provide appropriate scaffolds and multiple entry points to support all student learning needs.

Administrators will evaluate the instructional plans and provide feedback and support. In addition, professional development will be provided to address teacher planning needs. The 6 week cycles of professional development will continue to focus on the identified areas of need (designing coherent instruction, questioning and discussion techniques, engaging students in learning and assessment in instruction).

Administrators will continue to conduct observation cycles with a focus on components 1e, 3b, 3c, and 3d. Specific feedback will be provided with clear next steps aligned to teacher needs.

### 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.

Teachers will conduct workshops that engage parents in grade level expectations for all content areas. Teachers will communicate with parents throughout the school year providing an overview of the skills and concepts that will be addressed in each unit of study for all content areas. In addition, best practices and at home strategies will be provided to parents so they are to take an active role in supporting their children's learning. Teachers will collaborate with students and families monthly to further engage in and develop language and conversation strategies. Also workshops on independent reading for entertainment, tracking reading volume, and building reading stamina will be conducted throughout the school year.

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

Per diem funds will be used to cover teachers for instructional planning and data analysis.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I SWP</td>
<td></td>
<td>Title I TA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P/F Set-aside</td>
<td></td>
<td>21st Century</td>
<td></td>
<td></td>
<td></td>
<td>C4E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title II 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td></td>
<td>SIG Grant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
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<tr>
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<td></td>
<td></td>
<td>SIG Grant</td>
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</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 40% of teachers will be rated effective in components 1e, 3b, 3c, and 3d as measured in the 2013 Danielson framework for teaching rubric.

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

The 2013 Danielson Framework for Teaching rubric and an instructional planning checklist will be used to assess progress.

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

#### Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 6 Statement of Practice</strong></td>
<td></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>h/a</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>h/a</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>h/a</td>
</tr>
</tbody>
</table>

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

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

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

Reflecting on the needs of our school, we have identified communicating high expectations to families as a continued area of focus for the 2017-2018 school year. In order to strengthen parent involvement within our school, students and families need to feel a greater connection to our school and embrace the high expectations of the school community. Clear expectations will be communicated to families and students through a parent and student handbook. This will be monitored through quarterly parent and student surveys.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, the school will continue to cultivate communication with families, as measured by a 25% increase in parents that agree or strongly agree on the parent portion of the NYC School Survey’s school culture communicating with families section.
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>By September 2018, we will analyze the 2017-2018 School Survey parent response rate for communicating with parents.</td>
<td>Parents</td>
<td>9/2018 to 6/2019</td>
<td>Teachers, Paraprofessionals and Administrators</td>
</tr>
<tr>
<td>By September 2018, all classroom teachers will host open houses to welcome families to the new school year, give families an overview of their grade level curriculum and expectations for students and parents.</td>
<td>Parents</td>
<td>9/2018 to 6/2019</td>
<td>Teachers, Paraprofessionals and Administrators</td>
</tr>
<tr>
<td>A parent survey will be conducted three times a year (November, February, and May) by the Parent involvement team to measure parent satisfaction of the instructional program, teaching and administrative staff and parent-school communication.</td>
<td>Parents</td>
<td>9/2018 to 6/2019</td>
<td>Teachers, Paraprofessionals and Administrators</td>
</tr>
<tr>
<td>The Parent involvement team will support parent-school communication with the use of the Instagram and the PS/IS 377 school app, School Messenger phone system, and our school website. In an effort to increase parent engagement in their children's educational lives, the school will host a series of cyber safety workshops using the Common Sense curriculum. We will also plan a variety of events for parents to participate in with their children (Literacy and Math Nights, Family Day, Multicultural Day, etc.).</td>
<td>Parents</td>
<td>9/2018 to 6/2019</td>
<td>Teachers, Paraprofessionals and Administrators, BFSC staff</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We will utilize the BFSC technology instructional specialist to provide some parent workshops on internet safety and appropriate game choices. Teachers and the parent coordinator will provide workshops on setting clear expectations for learning at home.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funds will be used to renew the school's website and to support parent workshops.

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || P/F Set-aside | || 21st Century | || C4E |
| X | 1003(a) | X | Title III | || PTA Funded | || SIG Grant | || School Achievement Funding | || Other |

**Part 5 – Progress Monitoring**

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

By February 2019, there will be an increase of 25% in a school generated survey focusing on school culture and communicating with families as measured against the New York City school survey.

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

School generated surveys and the New York City school survey will be used to assess progress.

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

*(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>English Language Arts (ELA)</td>
<td>Students who scored level 1 on the NYSEL exam.</td>
<td>I-Ready and Great Leaps</td>
<td>Small group</td>
<td>During the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who scored level 1 on the NYS Math exam.</td>
<td>I-Ready</td>
<td>Small group</td>
<td>During the school day.</td>
</tr>
<tr>
<td>Science</td>
<td>Students in the 4th and 8th grade that scored level 1 on the NYSEL exam.</td>
<td>Extension activities from the Sunworks Green house Initiative and Amplify Science program</td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students who scored level 1 on the ELA exam.</td>
<td>Extension activities from the passport to Social Studies curriculum</td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Students identified in need of behavior modification. This includes over age students. In addition, OORs data is used to identify students.</td>
<td>Mediation and conflict resolution strategies</td>
<td>Small group or one to one</td>
<td>During the school day.</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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


#### 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.)

| 21 students |

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

We will provide school supplies and have the guidance counselor check in with students regularly. We will also provide parent involvement workshops with light refreshments to encourage parents to participate. The after-school intervention programs will also be expanded to include the students in temporary housing.

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

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

| n/a |

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

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Program (SWP)</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 of our teachers are highly qualified. We will continue to utilize the new teacher finder and attend NYCDOE recruiting fairs. Ongoing professional development will be provided by our instructional cabinet and the Brooklyn North BFSC.

2b. High Quality and Ongoing Professional Development

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

The professional development plan is based on the Advance data and QR findings. Opportunities for Professional Development include PLC meetings, study groups and services provided by Brooklyn North BFSC and monthly superintendent’s Principals conferences.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

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

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

Inter-visitations are scheduled where Pre K students are able to visit Kindergarten classrooms to become familiar with the setting and expectations. In addition, Kindergarten students will visit Pre K classrooms to give presentations to students on what life in Kindergarten is like.

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.

The Professional Learning Committee team is also part of the MOSL committee. A meeting is held to discuss the options. Teachers discuss the options and provide feedback. The PLC team has conducted and will continue to conduct professional learning sessions that promote specific assessments and how assessments can be used to improve student outcomes.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$382,133.00</td>
<td>x</td>
<td>5A,5B,5D,5E</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979.00</td>
<td>x</td>
<td>5A</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>h/a</td>
<td>h/a</td>
<td>h/a</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>h/a</td>
<td>h/a</td>
<td>h/a</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>x</td>
<td>5A,5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>h/a</td>
<td>h/a</td>
<td>h/a</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 School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the
participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 377, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS/IS 377 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>
</tbody>
</table>
● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

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

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

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

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

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

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

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

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

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

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

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

- 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/IS 377, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

---

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

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

I. School Responsibilities: Supporting Home-School Relationships
Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff
Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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

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

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

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

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

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
● encourage my child to follow school rules and regulations and discuss this Compact with my child;

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

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

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

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

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

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

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

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

III. Student Responsibilities

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School: ___</th>
<th>DBN: ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☑ conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

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

| The direct instruction component of the program will consist of (check all that apply): | |
| Before school | ☑ After school | ☐ Saturday academy |
| Total # of ELLs to be served: ___ |
| Grades to be served by this program (check all that apply): | |
| ☑K | ☑1 | ☐2 | ☑3 | ☑4 | ☑5 |
| ☑6 | ☑7 | ☑8 | ☑9 | ☑10 | ☑11 | ☑12 |
**Part B: Direct Instruction Supplemental Program Information**

<table>
<thead>
<tr>
<th>Total # of teachers in this program: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
</tr>
<tr>
<td># of content area teachers: _____</td>
</tr>
</tbody>
</table>

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

Begin description here: _____

The Title III funds will be used to implement an after school program for English Language Learners Language Development. ELA and Math strategies will be used to help students achieve higher scores on the NYSESLAT, and city and state assessments (ELA & Math). The afterschool program will service approximately 10 students with one certified ENL teacher along with one content area teacher. The instructional program will service ELLs in grades 3-5. The program will take place from October 17- May 9. It will meet for 50 sessions, 2 days a week (Wednesdays & Thursdays) from 2:30-4:30.

Our Certified ENL teacher (Ms. S. Shirley) and our common branch teacher (Mrs. Pagan) will provide supplemental instruction in alignment with the NYC and NYS content and performance standards; instruction will focus on intensified second language development. The two hour instructional block will be divided into two 60 minute periods. The instructional block will be divided with ELA and Math instruction. The ENL teacher will provide instructional services to half the class for 60 minutes, while the common branch teacher provides direct ELA/Math instruction to the other half of the class. In this way each class will be receiving instruction from a qualified provider and it will be in alignment with the NYC and NYS content and performance standards. It would also be meeting the requirements and language needs of our ELLs. Our afterschool program will align instruction to improve literacy skills in ENL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and the NYS ELA. The focus will be in Reading comprehension, Math and a specific target on Writing. The students are mixed levels of Entering, Emerging, Transitioning, and Expanding. The Entering and Emerging students will have support of the native language, Spanish and Haitian creole, with an emphasis of language acquisition. The language of instruction for the Transitioning and Expanding students will be in English. Our students were identified by the NYSITELL, NYSESLAT and New York State exams (ELA & Math). The first hour of the program will focus on ELA and Math, and the second half of the program will target specific strategies for ENL and NYSESLAT preparation (with an emphasis on writing). The students will be provided with a pre-test, mid-year assessment and a post-test that will help us monitor progress throughout the program.

The materials we will use include: Getting Ready for the NYSESLAT, Test Ready in ELA and Math, Common Core Clinics, i-Ready, New York Content Reading, Longman Photo Dictionary, and Language Power Building Language Proficiency for ELLs. General instructional supplies such as chart paper, markers, pencils, pens, highlighters, construction paper, post-it, portfolio folders, teacher binders, composition books and any other materials necessary will be purchased by the school to support the After school program. The total cost will be $2,230.16.

The activities below are divided into the total amount of sessions that they will be teaching.
Part B: Direct Instruction Supplemental Program Information

ELA/NYSESLAT for ELLs (grades 3-5: 10 students) Oct-May @ 1 hour x 2 weeks for 50 sessions
Math (grades 3-5: 10 students) Oct-May @ 1 hour x 2 weeks for 50 sessions (TRS)

$50.13 x 2 = $100.26 x 50 sessions + $5,013.00 x 2 = $10,026.00 w/fringe

Part C: Professional Development

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

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

Begin description here: ________

P.S 377 Title III professional development will focus on making content comprehensible for English Language Learners. Teachers will participate in the professional development workshops in the most current research methodologies in the instruction of English Language Learners. The workshops will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. The professional development sessions will be facilitated by school administrators. We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. The workshop topics will include:

- Analyzing Data/Using Data to Drive Instruction for ELLs
- Supporting ELLs Achievement: Oral Language
- Scaffolding Instruction for ELLs
- Teaching ELA strategies to ELL students
- ELL Considerations for Common Core-Aligned Tasks in Math/EL
- Understanding the NYSESLAT
- Making content comprehensible for ELLs/Planning differentiated instruction
- Developing academic language for ELLs in Math

Teachers working in the Title III program will receive professional development every Monday on literacy strategies. (small group study and instructional planning)

PD Providers: Members of the Instructional Planning Team (at no cost to the program)

PD participants: Mrs. Pagan, Ms. S. Shirley
## Part D: Parental Engagement Activities

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

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

**Begin description here:**

At our school we are eager to raise the level of parental involvement in our school community. Our parents participate in various trainings and workshops. Parent workshops will be facilitated by the ENL Coordinator (Sharron Shirley), Parent Coordinator/language Coordinator (Lourdes Heredia), Guidance Counselor (Ms. Perez), and Community Based Organizations. Lourdes Heredia is the direct link between our parents and school community. These workshops will take place after-schools (3:50 to 4:50) and will be conducted in English and preferred languages. All workshops materials will be translated to accommodate our parents preferred language. Workshops will be promoted to the community through flyers, school website, our indoor and outdoor display boards. Translation during all workshops is available and we will utilize the services of the translation unit. All records and agendas are maintained and filed in the Parent Coordinators office.

The September series of workshops include;
- The Ready Generation Reading Program: What are the components of the program? How can I support my child at home?
- The Go Math Program: What are the components of the program? How can I support my child at home?
- The Amplified Science Program: What are the components of the program? How can I support my child at home?
- Child Abuse: 9/21
- NYCPC Series of workshops: (Beginning September through January) Stress Management, Helping Students with Academic Success, Dealing with Cyber Bullying,
  My Child is being Bulled.
- DOH Workshops: How to shop healthy, Live light, live right.
  January, 2019 ENL strategies utilizing technology
  February, 2019: Curriculum Programs and home connections
  March, 2019: MS Transition
  April, 2019: NYSESLAT 4 component review.
  May, 20189 NYS ELA and MATH Summative Assessments
  June, 2019: Promotional Policies

All advertisements, attendance sheets, and workshop materials will be kept on file in the Parent Coordinators office. These workshops will be at no cost to the Title III Program.
### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Brooklyn</td>
<td>377</td>
</tr>
</tbody>
</table>

**School Name**: Alejandrina Benitez De Gautier

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominic Zagami</td>
<td>Nadine Marshall, A.P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Sarahil Perez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara Harrington-Vigh</td>
<td>Aracelis Lopez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claudia Shirley/ENL/FL</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Gorski</td>
<td>NA</td>
</tr>
</tbody>
</table>

#### C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>NA</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>NA</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7-12)</td>
<td>NA</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>NA</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K-6)</td>
<td>NA</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>NA</td>
</tr>
</tbody>
</table>

#### D. Student Demographics
Total number of students in school (excluding pre-K) | 370 | Total number of ELLs | 63 | ELLs as share of total student population (%) | 17.03%

## Part II: ELL Demographics

### A. ELL Programs

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

Check all that apply

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE): Yes ☒ No ☐
  If yes, indicate language(s): spanish
- 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.

## 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?
   
   Our school currently uses TCRWP running records and teacher-created assessments. They allow us to monitor our students learning and provide feedback that can be used by our teachers to help improve student learning. The formative assessments help students identify their strengths and weaknesses. It also helps our teachers identify where our ELLs are struggling and immediately address the problem. The running records results allows us to evaluate and determine where our ells stand compared to our No–ELL population. All the gathered information is used to group students and to differentiate instruction based on their individual needs.
2. What structures do you have in place to support this effort?
   The structures that support our formative assessments include:
   Goal setting: clear expectations are created between the students and teacher. We use student work and classroom tests to show what is expected and help our students where they are and where they need to be.
   Observations: observations assist the teachers in gathering evidence of the students learning and it can be used in the instructional planning.
   Questioning strategies: Asking questions allows the opportunity for deeper thinking and provides the teachers with insight on the student level of understanding.
   Self/Peer assessment: allows students to create a learning community within the classroom. The students can use each other as a resource for understanding.
   This assist us with targeting students for more rigorous enrichment activities such as the title III afterschool program. We also use it to identify the students that are approaching grade level standards in ELA and Mathematics. We target these students and encourage them to attend the after school academy.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The summative assessments being used are:
   State Assessments
   ELL Periodic Assessments
   Benchmarks or Interim Assessments
   End of unit tests
   We use these as a gauge to compare student learning to content standards. The summative assessments help to evaluate the effectiveness of our program. It allows us to see how we can improve on our school goals

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once all summative data has been gathered appropriate instructional interventions and progress is monitored regularly.
   Students receive ELA/ENL instruction and targeted intervention. The instruction and intervention is provided by the licensed ENL teacher and the classroom teacher. Consistent collaboration occurs with the ENL and classroom teacher, the two monitor and determine the process for monitoring the students’ progress. It includes the type of assessment and the method of data collection.

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.]
   At the start of the school year, we review our TC running records and the beginning of the year math assessments from GO Math.
   Screening is administered to all students for the purpose of establishing a baseline of performance and identifying students who are not making academic progress. Students demonstrating patterns of concern are identified and are provided with increasingly intensive interventions based on the content with which they struggle. English Language Learners who score below specific levels of performance, our school will determine the Tier group and additional support services to provide the student. Progress monitoring provides the opportunity, through on-going checks, to track the progress of students identified as needing intervention toward meeting learning standards. Data collected as part of progress monitoring are used to make informed decisions about changes to intervention.
   Parent notification is provided in writing when a student requires instruction and intervention beyond what is provided in the Tier 1 setting. Parents must be notified regarding:
   * Rationale for moving the student into a higher, more intensive tier
   * The amount and nature of student performance data collected
   * Interventions provided
* Strategies to be utilized in increasing the student’s rate of learning
* Parents’ right to request an evaluation for special education services

Staff members are qualified in both the knowledge and skills necessary to implement all components of RTI with fidelity. ELL students who are below grade level (at risk) are serviced by their classroom teacher with Core Instruction and they are also serviced in small groups. We track their progress through informative classroom observations, and by using Periodic Assessments and the TC running record as a mid-line and end-line. The data results are compared and an analysis is conducted. Based on the results, we determine if the Pupil Personnel Team should study a particular case. If a teacher feels that a student needs Tier 3 intervention, the teacher must demonstrate that the appropriate plan for small group instruction was in place and properly conducted.

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].)

Our school looks at the data to determine students progress over the past two years were able determine who is advancing from one level to the next, we also identify students that are approaching grade level standards in ELA and Mathematics. The data allows us to target students for more rigorous enrichment activities such as Title III after-school. The data outcomes for the NYSELAT and state exams suggest that our students are making a slow but steady progress in moving from one level to another. Our ELLs in the Transitional Bilingual Special Education Program take tests in English and in Spanish, however the students perform slightly better in their native language. The school leadership and the teachers use the assessments as a baseline for student performance. We also examine if progress was made between each benchmark period. The teachers analyze the results to determine which areas of the test the students show strengths and weaknesses and then use the results to inform their instruction. We have learned that our students still need assistance with listening, speaking, reading and writing for literary responses and critical analysis and evaluation.

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

Our English Language Learners are serviced by both the ENL teachers through push-in or pull-out services. The students are grouped for ENL services to support their language development in the four strands of reading, writing, listening, and speaking. In the classroom the students are grouped to ensure that their linguistic needs are being met through the use of turn and talks and cooperative learning. In examining a student’s needs, a collaborative team approach is used. The ENL teachers and classroom teachers communicate on an ongoing basis about the data collected and they collaborate to ensure that the language goals of the students are being met.

---

**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.

      At our school we are currently using a push-in and pull-out model. Our two licensed ENL teachers Ms. S. Shirley and Ms. C. Shirley meet with the students at the Beginner/ Entering level for 360 minutes, Low Intermediate/Emerging 360 minutes, Intermediate/ Transitioning180 minutes, Advanced/ Expanding 180 minutes, and Proficient/Commanding 90minutes. Whether following the push-in or pull-out model, students are grouped based on their English proficiencies. In the Push-in model the ENL teachers work with the students to provide language acquisition and vocabulary support. They work in collaboration with the classroom teacher. In the Pull-out model: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes.
2018-19 SCEP-FL

for English-acquisition-focused instruction. The ENL teachers plan carefully with general education teachers to ensure curricular alignment and continuity of instruction.

b. TBE program. If applicable.

Our school currently has one TBE class (SWD’s) in grades 6 th - 8 th. In the TBE class the students transfer their home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students receive 75% of instruction in their home language and 25% in English. As the student’s English proficiency increases, more of their instructional day is spent learning in English.

c. DL program. If applicable.

N/A

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)?

<table>
<thead>
<tr>
<th>Program Model</th>
<th>Beginner / Entering</th>
<th>Low Intermediate / Emerging</th>
<th>Intermediate / Transitioning</th>
<th>Advanced / Expanding</th>
<th>Proficient / Commanding**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>360</td>
<td>360</td>
<td>180</td>
<td>180</td>
<td>90</td>
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<td>0</td>
</tr>
<tr>
<td></td>
<td>180 integrated ENL/ELA</td>
<td>180 integrated ENL/ELA</td>
<td>90 integrated ENL/ELA</td>
<td>90 integrated ENL/ELA</td>
<td>90 integrated ENL/ELA</td>
</tr>
</tbody>
</table>

ENL is delivered to ELL students through teacher modeling and various activities designed to increase competencies. In student practice the teacher guides the students through a lesson and allows for feedback and student application. Teachers also implement the workshop model for ENL instruction. (shared reading, guided reading, read alouds. etc). The instructional minutes are delivered based on the CR-Part 154 mandates: (see above)

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.

In our school science and social studies are taught in line with the NYC scope and sequence. In grades K-5 we use Ready Gen for ELA and GoMath for math instruction. Students in grades 6-8 receive instruction through Code-X for ELA and CMP 3 for math.

Content-area instruction in the native language and English is designed to teach subject matter to ELLs; and a Native Language Arts (NLA) component designed to develop skills in listening, speaking, reading, and writing in the students’ home language.

Our TBE classes use native language instruction for ELA and Math, and use English instruction in Social Studies and Science. Technology is integrated throughout all curriculum areas, especially programs designed to meet the needs of the second language learner. The ENL Push-in and Pull-out program services ELLs in grades K-8 and as a way to support our ELLS in the classroom, the ENL teachers work closely with classroom teachers to follow themes and lessons being taught. Students are exposed to authentic grade level texts, and materials as well as the explicit teaching and reading and writing strategies that will aid them in meeting state and local assessments. Our goal is to provide all ELLs with a high quality education and language rich instruction that will allow our students to meet the content and performance standards while acquiring English proficiency. In an effort to increase the teaching quality of reading and writing we have included in our instructional plan:

* ENL programs that reflect visuals, appropriate teaching charts with graphic organizers
* Scaffolded instruction for all learners
* Differentiated instruction during reading and writing
* Additional/supplemental academic intervention for ELL learners in AIS using Common Core Clinics

The Common Core learning standards combined with the New York State ENL standards play a significant role in the implementation of then ENL curriculum. Both standards are used in conjunction to assure that our ELL students are receiving
high quality instruction in both English and the content areas. Our ENL teachers provide instruction in English utilizing ENL strategies and methodologies. In collaboration with the classroom teachers, ENL teachers reinforce content instruction and use content materials. We currently use Language Power, it’s a series of texts on various language levels. It engages the students in language-rich, content-rich and engaging lessons that gives the students an opportunity enjoy a variety of texts and the opportunities to engage with their peers and teachers.

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

We use the Core Assessment Battery which provides multiple data points to establish diagnostic profiles for each student that is then used to establish starting points and pathways for individualized instruction. Our ELLs are also appropriately evaluated during the initial identification process with the Spanish LAB, as well as teacher generated assessments in the TBE classes. Instruction for ELLs is differentiated by the classroom and ENL teacher, with the use of multilingual books, classroom libraries as well as glossaries/dictionaries. Our instructions are Data Driven, with the results from the NYSESLAT, periodic and Interim assessments.

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

All students are provided with differentiated instruction to meet and exceed city and state learning and performance standards:

   a. Students who come from another country with little or no formal education will be identified through the HLIS and Parent/Child Interview. Once identified as a SIFE student, the child will be appropriately placed. Students will be provided with AIS and participate in our Afterschool program.
   b. ELLs in school for less than three years will be tested annually to determine English Language acquisition and level. Students will receive the appropriate ENL instruction following the levels of English according to the NYSESLAT and LAB, which will include, reading, writing, speaking, and listening. In addition these students will be mandated to attend all additional instructional activities provided: ie, after school program.
   c. ELLs who have completed 4-6 six years will receive mandated services for ELLs, but will also receive AIS service and participate in all programs available to monolingual students. The instructional program focuses on reading, writing, and listening. The ESL teacher and classroom teacher collaborate on best practices and share ideas that will keep the students on track and is aligned to the curriculum. Ongoing assessments will be provided in order to track their literacy skills.
   d. Long term ELLs that are not given an extension of services from the state will be provided with intensive test practice classes. They will participate in after school, small group instruction, and individualized instruction. Support services are provided by the ENL teachers, AIS providers and classroom teacher. The ENL instruction for each child is dependent on their English level on the NYSESLAT.
   e. Former ELL students are invited to attend the Title III after school program. They are also afforded all test accommodations that apply to current ENL students. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations.

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

Our Teachers of ELL SWDs use various strategies and techniques to ensure that their students are provided with the same academic content as the general Ed population. Our SWDs are instructed through the use of graphic organizers, visuals, sentence starters, and the use of the smartboard. ELLs identified as SWDs are programmed according to their individualized Educational Plan (IEP), provided with all mandated support services in addition to ENL. They are given the opportunity to
participate in all afterschool activities when available. Teachers and staff follow the IEP for each child. The instruction is data driven, according to their English level on the NYSESALT, NYSITELL and all other standardized tests.

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 instructional staff work in collaboration to support our ELL SWDs in meeting their IEP goals and attaining English language proficiency. ENL services are provided based on the students linguistic needs. ELL SWDs are grouped and serviced regularly with other ELLs (non SWDs) based upon their instructional needs. When applicable our ELL SWD students are afforded the opportunity to mainstream into general education or ICT settings in specific subject areas of strength.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   We currently have identified ELL students who will receive intervention through after school program opportunities and during extended day. ELL students will use the Common Core Clinics ELA and Math, Test Ready ELA and Math, and Great Leaps (if applicable) during specific blocks of the day.

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

   We are currently utilizing The Greenhouse Science classroom, it is dedicated to improving K-8th grade environmental science education. Most classes visit the greenhouse 2x's per week. Our greenhouse classroom lab offers students the opportunity to grow food, while learning hands on about nutrition, water resource management, efficient land use, climate change, biodiversity, conservation, contamination, pollution, waste management, and sustainable development. To facilitate this hands on learning environment the greenhouse lab can include hydroponic growing systems, a weather station, integrated pest management and a vermi-composting station. The LAB operates as an integrated part of the school's curricula and prepares our students to exceed NYC's science standards. In addition to enhancing a school's science curriculum, the greenhouse lab greatly enriches arts and social studies by connecting nature to culture. Students learn the relationship between humans and the environment and gain a greater appreciation of sustainable development and its direct relationship to cultural diversity.

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

   At this time we have chosen to continue with our current programs which are aligned to the CCLS.

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

   All our ELL students across all subgroups participate in all school programs. ELLs in the testing grades who fell below grade level in ELA and Math are given priority to attend our supplemental programs. After School academic reading intervention services for grades 1-5, Title 1 Priority Focus after school program for grades 3-6, AIS/Test prep academy for grades 3-8, and Title III after school for grades 2-5. These ELLS will be targeted through small group instruction, differentiated instruction in both math and ELA.

   materials we will use are:
   * Ready New York CCLS
   * Common Core Clinics
   * Progress Coach
   * Ladders to Success
   * New York Content Reading

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The following materials are used to support learning of ELLs:
* School Wide Writing
* ReadyGen
* GoMath
* Code X
* CMP3
* Common Core Clinics in ELA and Math
* Test Ready in ELA and Math
* Getting Ready for the NYSESLAT
* Content area Libraries (English/Spanish)
* Non-Fiction Libraries (English/Spanish)

Our school also utilizes smart boards, computers, Internet, i-pads, audio materials, as well as word walls, graphic organizers, pocket charts, dictionaries and glossaries.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Our ELLs are provided with dictionaries, glossaries, bilingual texts in math. We try to pair our ELLs with a buddy or we use paraprofessionals and parent volunteers to assist within the classroom.
Our TBE class receives 60% of instruction in the student’s native language (Spanish). Multiple assessments, both formal and informal will be conducted throughout the year. As the students develop fluency in English, the instructional time will continually increase as outlined by the CR-Part 154 guidelines.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All activities such as SETTS, Speech, and AIS are age and grade appropriate, the curriculum is grade specific and is supported with curriculum maps, teacher made materials/resources and texts.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
N/A

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
New students and their parents are provided visits to the classrooms, cluster classrooms, library, cafeteria, and gymnasium to allow the students the opportunity to familiarize themselves with other areas of the school that they will utilize throughout the year. This is done by our ENL coordinator (MS. S. Shirley) A welcome breakfast/luncheon is held by the ENL coordinator with the assistance of our PTA in September to welcome them to our school community. At the breakfast/luncheon they are informed about school curriculum, routines and structures. Parents are given the opportunity to speak with the Principal and Assistant Principal about the different program models available to eligible students and all rules and regulations concerning the ELLs. Throughout the school year, additional parent orientations will be held. New ELLs will receive one on one attention/support to help them get adjusted to the school.

17. What language electives are offered to ELLs?
At this time, no language electives are offered at P.S/I.S 377

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?
### 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?

   ENL teachers as well as our content area classroom teachers will attend professional development sessions offered by our Brooklyn North Field Support Center specifically geared for ENL and all teachers of ELLs. Professional development will be presented through workshops, instructional practice series, strategy series, and study groups. We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. Ongoing support is provided by the ENL teachers to the classroom teachers that will help engage all ELLs in instruction that is grade-appropriate, academically rigorous and aligned with the NYS CCLS. The ENL teachers will participate in weekly grade level meetings as well as collaborative inquiry to provide insight and instructional practices for the classroom teachers. Our teachers will collaborate purposefully and consistently to promote academic achievement in all content areas to develop language objectives and content objectives. Administration will provide teachers with in house professional development that will help them improve on their instructional plans.

   The following teachers will participate:
   - Ms. S. Shirley (ENL Coordinator/ENL Teacher)
   - Ms. C. Shirley (ENL Teacher)
   - Ms. Alvarez (TBE)
   - Ms. Harrington (ICT 7th)
   - Mr. Palomino (Math Technology)
   - Ms. Radish (Green House Teacher/Coordinator)

   The topics to be covered Brooklyn North Support Center are: (Date TBA)
   - Making Content Comprehensible for English Language Learners
   - Planning Differentiated Curriculum for ELLs and SWDs in the Content-Area Classroom
   - Planning Lessons to Engage and Support English Language Learners
   - Developing Academic language for English Language Learners in Mathematics Institute and
   - Leadership Institute in Upper Elementary Mathematics for teachers of ELLs
   - Implementation of the New CR-Part 154 to Ensure High Quality of Education for ELLs

   The topics to be covered in the 6 cycles of in house professional learning are:
   - Questioning and Discussion Techniques 10-16-17 to 12-01-17
   - Targeted Scaffolds 12-6-17 to1-26-18
   - Assessment and ongoing checks for understanding 1-29-18 to 3-23-18
   - Lesson Extensions 3-26-18 to 5-4-18
   - Meaningful work products 5-7-18 to 6/25/18

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.**

   At our school a minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed
by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

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?

Our ENL Coordinator will meet with the parents of English Language learners at least once a year, in addition to parent-teacher conferences, our initial parent orientations, or other scheduled meetings to discuss the goals of the program, their child's English language proficiency assessments and the language development needs of their child in all content areas. The additional meetings will include the classroom teachers, ENL teachers as well as the parent coordinator that can provide translation when needed.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At our school we are eager to raise the level of parental involvement in our school community. We will offer the parents an opportunity to participate in various trainings and language development. Parents will be given the choice to participate in various workshops such as (ELA and Math Common Core, Getting Ready for High School, and Cook Shop, where they receive monthly groceries). In addition to parent workshops we provide technology classes for parents and children once a week. It is taught by Mr. Palomino (Math Technology). We also provide an ENL after school class for parents once a week for two hours, it is taught by our certified ENL teachers (Ms. S. Shirley & Ms. C. Shirley). Parent workshops will be facilitated by the ENL Coordinator (Ms. Shirley), Guidance Counselor (Ms. Perez), and administrators. The workshops will take place during school and after school and will be conducted in Spanish and English. We will utilize the services of the translation unit when needed. School personnel will help to set goals, develop action plans and keep the line of communication open between the parents and school community.

Additional Information

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

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

**Principal Certification**

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominic Zagami</td>
<td>Principal</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Nadine Marshall</td>
<td>Assistant Principal</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>NA</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Sharron Shirley</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Aracelis Lopez</td>
<td>Parent</td>
<td></td>
<td>06/27/17</td>
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<tr>
<td>Tara Harrington</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Claudia Shirley</td>
<td>Teacher/Subject Area</td>
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</tr>
<tr>
<td>NA</td>
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<tr>
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</tr>
<tr>
<td>Sarahil Perez</td>
<td>School Counselor</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Sheila Gorski</td>
<td>Superintendent</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td>NA</td>
<td>06/27/17</td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
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<tr>
<td>NA</td>
<td>Other NA</td>
<td>NA</td>
<td>06/27/17</td>
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</tbody>
</table>

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
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>Sharron</td>
<td>Shirley</td>
<td>ESL Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Our written translations assessments needs were found by a careful review of the Student blue emergency cards, home language surveys, UPPG screen, as well as information gathered during registration. During parent meetings and orientations we will continue to provide information through a range of channels and formats. Using the information gathered we will create a document with the students name, class and grade. The document will be kept in the ESL coordinators office so it can be updated regularly throughout the year. The Parent Coordinator (Mr. Diaz), ESL Coordinator (Ms. Shirley), Guidance(Ms. Perez), as well as other members of the school community will ensure that parents understand their rights.
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>After a review of our HLIS we found that our school preferred languages for both written and oral communication are:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Spanish- 93%</td>
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<td></td>
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<tr>
<td>Arabic - 6%</td>
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</tr>
<tr>
<td>Farsi- 1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers are notified which parents are in need of translation services as well as the PTA.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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>Schools newsletter</td>
<td>September through June.</td>
<td>Documents in English are given to our foreign</td>
</tr>
<tr>
<td>Parent handbook</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School calendar
Parent teacher conferences
After school programs
Parent Orientation meetings
NYS testing Calendar
Letters from teachers

All correspondence for parents is provided in English and Spanish, it is translated by our ENL teacher (Ms. C. Shirley). These translations apply to school wide notices and individual parent letters.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent teacher conferences</td>
<td>September through June.</td>
<td>We have several teachers who are bilingual and support translation as needed.</td>
</tr>
<tr>
<td>Parent Orientation meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Attendance celebrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural celebrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Nutrition Workshop (Cookshop)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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..)

P.S/I.S 377 fulfills Section VII of Chancellors Regulations A-663 by providing each parent a copy of the Parents Bill of Rights during registration. They are also provided with a school handbook at the beginning of the school year that covers all notification requirements. They are also provided with a monthly calendar that notifies them of all monthly events at our school. We provide parents notifications in their primary language and during meetings or conferences; translators are available to parents. All letters and documents are provided to parents in both English and their Native language. As a school community we want to better engage and communicate with Limited English proficient parents because we want them to feel that they are involved from the start and ensure that the information we provide meets their needs.

Part E: Monitoring Provision of Language Services

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

The first step to improving our parent, family, and community involvement in our school is to assemble a team composed of the parent coordinator, ESL coordinator and ENL teacher and parent-teacher association members. The team begins by assessing the needs of our parents through informal conversations. Our PTA will also be encouraged to create a parent group inclusive of all cultures and languages to ensure that all are represented in our school community. Once our school has initiated an effort to look carefully at the information gathered about the status of our parental needs, priority areas will be identified, tasks assigned, and plans to evaluate progress will be put into place.