2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 14K380
School Name: P.S. 380 JOHN WAYNE ELEMENTARY
Principal: VICTORIA PRISINZANO
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S. 380 – John Wayne Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>14K380</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>331400010380</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre K - 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>370 Marcy Avenue, Brooklyn, N.Y. 11206</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-388-0607</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-599-3231</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:vprisin@schools.nyc.gov">vprisin@schools.nyc.gov</a></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Victoria Prisinzano</td>
</tr>
<tr>
<td>Principal:</td>
<td>Victoria Prisinzano</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Andrew Stein</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Michelle Sullivan</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Kristi Holzapfel</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Crusita Gomez</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 14 |
| Superintendent: | Alicja Winnicki |
| Superintendent’s Office Address: | 215 Heyward Street, Brooklyn, N.Y. 11206 |
| Superintendent’s Email Address: | awinnic@schools.nyc.gov |
| Phone Number: | 718-302-7638 |
| Fax: | 718-302-7978 |

## Field Support Center (FSC)
Brooklyn North

Executive Director: Bernadette Fitzgerald

Executive Director’s Office Address: 131 Livingston Street, Rm 501

Executive Director’s Email Address: Bfitge2@schools.nyc.gov

Phone Number: 718-225-5119

Fax: 718-935-4314
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Prisinzano</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Andrew Stein</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Michelle Sullivan</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></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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</tr>
<tr>
<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Dora Schaffer</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Kristi Holzapfel</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Tania Cruz</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>----------------------</td>
</tr>
<tr>
<td>Crusita Gomez</td>
<td>Member/Parent</td>
<td></td>
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<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Karina Quinonez/Parent</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Angelica Hernandez/Parent</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Magdalena Tolentino</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
</tr>
</tbody>
</table>

The John Wayne Elementary School is devoted to providing a safe and nurturing environment to encourage meaningful learning. Through a collaborative effort, the “team at Public School 380”, parents, staff and administrators – is committed to the vision that each and every student can and will meet the highest standards of educational
excellence. The students of P.S. 380 shall be successful, lifelong learners prepared for the future. They will be empowered to strive for excellence, to love learning, and to maximize their potential by:

- being provided with a safe and orderly environment in which everyone is respected and encouraged to strive to do his/her very best.
- being taught a multitude of academic and social skills that will enable them to become productive and valuable members of our society.
- fostering a strong home/school partnership, thereby enhancing student achievement.
- providing a challenging curriculum to ensure a quality education for all students.
- addressing the individual needs of all students through differentiated instruction – remedial and enrichment.
- incorporating the arts into the daily educational program, thus encouraging cultural awareness, diversity and creativity.
- extending the use of technology in our daily instructional program to better prepare our students for a technologically advanced society.
- promoting students who are bilingual, bi-literate and bi-cultural through our dual language program.

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

John Wayne is an elementary school with 592 students from Pre-K through grade 5. The school population is comprised of 20% Black, 71% Hispanic, 8% White, and 1% Asian students. The student body includes 23% special education students. Boys account for 51% and girls 49% of the student population. The average attendance rate for school year 2017-2018 was 92%. Our school also offers a special education bilingual Yiddish program. The program currently has 37 students enrolled.

P.S. 380 is a school deeply committed to creating a safe and nurturing environment that encourages student learning. It is our belief that all students can learn and meet the highest standards given the appropriate support.

To that end, our teachers work collaboratively during common preps and after school during teacher team meetings. We have always encouraged a strong home/school connection and will continue this practice with many activities planned this year.

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

Our school has a large Hispanic population (71%). Therefore, our teachers differentiate their instruction to foster vocabulary development and reading strategies. In order to improve the reading ability of our students, we have set aside a 45 minute independent reading time each morning. It is our hope that this initiative, along with improving reading comprehension, will develop a love of reading in our children. Through Professional Learning Teams, we have incorporated vocabulary development strategies to help teachers improve pedagogy in the area of literacy instruction. Since math word problems offer the greatest challenge to our students, we began and will continue to use the Exemplar Problem Solving Procedure. Beginning in the 2018-2019 school year, we will create a Professional Learning Team to help incorporate culturally responsive teaching.
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.

Our school is very proud of the work done by our Professional Learning Teams with a focus on Parent Involvement and Higher Order Thinking Question Techniques this past year. The evidence of their work is visible in every classroom in the school. In order to identify the areas of focus for our professional development for the 2018-2019 school year, our teachers participated in a learning walk using the elements of the Framework for Great Schools as the lens with which they observed the various classrooms. The areas in most need were identified and will be studied by the Professional Learning Teams next school year, and their work will be brought into the classroom once again.

Although P.S. 380 has always had strong collaborative teams, through the work of PLT’s, inquiry teams and learning walks this aspect of the Framework has taken on greater significance at the school. As per analysis of our last Quality Review and results of the 2017 School Survey, our focus for school improvement is to ensure the systemic implementation of rigorous instruction in all content areas.
## School Demographics and Accountability Snapshot for 14K380

### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 584
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: YES
- **Dual Language**: YES
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 73
- **# SETSS (ELA)**: 15
- **# Integrated Collaborative Teaching (ELA)**: 37
- **# Special Classes (Math)**: 73
- **# SETSS (Math)**: 12
- **# Integrated Collaborative Teaching (Math)**: 37

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 21
- **# Music**: 21
- **# Drama**: 21
- **# Dance**: 21
- **# CTE**: YES

### School Composition (2017-18)
- **% Title I Population**: 79.9%
- **% Attendance Rate**: 99.1%
- **% Free Lunch**: 78.6%
- **% Limited English Proficient**: 20.4%
- **% Students with Disabilities**: 26.0%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.2%
- **% Black or African American**: 19.2%
- **% Hispanic or Latino**: 71.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.2%
- **% White**: 8.2%
- **% Multi-Racial**: 0.2%

### Years Principal Assigned to School (2018-19)
- **0.96**

### % of Teachers with No Valid Teaching Certificate (2014-15)
- **0%**

### % Teaching with Fewer Than 3 Years of Experience (2015-16)
- **15%**

### Average Teacher Absences (2014-15)
- **7.9**

### Enrollments and Accountability (2018-19)
- **Total Enrollment**: 584
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **ELA Performance at levels 3 & 4**: 47.6%
  - **Mathematics Performance at levels 3 & 4**: 53.8%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**
  - **94%**
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**
  - **N/A**

### Student Performance for High Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A

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

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

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: Yes
  - **White**: N/A
  - **Students with Disabilities**: Yes
  - **Economically Disadvantaged**: Yes

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

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

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

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

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

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

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

Part 1 – Needs Assessment

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

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

- Analysis of Fountas/Pinnell reading levels
- Results of standardized ELA exams
- Results of practice ELA exams
- End of unit exams
- Conferencing notes

The overall percent of students scoring at levels 3 and 4 on the NYS ELA exam slightly decreased in 2018 to 50% from 51% in 2017. Analysis of performance of subgroups scoring at or above proficiency on the NYS ELA (levels 3 & 4) helped identify the existing achievement gap between English proficient students, general education students, learning English as a new language (ENL) and students with disabilities (SWD).

<table>
<thead>
<tr>
<th>Group</th>
<th>% at levels 3 &amp; 4</th>
<th>Group</th>
<th>% at levels 3 &amp; 4</th>
<th>Achievement Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP</td>
<td>50%</td>
<td>ENL</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Not SWD</td>
<td>57%</td>
<td>SWD</td>
<td>21%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, the gap between English proficient students scoring at levels 3 & 4 on NYS ELA and ENL and SWD students will decrease by 3%.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reading below grade level benchmark</td>
<td>Oct./2018 - June/2019</td>
<td>Classroom Teachers, AIS Staff, Grade Facilitators</td>
</tr>
<tr>
<td>All 3rd - 5th grade students</td>
<td>Oct./2018 - June/2019</td>
<td>Classroom Teachers, AIS Staff, Grade Facilitators</td>
</tr>
<tr>
<td>Classroom Teachers, AIS Staff</td>
<td>Professional Learning Time</td>
<td>Assistant principals, Lead Teacher, Grade Facilitators</td>
</tr>
<tr>
<td>K-5 Students</td>
<td>Sept./2018 - June/2019</td>
<td>Assistant Principals, Program Director</td>
</tr>
</tbody>
</table>

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### 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.

Parent Orientation and workshops will be planned to enable parents to support student development of literacy skills at home. In 2017-2018, we incorporated a Parent Involvement PLT to include parents in the academic content areas which will be continued in the 2018-2019 school year.

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### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

Review of reading levels in January 2019 will demonstrate that at least 1.5% of target students have reached grade level proficiency.

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

Fountas/Pinnell Reading Levels will be used to measure progress.

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?
   - Analysis of teacher referrals of students who require support with social/emotional issues
   - Analysis of OORS reports, including severe incidents requiring outside providers (EMS-Police-ACS)
   - Analysis of administrative time allotted to students with severe social/emotional needs
   - Analysis of safety concerns expressed by teachers and students

One of our strengths is our school-wide initiative in making sure our school is a respect for all school throughout the school year. Although we have always had a strong character education program we always look to increase the social/emotional support provided to students. For SY 2018-2019, we will be participating in the Leader in Me program to promote student leadership in monitoring of academic as well as social/emotional learning. We will also implement Therapeutic Crisis Intervention strategies in order to address students with severe social/emotional needs.

Part 2 – Annual Goal

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

By June 2019, there will be a 5% increase in students that report a positive response when dealing with academic and social emotional issues as demonstrated by comparison of pre and post survey of the Leader in Me program.
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will receive professional development from Franklyn Covey organization on the implementation of the &quot;Leader in Me&quot; program.</td>
<td>Pre K - 5 Staff</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>All classroom teachers will implement lesson to promote the seven habits specified in the &quot;Leader in Me&quot; program.</td>
<td>Pre K - 5 Students</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Parents are encouraged to attend our Student of the Month Award Assembly. This award will be given monthly to students who exemplify good citizenship behaviors and respect for all members of the school community. For example: being a good neighbor, obeying laws and rules, respecting authorities, cooperating with others, being tolerant of differences.</td>
<td>Parents of K-5 Students</td>
<td>Oct. 2018 - May 2019</td>
</tr>
<tr>
<td>Parent Engagement Activities are planned for the 2018-2019 school year that support this Framework Element. Each activity is supervised by the Parent Coordinator or the Pre-K Social Worker and attendance is taken at each workshop. The Principal analyzes the attendance data to monitor parent participation.</td>
<td>All Parents</td>
<td>Sept 2018-June 2019</td>
</tr>
</tbody>
</table>

**Planned Parenthood Workshops** - series of 4 workshops addressing the sexual development of children.

**CPR Parent Workshop** - interactive workshop that leads to CPR certification.

**Cooking/Nutritional Workshops - (2)** - interactive workshop that focuses on adjusting ingredients to make healthier meals.

**Parenting Skills Workshops - (6)** - workshops focus on effective, non-violent discipline techniques, teaching mutual respect, the power of encouragement, and successful communication skills.

**Testing Workshops in ELA, Math and Science** - workshops focus on test-taking skills, time management, test components, and how to best prepare students.
**Middle School Fair** - representatives of the neighborhood middle schools prepare presentations and speak with parents about programs, activities, and school extra-curricular activities.

**Parent Development Workshop** - sponsored by 21st Century grant on identified topics of interest.

**Science Fair** - the science teacher will hold an interactive workshop on the scientific method. Students who are selected for the Science Fair will display their project at the May 2019 Parent Teacher Conference.

**Soccer Day** - parents will be welcomed to participate with their child in Soccer Day in June 2019.

**St. Nick's School Forum** - In May 2019, St. Nick's Alliance will invite parents to be part of a community forum to gain feedback on the after school program and school community.

**Martin Luther King Day** - St. Nick's Alliance will invite parents to come celebrate diversity with the Harlem Magic Masters.

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### 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.

Workshops will be scheduled throughout the school year. The Parent Coordinator, 21st Century Grant director, will work with the school staff and CBO's to provide needed workshops.

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### Part 4 – Budget and Resource Alignment

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

*Materials for character development lessons - The Leader in Me from Franklyn Covey Org.*

*Professional Development*

*Bi-Lingual books*

*21st Century Grant Funds*

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

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

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### Part 5 – Progress Monitoring
<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. By January 2019, the number of students referred for at-risk behavior will decrease by 10%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 5b.</td>
<td>Indicate the specific instrument of measure that is used to assess progress. Pre and Post student survey</td>
</tr>
<tr>
<td>Part 5c.</td>
<td>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Based on our latest Quality Review (2014), the school received a "Well Developed" rating in Quality Indicator 4.2 (Teacher Teams and Leadership Development). Findings indicate that the vast majority of teachers are engaged in inquiry based, structured professional collaboration, where distributed leadership structures are embedded into the regular functioning of the teams. We are extending this work to allow cluster teachers to work collaboratively with classroom teachers to modify Science and Social Studies units of study.

- Analysis of student writing
- Analysis of NYS ELA Exam
- Analysis of student work
- Analysis of learning walk findings
- Analysis of Grade 4 NYS Science Exam
- Monthly Assessment of skills learned

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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<tbody>
<tr>
<td>By June 2019, 100% of curriculum maps for K-5 will be completed</td>
<td>to ensure all teachers, including cluster teachers, can support students</td>
</tr>
<tr>
<td></td>
<td>in making interdisciplinary connections.</td>
</tr>
</tbody>
</table>
### 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>Research based teacher team meeting every Monday after school to develop interdisciplinary units.</td>
<td>Teachers</td>
<td>Cycle 1: 9/10 - 12/17, Cycle 2: 1/7 - 6/3</td>
<td>Classroom Teachers, Cluster Teachers, Grade facilitators &amp; Administrators</td>
</tr>
<tr>
<td>Teachers will review student work to determine areas in need of additional support.</td>
<td>K-5 Students</td>
<td>Cycle 1: 9/10 - 12/17, Cycle 2: 1/7 - 6/3</td>
<td>Classroom Teachers, Grade facilitators &amp; Administrators</td>
</tr>
<tr>
<td>Teachers will collaborate with Cluster Teachers to investigate places for field trips related to units</td>
<td>Classroom Teachers, Cluster Teachers</td>
<td>Cycle 1: 9/10 - 12/17, Cycle 2: 1/7 - 6/3</td>
<td>Classroom Teachers, Cluster Teachers, Grade facilitators &amp; Administrators</td>
</tr>
<tr>
<td>Teachers in grades K-5 will plan and conduct parent workshops on grade specific curriculum, including Science and Social Studies (one grade per month).</td>
<td>Parents</td>
<td>Cycle 1: 9/10 - 12/17, Cycle 2: 1/7 - 6/3</td>
<td>Classroom Teachers, Cluster Teachers, Grade facilitators &amp; Administrators</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.

Parents will be invited on Tuesdays from 7:30-8:00 am from Sept. to June to meet with grade level teams during parent engagement. Parents will also be invited to St. Nick's Alliance Community forum and the Science Fair.

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.

*Weekly teacher team meetings *Parent Engagement Time
*Common preps *Bi-lingual books in all content areas
*Grade Facilitator
*Funding for field trips

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>
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</table>

Part 5 – Progress Monitoring

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

By January 2019, Grades K-5 teacher teams will have collaboratively revised 40% of unit plans, 6 rigorous, CCLS-aligned incorporating science and social studies themes across content areas. Teachers will also write new lesson plans for the Passport to Social Studies new curriculum. Teachers will also incorporate grammar into their daily writing lesson plans.

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

K-5 end of unit exams in Science and Social Studies 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.
### Part 1 – Needs Assessment

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

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

* Analysis of Fountas/Pinnell reading levels
* Results of standardized ELA and Math exams
* Conferencing notes
* Teacher goals
* Classroom Observations

Analysis of student performance data indicate that teacher’s ability to ask higher order questions across all content areas, must be furthered developed. In an effort to support teachers in developing a repertoire of strategies to promote critical analysis of content by all students. Administrators will work closely with identified lead teachers for each grade to build capacity.

### Part 2 – Annual Goal

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

By June 2019, teacher's ability to ask higher order questions to promote critical thinking will increase by 25%, as evidenced by comparison of ratings of component 3C - Questioning and Discussion Techniques of the Danielson's Framework for SY 2017 and SY 2018.
### 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>Identify lead teachers who implement effective questioning and discussion techniques</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>One lead teacher per grade</td>
<td>Sept. - Oct. 2018</td>
<td>Administrators</td>
<td></td>
</tr>
<tr>
<td>Provide teachers with inter-visitation opportunities to view best practices and interchange feedback with colleagues</td>
<td>All teachers</td>
<td>Sept. 2018 - May 2019</td>
<td>Administrators, Grade Facilitators, Lead Teachers</td>
</tr>
<tr>
<td>Establish a PLT dedicated to action research around best practices to support systemic implementation of effective questioning and discussion techniques.</td>
<td>All teachers</td>
<td>Sept. 2018- May 2019</td>
<td>Grade Facilitators, Lead Teachers</td>
</tr>
<tr>
<td>Conduct school learning walk with a focus on gathering information regarding questioning and discussion techniques.</td>
<td>All classroom teachers</td>
<td>Oct. 2018</td>
<td>Administrators, Grade Facilitators, Lead Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops and information sessions will be scheduled during P.T.A. meetings, SLT meetings and Tuesday parental engagement sessions. Grade Facilitators, Lead Teachers and Administrators will facilitate sessions.

### 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.

- Grade level teachers leaders * Per-session to support curriculum planning
- Grade Facilitators * Per-diem to hire substitute teachers to allow teachers to attend workshops and visit other schools to view best practices

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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</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 January 2019, Administrators will review completed observations to assess improvement of rating of component 3c- Questioning and Discussion Techniques.

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

ADVANCE rating of component 3c

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

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

Part 1 – Needs Assessment

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

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

As a Leadership Team, we reviewed parent attendance at school events during the 2017-2018 school year and the results of the NYCDOE parent survey. We noted that parent attendance at our school-wide events was exceptional. However, parent attendance at our curriculum workshops offered during Parent Involvement Time on Tuesdays was minimal. On our 2017-2018 School Quality Snapshot, 94% of our parents responded positively to questions about strong-Family Community Ties. Based on our analysis and discussion, the following goal and action plan has been established.

Part 2 – Annual Goal

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

By June 2019, comparison of the SY 2018 - SY 2019 NYC School Survey Report will demonstrate an increase of 2% in the percentage of parents that report that there is strong family/community ties between the school and parents.
### Part 3a – Action Plan

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

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

<table>
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<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Parents, Students</td>
<td>Sept 2018- June 2019</td>
<td>Teachers, Students, Staff</td>
</tr>
</tbody>
</table>

**Events** will be held to invite parents to view student’s academic success. The events which will be held are Multicultural Day, Science Fair, Book Tasting, and Family Soccer Day. These events will develop strong school family ties.

**The family engagement component of our 21st Century Community Learning Center Grant** will provide our school with an on-site program that conducts workshops to support the families of our school community. The workshops will include Family Literacy, High School Equivalency, ESOL, Financial Literacy, Tenant Advocacy, and Career Planning/Workforce Development Training, Family Forum.

**Curricular workshops** during Tuesday, "Parent Involvement Time" including:

- **Social Media and Internet Safety** - This workshop will provide parents with information and awareness of how kids today use the internet, text on their phones and engage with people on social media sites. We will discuss how to help protect our children from online dangers such as cyberbullying and ethical issues. We will provide parents with strategies for setting boundaries regarding the amount of time kids spend online.

- **Stress, Anxiety and Depression** - We will provide parents with an overview of the definitions, signs and symptoms of various types of stress, anxiety and depression that children and teens often experience. We will also provide you with strategies to help protect children from the harmful effects of these issues, and additional resources.

- **Transition** - Parents will have the opportunity to visit their children's next grade and obtain information and insight on how to help them smoothly transition to the next grade. Grade 5 will have a separate workshop to help parents with the transition into middle school.

**Continue monthly Parent Newsletters** to inform families in grades Pre-K through 5 which will foster communication between the home and school.

**Parents** | Monthly beginning the 1st Friday in | Teachers, Administration |
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.

St. Nicks Alliance

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.

- Supplies - refreshments for parents
- Per-session - teacher 1 hr per month (10 hrs) planning
- Supplies - ingredients for cooking
- Non-contractual services - Cool Culture $2,700
- (10) Ipad - parents, Ibooks
- Software - Capstone "e-books" English and Spanish
- Yoga/Zumba Parent Classes

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

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</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.

Review of parental sign in sheets at school-wide events and workshops will demonstrate an increase of at least 15% in parental participation

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

Results of 2019 NYC Parent 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</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>AIS During the Day Grades K-3 reading levels/teacher recommendations</td>
<td>AIS During the Day Grades K-1 – Guided Reading Groups/Fundations</td>
<td>Small group instruction one-to-one conferencing</td>
<td>During the day and after school</td>
</tr>
<tr>
<td></td>
<td>Grade 4 – Level 1 &amp; 2 on 2018 NYS ELA Exam and ELA/teacher recommendations</td>
<td>Grade 2 – Reinforcement of comprehension strategies, genres, and vocabulary from Wonders Reading Program, Fundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 5 – Level 1 &amp; 2 on 2018 NYS ELA Exam and ELA/teacher recommendations</td>
<td>Grades 3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>After School Program</td>
<td>Reinforcement of comprehension strategies, genres, and vocabulary from Wonders Reading Program/Support CCLS using Mastering the Standards ELA 3,4,5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 3 – teacher recommendations</td>
<td>After School Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades 4 &amp; 5 - students scoring below 3 on ELA</td>
<td>Independent reading-conferencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For additional guidance, refer to NYSED’s memo.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3</strong>- Teacher recommendations</td>
<td><strong>AIS During the Day</strong></td>
<td><strong>Small group instruction</strong></td>
<td><strong>During the day and after school</strong></td>
</tr>
<tr>
<td><strong>Grade 4 - Level 1 &amp; 2 on NYS Math Exam/teacher recommendations</strong></td>
<td><strong>Grades 3 - 5 – RTI Intervention strategies for Tier 2 Go Math program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 5 - Level 1 &amp; 2 on NYS Math Exam/teacher recommendations</strong></td>
<td><strong>Problem solving strategies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After School Program Grades 2 - 3 - teacher recommendations</strong></td>
<td><strong>After School Program Grades 3 - 5 – Finish Line Math</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades 4 - 5 - Students scoring below 3 on State Math Exam</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Science</th>
<th>Science</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children with failing scores on science assessments</strong></td>
<td><strong>MacMillan Science series and manipulatives re-teach activities</strong></td>
<td><strong>Small group instruction</strong></td>
<td><strong>During the day</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Social Studies</th>
<th>Social Studies</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children with failing scores on social studies assessments</strong></td>
<td><strong>Passport to Social Studies series re-teach activities, map skills</strong></td>
<td><strong>Small group instruction</strong></td>
<td><strong>During the day</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></th>
<th>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></th>
<th>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></th>
<th>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children experiencing problems with peers and problems coping with classroom structures, TCI</strong></td>
<td><strong>Focusing on methods of coping, accepting authority, accepting responsibility for actions, anger management etc.</strong></td>
<td><strong>Small group instruction</strong></td>
<td><strong>During the day</strong></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.)

<table>
<thead>
<tr>
<th>Currently</th>
<th>P.S. 380 has 33 students in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 380</td>
<td></td>
</tr>
</tbody>
</table>

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

   P.S. 380 will provide the following services to families and students in temporary housing:
   - Parent coordinator and school social worker will reach out to families to assess needs
   - School will provide needed school supplies
   - School will provide additional leveled books to support reading after-school
   - Academic intervention during the day and after-school will be provided to at risk students
   - School social worker will monitor the social/emotional needs of students
   - Parent coordinator will support families in contacting CBO’s for additional services
   - STH liaison (Assistant Principal) will monitor the needs of students and families on a monthly basis

### 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).

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Recruitment: We identify viable candidates for future vacancies by:
- In collaborating with St. Francis College we host student teachers throughout the school year
- We recruit, nominate and hire candidates to work as substitute teachers before offering permanent positions

Retention:
- All new teachers are supported by assigned mentors and grade facilitators
- New teachers are asked to participate in learning walks to view implementations of school wide practices
- New teacher meetings are scheduled with the Principal and Assistant Principals to review instructional practices and school protocols

Highly Qualified
- We have contracted "Exemplars Inc." to provide all classroom and AIS teachers with professional development in the area of math problem solving

2b. High Quality and Ongoing Professional Development

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

- Ongoing intensive in-house professional development is provided during weekly teacher team meetings, weekly inquiry meetings, and weekly AIS meetings and during specified Professional Development Days.
- Administrators, Grade Facilitators and all classroom teachers meet on a regular basis. Some topics include:
  - The Alignment of Instruction to the CCLS
  - Dissemination of Danielson's Framework for Teaching
  - The formulation and implementation of differentiated instruction in every classroom
  - Paraprofessionals engage in Professional Learning Teams
  - Meeting the needs of all students including ELLs and students with IEPs
- Both formal and informal observations are conducted on a regular basis with immediate, constructive feedback.
- Teachers' strengths and areas in need for further development will be identified as a result of focused walk throughs and observations.
- Grade level teams identify topics for professional development, based on student achievement trends.
- Lead teachers attend professional development sponsored by School Support Organization.
- Topics for professional learning teams for paras are aligned with classroom instructional practices. For example, paraprofessionals have been engaged in professional development topics, such as: guided reading, Fundations, math instruction using GoMath curriculum, scaffolding instruction for ENLs and SWDs.
- Assistant principals are part of District 14 cohort focused on how to support teachers in the implementation of rigorous instruction across all content areas.
- Attendance at district principal meetings focused on instructional strategies to support student achievement in ELA and Math.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

The plan to assist our transitioning pre-school children includes:

- Visitations to the local day care centers to conduct presentations on ways to prepare young children for the school experience.
- Conducting simple tasks on numbers, colors and letter recognition during the actual registration process.
- The preparation and distribution of activity packets to be used by parents and children during the summer months.
- Provision of Early Childhood Parent Workshops on a variety of topics at the school site.
- The explanation of all AIS services that we provide for our early childhood students who are in need of extra assistance.
- The use of our Early Childhood Social Worker to act as liaison and to make a positive home/school connection.
• Early Childhood Parent Orientation
• Conduct school tours that invite parents to view our Pre-K classrooms and instruction.
• Distribution of summer letter that welcomes parents to Pre-K and informs them of opening day procedures.
• Pre-K Transition workshops conducted by our Pre-K Social Worker
• Beginning of year “Meet The Teacher” parent night, informing parents about curriculum and policies
• Pre-K family room
• Teachers collect data about students and families through needs assessments
• Teachers share information with parents about students' progress on a regular basis through authentic assessment progress reports.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet weekly during grade level planning meetings to review curriculum maps, develop lesson plans and review student achievement data. Assessment tools are reviewed to ensure that results present a clear indication as to whether students are meeting grade level standards. Teachers also review and revise assessment tools such as rubrics and end of unit exams to ensure that they are aligned to standards.

Professional development regarding how to interpret assessment results and assessment based lesson planning is provided to teachers by:

• Grade level facilitators during weekly grade meetings
• Staff developers on the implementation of running records and informal reading and writing assessments
• Members of the school's special education implementation team
• Teachers certified to teach ENL students

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. 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. (Refer to Galaxy for school allocation amounts)</th>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
</table>

2018-19 CEP
### Table

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Type</th>
<th>Amount</th>
<th>Verify with an (X)</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$386,651</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$75113</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$15054</td>
<td>X</td>
<td>5A, 5B</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,533,815</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</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 Program to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

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

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

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

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

---

Parent and Family Engagement Policy

Parent Involvement Policy (PIP) P.S. 380

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 our school. Therefore, P.S. 380, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. Our 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.

Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Our 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. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent-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, our 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 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 schools 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 our Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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; and any other topic of parent interest/concern

● 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 ESSA;

● schedule additional parent meetings, 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 Literacy/Math workshop where all parents are invited to attend formal presentations and workshops that address their child’s academic skill needs and what parents can do to help;

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

● holding an annual Title I Parent Conference;

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

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

● supporting or hosting Family Day events; Movie Night, Multicultural Events, Etc.

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

● encouraging more parents to become active members of school community;

● 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 designed to keep parents informed about school activities and student progress;

● providing written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Support for Parents and Family Members of Title I Students

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s 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, our 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 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 schools 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 our Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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; and any other topic of parent interest/concern

● 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 ESSA;

● schedule additional parent meetings, 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 Literacy/Math workshop where all parents are invited to attend formal presentations and workshops that address their child’s academic skill needs and what parents can do to help;

### Parental Involvement and School Quality

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

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

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

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

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

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

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Conference;
● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

● supporting or hosting Family Day events; Movie Night, Multicultural Events, Etc.

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

● encouraging more parents to become active members of school community;

● 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 designed to keep parents informed about school activities and student progress;

● providing written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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**School-Parent Compact (SPC)**

**School-Parent Compact (SPC) P.S. 380**

P.S. 380, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA), agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

The School Parent Compact is in effect during school year 2015-2016.

**I. School Responsibilities:**

*P.S. 380 will:*

*Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:*

● reading level assessments will be administered 4x per year with feedback to students’ parents/guardians

● teacher made assessments will be utilized to track students’ progress in all curriculum areas

● skills analysis of all ELA assessments will be formulated for the purpose of identifying individual student needs and the planning of differentiated instruction

● Bloom’s Taxonomy approach to address higher order thinking skills will be incorporated into daily reading activities

● formal and informal observations of teacher instruction will be conducted on a regular basis

● AIS instruction to assist at-risk students will be delivered
Enrichment will be provided for higher functioning students

on-going professional development and teacher support will be provided to improve teacher competency

the CCSS will be addressed in all the core curriculum areas

there will be a daily well-balanced instructional program delivered by all teachers that supports a high quality curriculum and instructional program designed by our administrative team of professionals

using academic learning time efficiently

respecting cultural, racial and ethnic differences

implementing a curriculum aligned to the CCSS

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 ESSA;

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 to parents related to school and parent programs, meetings and other activities 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;

reading level assessment reports sent to parents/guardians at the end of September 2018, December 2018, March 2019 and May 2019

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 and PTA meetings

Provide general support to parents by:

• providing parents reasonable access to staff during teacher’s prep periods, teacher’s lunch periods and Tuesday afternoons between 2:30 pm and 3:00 pm

• providing parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities specifically during open school week and at numerous school activities throughout the year

• involving parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way

• involving parents in the joint development of any School Wide Program plan in an organized, ongoing, and timely way

• hold an annual meeting to inform parents of the school’s participation in Title 1, Part A program, and to explain the Title 1, Part A requirements, and right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A program and will encourage them to attend.

• providing information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand

• providing parents of participating children the information about Title 1, Part A program that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet

• providing each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading

• providing each parent timely notice when their child has been assigned or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 2000.56 of the Title 1 (i.e. as per ESSA)

Parent/Guardian Responsibilities:

• promote positive use of extra curricula 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;

● 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 promptly 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;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory group, e.g., Title 1 Parent Committees, School or District Leadership Teams;

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

● make certain that all homework is completed and signed on a daily basis;

● make certain that my child reads every night and his/her reading log is signed;

● make certain all the necessary information, including 3 separate emergency telephone numbers, are recorded on the blue emergency card;

● keep the school informed of important information concerning my child’s physical and emotional well-being;

● make certain that my child gets to school on time each and every day and is picked up promptly at dismissal time;

● make certain that my child attends school every day that school is in session, even on half-days of school

**Student Responsibilities:**

● attend school regularly and arrive 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;

● do my homework every day and ask for help when needed;

● read at least 30 minutes of every day outside of school time;

● give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

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**I. School Responsibilities: High Quality Curriculum**

**P.S. 380 will:**
Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- reading level assessments will be administered 4x per year with feedback to students’ parents/guardians
- teacher made assessments will be utilized to track students’ progress in all curriculum areas
- skills analysis of all ELA assessments will be formulated for the purpose of identifying individual student needs and the planning of differentiated instruction
- Bloom’s Taxonomy approach to address higher order thinking skills will be incorporated into daily reading activities
- formal and informal observations of teacher instruction will be conducted on a regular basis
- AIS instruction to assist at-risk students will be delivered
- Enrichment will be provided for higher functioning students
- on-going professional development and teacher support will be provided to improve teacher competency
- the CCSS will be addressed in all the core curriculum areas
- there will be a daily well-balanced instructional program delivered by all teachers that supports a high quality curriculum and instructional program designed by our administrative team of professionals
- using academic learning time efficiently
- respecting cultural, racial and ethnic differences
- implementing a curriculum aligned to the CCSS
- 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 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 to parents related to school and parent programs, meetings and other activities 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;

● reading level assessment reports sent to parents/guardians at the end of September 2018, December 2018, March 2019 and May 2019

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 and PTA meetings

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● providing parents reasonable access to staff during teacher’s prep periods, teacher’s lunch periods and Tuesday afternoons between 2:30 pm and 3:00 pm

● providing parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities specifically during open school week and at numerous school activities throughout the year

● involving parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way

● involving parents in the joint development of any School Wide Program plan in an organized, ongoing, and timely way

● hold an annual meeting to inform parents of the school’s participation in Title 1, Part A program, and to explain the Title 1, Part A requirements, and right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A program and will encourage them to attend.
II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

- promote positive use of extra curricula 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;

- 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 promptly 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;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory group, e.g., Title 1 Parent Committees, School or District Leadership Teams;

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

- make certain that all homework is completed and signed on a daily basis;

- make certain that my child reads every night and his/her reading log is signed;

- make certain all the necessary information, including 3 separate emergency telephone numbers, are recorded on the blue emergency card;

- keep the school informed of important information concerning my child’s physical and emotional well-being;
• make certain that my child gets to school on time each and every day and is picked up promptly at dismissal time;
• make certain that my child attends school every day that school is in session, even on half-days of school

### III. Student Responsibilities

**Student Responsibilities:**

- attend school regularly and arrive 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;
- do my homework every day and ask for help when needed;
- read at least 30 minutes of every day outside of school time;
- give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
Addendum: Community School Partnerships

**Directions:** The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

### Part 1 – Community School Partnerships Goal(s)

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CS strategy is integrated into academic instruction through St. Nick's Alliance. Student reading levels have increased throughout the 2017-2018 school year and we have positively influenced school attendance, an enthusiasm for learning, social-emotional skills, and academic achievement through the following:</td>
</tr>
<tr>
<td>- Instructional Programming during Expanded Learning Time (ELT) with the school teachers- 2 days per week</td>
</tr>
<tr>
<td>- Integrate Leader in Me in ELT</td>
</tr>
<tr>
<td>- Science, Technology, Engineering &amp; Math (STEM) during ELT</td>
</tr>
<tr>
<td>- Literacy during ELT</td>
</tr>
<tr>
<td>- Daytime Programming such as: visual arts, digital media, theater, Seeds to Trees (Science), Yoga</td>
</tr>
<tr>
<td>- Transformational coach to address students' social emotional needs</td>
</tr>
</tbody>
</table>

**Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.**

- By June, 2019, there will be a 5% increase in students that report a positive response when dealing with academic and social emotional issues as demonstrated by an analysis of OORS reports.

- By June 2019, there will be a 3% increase in student attendance as demonstrated by a comparison of end of year attendance reports.

**Please answer the following Question as it relates to meeting your Community School Annual Goal(s):**

**How will achieving your Community School Goal(s)–in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness--support your academic goals for students?**

To meet our annual goal we will:

- Hold meetings on a weekly basis with the principal and assistant principal

- Hold meetings with the community school board 4 times a year

- Hold meetings with the school staff to involve them in activities and events

- Communicate with parents on a daily basis through the Remind Me App.
Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Nick's Alliance</td>
<td>Grades K-5 students</td>
<td>Instructional programming during ELT, attendance support, family engagement</td>
<td>N/A</td>
</tr>
<tr>
<td>St. Nick's Alliance/P.S. 380 Afterschool teachers</td>
<td>Grades K-5 students</td>
<td>Instructional programming with literacy and math support and enrichment activities during ELT</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Part 3 – Budget and Resource Alignment

Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Budget & resources will be from St. Nick's Alliance (CBO), 21st Century grant, & PS380

Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<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 3c. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will
lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The principal will work closely with the Lead CBO to support the academic and social emotional needs of the school. The principal will meet with the director on a daily basis to talk about individual students on their academic, emotional and social outcomes. We will analyze students' reading levels to correlate academic needs to after school programming. St. Nick’s Alliance will also support P.S. 380 in their initiatives of STEM, Leader in Me, visual arts, digital media, theater, and stress management through yoga.

Part 4 – Community School Partnerships Oversight

**Part 4a. Key Staff and Partners**

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

Victoria Prisinzano- Principal
Laura Cooper- Assistant Principal
Nector Santiago- Community Site Director
Destiny Mercado- Assistant Site Director
Lydia Marrero- Transformational Coach
Debra Sue Lorenzen- CBO
Jose Dobles- Program Manager
Tania Cruz- Therapeutic Crisis Intervention Instructor/Teacher
Maribel Torres- Social Worker/parent
<table>
<thead>
<tr>
<th>Kristi Holzapfel - Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarivel Aguilar - parent</td>
</tr>
<tr>
<td>Joanna Serrano - parent</td>
</tr>
<tr>
<td>Nacha Cabrera - parent</td>
</tr>
<tr>
<td>Maribel Abreu - parent</td>
</tr>
<tr>
<td>Kathy Cobena - parent</td>
</tr>
</tbody>
</table>

**Part 4b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

P.S. 380 Classroom teachers for ELT 2 days per week, schedule adjustments to accommodate clubs during the school day.

**Part 4c.** Timeline for implementation and completion, including start and end dates.

September 2018 - June 2019

**Part 4d.** Mental Health Work Plan

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
**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): ☒ conceptually consolidated (skip part E below)</td>
<td></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

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

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

Begin description here: _______

PS 380 will offer both an after school program and a Saturday program for English Language Learners in grades three, four and five. Both programs will focus on literacy and mathematics. The after school program will be scheduled on Wednesdays and Thursdays from 3:00pm to 4:00pm from October 16, 2018 - April 17, 2019. There will be 44 sessions. The Saturday program will take place from 9:00 am to 12:00pm for five sessions on the following dates in 2019: March 2, 9, 16, 23 and 30.

All of the students in the after school program are currently at the transitioning and expanding levels on the NYSESLAT. The language of instruction in both programs will be English. However, students’ native languages will be supported through the use of grade level books in the native language and bilingual dictionaries. There is one class of students for the after school program and two teachers in the classroom: one with ESL certification and one with a Common Branch license. The ratio of instructional time for the ENL/ESL teacher and the content area teacher will be 50:50. During each session the ESL teacher will meet all groups of students for fifty percent of the instructional time. The literacy materials in the after school program will be leveled fiction and non-fiction books from Sussman Publishing to be used for guided reading; book clubs; independent reading and other literacy activities. Crosswalk Coach Plus, ELA from Triumph Learning will also be used. These materials are supplemental to those used for daily instruction. For mathematics, teachers will use supplemental materials from Go Math as well as Crosswalk Coach Plus, Mathematics, from Triumph Learning, which is distinct from materials used in daily instruction. Attendance for this program will be taken by the teachers at every class meeting. These records will be located in the main office and will be reviewed by the administrator in charge of the program.

There will be one class of fifteen third graders and one class fifteen of fourth and fifth graders in the Saturday program. There will be two teachers in the Saturday Program, one with ESL certification and one with Common Branch certification. The Saturday program will use Common Core Performance Coach from Triumph Learning for both ELA and mathematics. Both of these are distinct from materials used in daily instruction. Attendance for this program will be taken every Saturday by the teachers. These records will be located in the main office and will be reviewed by the administrator in charge of the program.

The rationale for these programs is that on the 2016-2017 ELA test, 52% of the schools' English proficient students scored at levels 3 and 4 but only 26% ENL students scored at levels 3 and 4. PS 380's stated goal on its Comprehensive Education Plan (CEP) is to decrease that achievement gap by 3% - from 26% to 23%. The program will also include mathematics instruction because on the 2016-17 Math exam, 54% of English proficient students scored at levels 3 and 4 while only 34% of ENL students scored at the same levels. (From the 2015/16 exams to the 2016/17 exams, both groups of students increased in overall proficiency levels.)
**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: ______

Professional development will be provided after school on Mondays from 2:30pm - 3:40pm when teachers will work in small groups to look at enhancing instruction for ELLs. Topics will include improving instruction in mathematics for ELLs; planning cross curricular connections; and student goal setting and development of strategy based improvement plans in reading. These groups will meet in two cycles. The first cycle will occur on the following dates in 2018: September 17, 24; October 15, 22, 29; November 5, 19, 26; December 3, 10, 17. It will finish in 2019 on January 7, 14, 28 and 29. A second cycle will happen on these dates in 2019: February 4, 11, 25; March 4, 11, 18, 25; April 1, 8, 15, 29; May 6, 13, 20 and June 3, 10, and 17. Sign-in sheets and agendas for these meetings are maintained by the group facilitators who keep these records in binders in their classrooms and, also, by the payroll secretary for review by the principal. These professional development sessions will be at no cost to the Title III program. Teachers in the Title III program attended professional development sessions at Brooklyn North Central Field Support Center: ESL Bootcamp on July 16 and July 17, 2018 from 9am -1pm and a Co-Teaching training from August 16-19, 2018 from 9am -1pm. Records of teacher attendance for these meetings are kept by by the payroll secretary in the main office and, also, by the two ENL/ESL teachers in their classrooms. These professional development are at no cost to the Title III program.

The rationale for this ongoing professional development is that research shows ELLs succeed when there is collaboration among ESL/ENL teachers and classroom teachers. The Title III program teachers will receive specialized professional development in working with ELLs which they will be able to share with classroom teachers. This close communication among their teachers will positively impact the progress of ELLs both in the classroom and in the Title III programs.

---

**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: ______

Rationale: Research shows ELLs do better in school when parents are knowledgeable about what their children are learning and, also, when parents are involved in school activities.
Part D: Parental Engagement Activities

Schedule and Duration: PS 380 will hold four meetings for parents on Wednesdays from 2:30 - 3:15 on the following topics:

For parents who children are in the Title III program:

An introduction to the program and its goals; October 10, 2018; providers are two ENL teachers

Family Literacy Day on Martin Luther King Day; January 21, 2019; providers are the principal, two ENL teachers and a common branch teacher

All about the new social studies curriculum; March 8, 2019; providers will be an ENL teacher and a classroom teacher

All about the science and technology programs at PS 380; April 3, 2019. Providers will be the science and technology teachers as well as an ENL teacher

Parents will be notified of these events through notices sent home in English and parents' home languages before each session. Notices include a tear off that allows parents to indicate whether they will be able to attend. These notices, agendas for these meetings and sign-in sheets are maintained by the ENL/ESL teacher in room 354 and, also, by the parent coordinator. Translations for these programs will be provided by bilingual school staff.

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>
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<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>
</tbody>
</table>
## 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>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>
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<tr>
<td><strong>TOTAL</strong></td>
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</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>14</td>
<td>Brooklyn</td>
<td>380</td>
</tr>
</tbody>
</table>

School Name: John Wayne Elementary School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elsa Nunez</td>
<td>Victoria Prisinzano</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anjanie Persaud</td>
<td>Johanna Henry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Moore</td>
<td>Najary Torres</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a New Language/Bilingual</td>
<td>Michelle Glassman/ Bilingual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanya Arvelo/science</td>
<td>Lina Camporese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicia Winnicki</td>
<td>type here</td>
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</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>7</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>
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</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>1</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

Total number of students in school (excluding pre-K) | 589 | Total number of ELLs | 118 | ELLs as share of total student population (%) | 20.03%

This school offers (check all that apply):

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

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

- Freestanding ENL
  - Yes ☑
  - No ☐

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<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>
<tbody>
<tr>
<td>TBE</td>
<td>YI</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
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<td>1</td>
<td>1</td>
<td>6</td>
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<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
<td>SP</td>
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<td>0</td>
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<td>8</td>
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</tbody>
</table>

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?

   P.S. 380 assesses early literacy skills of ELLS by administering Fountas and Pinnell reading assessments four times a year. Students are then assigned to guided reading groups based on these assessments. The school also uses weekly, teacher created assessments to assess vocabulary, spelling and reading as well as Dibels Assessments. These results are used to provide targeted small group instruction to ENL/ESL students. Most of P.S. 380's ELLs new admits are in kindergarten and are also non-readers.

   Students in the dual language Spanish/English program are assessed in reading using Spanish language Fountas and Pinnell reading assessments. They are also assessed using teacher made assessments. In the bilingual special education Yiddish/English programs, students' literacy skills in Yiddish are assessed with teacher made assessments.
2. What structures do you have in place to support this effort?

Student performance data is reviewed by administrators and discussed at grade conference to ensure that student progress is monitored and instructional plans are revised as needed. Administrators also meet individually with teachers to assess student progress toward instructional goals.

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?

First, P.S. 380 looks at the NYSESLAT results to evaluate the success of our programs for ELLs. The school examines the percentage of students attaining proficiency and the percentage making progress from year to year. In addition, for students in the ENL program, the school looks at reading levels and the results of the NY State ELA and Math Tests. For students in the Bilingual Yiddish Special Education Program, NYSESLAT results as well as Alternate Assessment results are used to evaluate the program's success.

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

Once data is analyzed, at risk students are provided with academic intervention by teacher leaders. Student progress is monitored during weekly AIS meetings. Instructional approach and materials are modified based on student performance data.

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.]

P.S. 380 uses NYSESAT scores, reading levels, state test results, and teacher made diagnostic assessments to guide instruction for ELLs. General Education ELLs students receive Tier I instruction in their classroom, along with ENL/ESL instruction as per mandated units. Teachers focus on one reading and math skill a week, which they then assess. ELL students who are identified as at risk based on diagnostic screening measures and classroom assessments are monitored for 5-6 weeks by their classroom teacher and ENL/ESL teacher. Students identified as at risk are then provided with Tier II instruction which consists of small groups instruction either within the classroom or in a stand-alone session. These sessions are for 20-30 minutes 3-5 times a week. Students' progress is monitored monthly. Students who do not make progress in Tier II are provided with Tier III instruction which takes place in small groups outside the classroom and is provided by trained school personnel such as the SETSS teacher. Sessions are for 45 minutes 4 or 5 times a week. Progress is monitored once every week or every two weeks.

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].

For the students at P.S.380 who receive ENL/ESL services, the results were as follows. All ELLs in kindergarten were newly admitted students and thus took the NYSITELL. The majority of these students were at the Transitioning or Expanding levels. In first grade, almost 50% of the students scored at the Expanding Level on the NYSESAT; 20% at the Transitioning level; and the remaining students at the Entering or Emerging levels. In second grade, again, 50% of the students scored at the Expanding level; approximately 30% of the students at the Transitioning level; and about 20% scored at the Emerging level. In third grade, about 80% of the students scored at the Expanding Level. The rest of third grade ELLs were evenly divided among the other levels. In fourth grade, one-third of the students scored at the Expanding level; close to 40 percent at the Transitioning level; and the remainder at Entering or Emerging levels. In fifth grade, 75% of the students were at the Expanding Level; and the rest were evenly divided among the three lower levels. In the Bilingual Yiddish Program, all students scored at the Entering Level.

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

During weekly AIS meetings, assessment results are analyzed by grade facilitators, specialists and administrators to gauge student mastery of grade level content and to revise instructional plans if necessary. Assistant principals and grade facilitators then use this information to review program adjustments with teachers at grade conferences.

**Part IV: ELL Programming**
1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Students in the freestanding ENL program are grouped in specific classes across proficiency levels. Entering students receive 180 minutes of stand-alone ESL and 180 minutes of integrated instruction. Emerging students receive 90 minutes of stand-alone ENL and 270 minutes of integrated ENL. Transitioning and Expanding students receive 180 minutes of integrated ENL while commanding students receive 90 minutes of integrated ENL. In stand-alone ENL classes, students are grouped by grade, but across proficiency levels.
   b. TBE program. If applicable.
      In the Bilingual Yiddish Special Education Program, students are grouped in classes of two continuous grades. All students received scores of Entering on the Spring 2015 NYSESLAT.
   c. DL program. If applicable.
      In the dual language program EP and ENL students are grouped in a self-contained class. Content is taught in English and Spanish on alternating days. Literacy in kindergarten is taught based on the students' home language.

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)?
      In the ENL/ESL program ENL, ELA, and HLA instructional minutes are delivered through a combination of integrated and stand-alone ENL/ESL periods, according to CR Part 154. Entering students receive 180 minutes of stand-alone ESL and 180 minutes of integrated instruction. Emerging students receive 90 minutes of stand-alone ENL and 270 minutes of integrated ENL. Transitioning and Expanding students receive 180 minutes of integrated ENL while commanding students receive 90 minutes of integrated ENL. In stand-alone ENL classes, students are grouped by grade, but across proficiency levels. Home language support is provided through the use of bilingual dictionaries, bilingual and native language books, and instruction about cognates and other language similarities and differences. In the Bilingual Special Education Program, all of the students scored at the Entering level on the NYSESLAT, so instruction in both languages focuses on language acquisition, life skills, and content areas.

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.
   Core content in the ENL/ESL program is delivered for Transitioning, Commanding and Expanding students through integrated services where the ENL/ESL teacher and the classroom teacher collaborate to both make content comprehensible and foster language development. All lessons are aligned to the Common Core Learning Standards. Entering and emerging students also receive stand-alone ENL/ESL where lessons focus more explicitly on academic language and literacy skills. Grades K-3 uses materials from the Teachers College Reading and Writing Program. Grades 4-5 uses the Wonders Reading Program as well as the Teachers College Reading and Writing Program. In math, all grades use the Go Math program. The ESL teacher provides content area support by planning lessons with the classroom teacher and aligning language objectives with content area objectives. The ESL teacher also uses materials to support ELLs provided by the Teachers College Reading and Writing Program; the Wonders Reading Program and Go Math. Core content in the Bilingual Yiddish Special Education Program is delivered primarily through teacher made materials that are in alignment with students' Individual Education Plans and the Common Core State Standards. In the dual language program, reading and writing in both languages in Grades K-2 is delivered using materials from the Teachers College Reading and Writing Program. Core content in mathematics is delivered in both languages through the Go Math program.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   In the dual language program, students in grades K and 1 whose home language is Spanish are evaluated using Fountas and Pinnell reading assessments and through teacher made materials. In the bilingual special education program, students whose home language is Yiddish are evaluated using teacher made materials.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
   a. P.S. 380 currently does not have any SIFE students. However, if a SIFE student, were to be admitted, they would receive small group instruction within the classroom. They would also receive targeted support in learning academic vocabulary and study skills.
   b. Newcomers - In grades K-3, newcomers receive differentiated instruction through the supports for ENLs present in the Teachers’ College Reading and Writing Program. Students in grade K-5 are aided by strategies and materials for differentiation available for ELLs in the Wonders Reading Program. Newcomers in the Bilingual Yiddish program are first taught prereadiness skills in math and reading. Multisensory approaches and small group instruction allow students to access the content areas in English and the native language.
   c. Developing ELLs benefit from guided reading groups in grades K-2 where instruction is differentiated based on reading level. For grades 3-5, supports and strategies for differentiation for ELLs are provided in the Wonders Reading Program. The Go Math program used in all grades also provides materials targeted for ELLs. Students in the Bilingual Yiddish program benefit from small group instruction. Their progress is also carefully monitored through teacher made assessments.
   d. P.S. 380 currently has no long term ELL students. If the school were to have such students, the classroom teacher and ENL/ESL teacher would use NYSESLAT and classroom assessment results to determine the students' weaknesses, particularly in reading, and would differentiate instructions to address these needs while helping the student to access content at grade level.
   e. P.S. 380 differentiates instruction for former ELLs for up to two years after exiting ELL status by having the classroom teacher and the ENL/ESL teacher monitor the student’s progress to see that the student’s literacy skills and understanding have continued to remain on grade level. If these students were found to not be making adequate progress, lessons would include strategies to meet their needs.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   The school uses a variety of materials and approaches to provide access to academic content and accelerate English language development for ELL-SWDs in general education classrooms, ICT classes, 12:1:1 classes, and in our Bilingual Yiddish Special Education Program. For students in the ENL program, the classroom teachers and the ENL teachers plan lessons for ELL-SWDs to focus on both content and language objectives. During integrated periods, the ENL teacher can make the content more accessible to students while focusing on increasing language development. In addition, ELL-SWDs receive all mandated services such as SETSS, speech, and occupational therapy, where providers focus on IEP goals to to help students access content and language. The teachers in the Bilingual Yiddish Special Education Program use a variety of multisensory approaches and teacher made materials to facilitate their students' acquisition of both content and language. In addition, technology is used to provide support to ELL-SWDs in accessing content areas and accelerating their English language development. Teachers plan lessons that utilize laptops and ipads for this purpose. ELLs-SWDs also attend weekly technology classes in the school's computer lab.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   The school uses curricular, instructional, and scheduling flexibility to enable ELLs-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment through collaboration among classroom teachers, ENL/ESL teachers, SETSS teachers and service providers. Teachers and providers work together to differentiate instruction to allow ELL-
SWDs to access both content and language. P.S. 380 uses a combination of both pull-out services and integrated instruction to support ELL-SWDs, according to CR-Part 154 so that they can remain in the least restrictive environment and participate fully in schoolwide activities.

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

Targeted intervention programs for ELLs in ELA and math include support from the ENL/ESL teacher who, along with the classroom teachers, focus on a specific reading and math skill each week and then assess these skills. Targeted intervention programs in social studies also include support from the ESL/ENL teacher and are based on student performance on weekly assessments. Targeted interventions in science include support from the ESL/ENL teacher in both the content taught in the classroom and in the school's standalone science program. ELLs are identified as needing support in science based on assessments given by both the classroom teacher and the science teacher.

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

The school will implement the Teachers' College Reading and Writing Program in grades 4-5.

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

No programs or services for ELLs will be discontinued.

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

ELLs have equal access to all school programs, both curricular and extracurricular. ELLs participate in science, art, movement, technology and gym classes, along with the other students in their classes. P.S. 380 has dance shows twice a year in which all students participate. The school also has a future teacher program where fifth graders volunteer during their lunch period to help teachers in their classroom. ENL students are among those chosen for this program. All students participate in student of the month assemblies and the school's Respect for All assembly.

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.

For the ENL program in grades K-3, ENL students will participate in the Teachers College Reading and Writing program. In grades 4-5, students will continue to use the Wonders Reading Program which provides differentiated support for ELLs. These students also complete writing units that focus on a different genre each month. All students have access to classroom libraries and the school library. The Go Math program is used for instruction in all grades. All students attend a technology class in the school once a week where the curriculum includes digital books, Brainpop and teacher made materials and have access to Reading A-Z. Both the Wonders Reading program and the Go Math program include Smart Board materials and other technology resources. Classroom teachers and ENL/ESL teachers also plan lessons that allow students to use iPads and laptop computers. For ENL students, instructional materials include books in the native language and bilingual dictionaries. Also, ELL/ESL students have access to instructional materials in Spanish provided by both Go Math and the Wonders Reading Program. In the Bilingual Yiddish Special Education Program, teachers use a variety of multisensory materials and teacher made materials to support students. These include materials in the home language.

a) Newcomers use books in their home language when reading independently. They also use bilingual picture dictionaries; notebook dictionaries and electronic dictionaries. Students whose home language is Spanish are also able to access content through the Wonders Reading program and Go Math materials available in that language. For science instruction, students whose home language is science are supported with books in their language; lists of cognates; and bilingual materials created by the school's science teacher.

b) Developing ELLs are supported through the use of bilingual picture dictionaries; notebook dictionaries and electronic dictionaries. They are also provided with lists of cognates to increase comprehension in reading, math and science.

c) P.S. 380 currently has no long term ELLs in its ENL/ESL program. However, if the school did have students in this subgroup
they would be supported with bilingual dictionaries; teacher created materials; and online resources in reading and math and content areas. Students whose home language is Spanish would receive support using materials for both ELLs and below level students provided by the Wonders Reading Program and Go Math.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   In the ENL program, home language support is delivered through the use of bilingual dictionaries, bilingual books and books in the home language. In the Bilingual Yiddish Special Education program both content and language instruction are delivered in the home language primarily through the use of teacher made materials. In the Bilingual Yiddish Special Education Program, home language support is delivered through explicit language instruction and incorporated into the content areas.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   All ELLs are placed in the appropriate grade level according to their age. All required services/resources and support materials are aligned to the Common Core Standards for each grade level.

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?
   For the ENL program in grades K-3, ENL students will participate in the Teachers College Reading and Writing program. In grades 4-5, students will continue to use the Wonders Reading Program which provides differentiated support for ELLs. These students also complete writing units that focus on a different genre each month. All students have access to classroom libraries and the school library. The Go Math program is used for instruction in all grades. All students attend a technology class in the school once a week where the curriculum includes digital books, Brainpop and teacher made materials. Both the Wonders Reading program and the Go Math program include Smart Board materials and other technology resources. Classroom teachers and ENL/ESL teachers also plan lessons that allow students to use Ipads and laptop computers. For ELL students, instructional materials include books in the native language and bilingual dictionaries. Also, ELL/ESL students have access to instructional materials in Spanish provided by both Go Math and the Wonders Reading Program. In the Bilingual Yiddish Special Education Program, teachers use a variety of multisensory materials and teacher made materials to support students. These include materials in the home language.
   a) Newcomers use books in their home language when reading independently. They also use bilingual picture dictionaries; notebook dictionaries and electronic dictionaries. Students whose home language is Spanish are also able to access content through the Wonders Reading program and Go Math materials available in that language. For science instruction, students whose home language is science are supported with books in their language; lists of cognates; and bilingual materials created by the school's science teacher.
   b) Developing ELLs are supported through the use of bilingual picture dictionaries; notebook dictionaries and electronic dictionaries.
   They are also provided with lists of cognates to increase comprehension in reading, math and science.
   c) P.S. 380 currently has no long term ELLs in its ENL/ESL program. However, if the school did have students in this subgroup they would be supported with bilingual dictionaries; teacher created materials; and online resources in reading and math and content areas. Students whose home language is Spanish would receive support using materials in the home language provided by the Wonders Reading Program and Go Math.

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).
   Parents of newly enrolled ELLs in kindergarten attend a meeting in June to assist parents in preparing their children for school. They also attend kindergarten orientation at the beginning of the school year. In September the school holds a family night where parents learn about the curriculum. In addition, parents of ELLs attend ELL parent orientation. The Parent Coordinator is also always available to answer questions.

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

Paste response to question here:
   a. The dual language model at PS 380 is self-contained. EP and ENL students are integrated for the entire day.
   b. English and Spanish
   c. The language of instruction is based on alternating days between English and Spanish.
   d. Literacy is taught in the child's home language first (sequentially).

### 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?

   On the November 2017, Chancellor’s conference day, all staff will receive professional development on the following:
   a) Revisions to CR Part 154
   b) Language acquisition process
   c) Scaffolding instruction for ELL students

   On the June 2018, Chancellor’s conference day, all staff will receive professional development on using student work to make curricular and instructional revisions for ELLs for the coming year.

   At grades conferences and inquiry meetings, assistant principals and grade facilitators will provide ongoing professional development on how to incorporate scaffolds across content areas for ELLs.

   Lesson plans with scaffolds for ELLs developed by grade level teams will be collected and incorporated into curriculum binders distributed to staff members at the beginning of the school year.

   Sign-in sheets for all meetings and conferences will be collected and reviewed by administrators.

   At least one of the school's ESL/ENL teachers will participate in professional development sponsored by Brooklyn North Teaching and Learning on the Topics aimed at supporting the instructional needs of students. ESL/ENL teachers will also attend workshops at Teachers College on scaffolding the reading and writing workshop for ELLs. The ESL/ENL teachers will then turnkey information to all staff on Chancellor’s conference days as well as at grad and inquiry team meetings.

   The school's professional learning teams will be required to discuss/research implications for instructions of ENLs as it relates to school-wide topics that are listed below. Teams will be required to devote 15% of their work to developing specific strategies to support ELLs in making progress towards grade level standards as part of their monthly agenda. Weekly agendas will be reviewed by administrators. The professional learning teams topics include:

   Creating Higher Order Thinking Tasks in Grades 3-5
   Facilitating Student Discussion to Promote Student Engagement
   Strategies to support ELLs at different stages of learning development
   Student self-assessment and goal setting
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.

P.S. 380 meets the professional development requirements of 15% of ENL specific professional development for all teachers through the use of Professional Learning Teams that meet on Monday afternoons and through staff development sessions on Chancellor’s conference days. P.S. 380 meets the requirement of 50% of total hours of ENL specific professional development for ENL/ESL and bilingual teachers with professional development sessions held by the Department of Education and by Teachers’ College. Agendas and attendance for all meetings are kept in a binder in the main office.

On the November Chancellor’s conference day, all staff will receive professional development on the following:

a) Revisions to CR Part 154
b) Language acquisition process
c) Scaffolding instruction for ENL students

On the June Chancellor’s Conference day, all staff will receive professional development on using student work to make curricular and instructional revisions for ENLs for the coming year.

At grades conferences and inquiry meetings, assistant principals and grade facilitators will provide ongoing professional development on how to incorporate scaffolds across content areas for ENLs.

Lesson plans with scaffolds for ENLs developed by grade level teams will be collected and incorporated into curriculum binders distributed to staff members at the beginning of the school year.

Sign-in sheets for all meetings and conferences will be collected and reviewed by administrators.

The teacher with ESL certification who teaches in the Title III program will attend a 2017-18 study group with Brooklyn North Central’s ELL Department. The ENL teachers will attend workshops at Fordham University and at Teachers College on scaffolding the reading and writing workshop for ELLs.

All teachers of ELLs will attend a professional development session with staff developers from Math Exemplars. The ESL/ENL teachers will then turnkey all information to the staff on Chancellor’s conference days as well as at grade and inquiry team meetings.

The school’s professional learning teams will be required to discuss/research implications for instructions of ELLs as it relates to school-wide topics that are listed below. Teams will be required to devote 15% of their work to developing specific strategies to support ENLs in making progress towards grade level standards as part of their monthly agenda. Weekly agendas will be reviewed by administrators. The professional learning teams topics include:

- Creating Higher Order Thinking Tasks in Grades 3-5
- Facilitating Student Discussion to Promote Student Engagement
- Strategies to support ENLs at different stages of language development
- Student self-assessment and goal setting

**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?

The school provides annual individualized meetings with parents of ELLs on parent teacher nights when parents meet with both classroom teachers and ENL/ESL teachers. Translation and interpretation is provided by bilingual school staff. The teachers in the Bilingual Yiddish Program also meet with teachers at this time. Teachers also meet with parents as needed during Tuesday parent involvement times, before school, after school, and during their preparation periods.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
P.S. 380s ENL/ESL teachers will host workshops for parents of ELLS on Tuesdays during parent engagement time. Topics and dates are listed below. School staff will provide translation in Spanish. Translation in other languages would be provided by the Translation and Interpretation Unit.

- Technology Resources and Computer Skills - November 21, 2017
- Sight Words - December 19, 2017
- Cognates in ELA, Math and Science - January 23, 2018
- Getting Ready for ELA and Math State Tests in Grades 3-5 - February 27, 2018
- Families Celebrate Reading - April 14, 2017

Agendas and attendance are kept by the ENL/ESL teachers in a binder in Room 356.

In addition, P.S. 380 has a very active PTA and a Parent Coordinator who help to organize numerous workshops for parents, including parents of ENLs. These include ERASE Asthma Program, Nutrition Workshops with Cornell University and NYU, Planned Parenthood, workshops on parenting and meetings on the Middle School Articulation Process. Translation in Spanish is provided by school staff.

Translation in other languages would be provided by the Department of Translation and Interpretation. Agendas and attendance rosters are kept in a binder in the parent coordinator’s office.

**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:
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, Elsa Nunez, 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>
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</thead>
<tbody>
<tr>
<td>Elsa Nunez</td>
<td>Principal</td>
<td></td>
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</tr>
<tr>
<td>Victoria Prisinzano</td>
<td>Assistant Principal</td>
<td></td>
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<tr>
<td>Lina Camporese</td>
<td>Parent Coordinator</td>
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<tr>
<td>Kathleen Moore</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Najary Torres</td>
<td>Parent</td>
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<tr>
<td>Michelle Glassman</td>
<td>Teacher/Subject Area</td>
<td></td>
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<tr>
<td>Milagros Arvelo</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Anjanie Persaud</td>
<td>Coach</td>
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<tr>
<td>Dora Schaffer</td>
<td>Coach</td>
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<tr>
<td>Johanna Henry</td>
<td>School Counselor</td>
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<tr>
<td>Alicja Winnicki</td>
<td>Superintendent</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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<td>Other</td>
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Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 14K380  School Name: John Wayne Elementary School  Superintendent: Alic

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

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

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

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

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

20% of PS 380’s student population are English Language Learners. The school determines the language spoken by each parent by using the Home Language Information Survey, where parents are asked in what language they would like to receive information from school staff, and in what language they would like to communicate orally with school staff. This information is recorded in ATS. The ENL/ESL teachers then create a report that they update regularly with the languages parents speak by grade and class. Also parents indicate their preferred language of communication on blue emergency cards. One set of these cards is kept by each teacher in their classroom. Another set is kept in the main office.

Slightly more than 15.00% of the school's parents speak Spanish as their first language and 5% speak Yiddish as their first language. All parent notices and report cards are sent home in both English and parents’ home
languages. Approximately 20% of our staff is fluent in Spanish and almost all of the staff in the Bilingual Yiddish Special Education Program is fluent in Yiddish.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school correspondence with parents, except those in the bilingual program, is sent home in both English and Spanish. Correspondence with parents in the school's Bilingual Yiddish Special Education Program is sent home in English and Yiddish. Report cards are sent home in Spanish in November, March and June. Parents in the Bilingual Yiddish Special Education Program receive progress reports in Yiddish. Information about the school's afterschool programs and Saturday programs is sent home twice a year in October and in January, in Spanish. Parent-Teacher conference announcements are sent home several days before these conferences take place. These letters are sent home in both Spanish and Yiddish. Information</td>
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2018-19 CEP 73
about New York State Tests in grades 3-5 is sent home in Spanish at the beginning of the school year, and then a month before the tests, a reminder is sent. Parents are informed of the NYSESLAT test dates at the end of March in both Spanish and Yiddish.

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. S. 380</td>
<td>September 17, November 5, March 2, May 12</td>
<td>TBA</td>
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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.)

The welcome poster is on display in the front entryway at P.S. 380. The Language ID guide is at the security desk and in the main office. The school fulfills Section VII of Chancellor’s Regulations regarding parental notification requirements for translation and interpretation services by sending home to every parent the Bill of Rights and Responsibilities. This document is sent home in English and in Spanish. Translations in these languages are available on the New York City Department of education website. Bilingual Yiddish staff provide this information in translation to parents whose home language is Yiddish. The distribution of these materials is supervised by one of the school's assistant principals, who ensures that these documents are provided in a timely manner.

All school documents and signage are translated into Spanish by either school staff or taken from the NYCDOE website. All documents that are sent home are always sent in both English and parents' home languages (Spanish and Yiddish).

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?

P.S. 380 will gather feedback on the quality and availability of translation and interpretation services from parent surveys, through reports from the PTA and, also, through informal data gathered by the parent coordinator and the teachers when they meet with parents. The parent coordinator and an assistant principal will also organize a focus group of parents in the school, inclusive of all languages and cultures to gather feedback on the quality of translation and interpretation services..