2018-19

COMPLETE EDUCATIONAL PLAN

(CEP)

DBN: (i.e. 01M001): 32K384
School Name: P.S./I.S. 384 FRANCES E. CARTER
Principal: CLAUDIA HARRIS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Frances E. Carter
School Number (DBN): 32K384
BEDS Code: 333200010384
Grades Served: Pre K - 8
School Address: 242 Cooper Street
Phone Number: 718-642-4890
Fax: 718) 642-5029
School Contact Person: Claudia Harris
Email Address: charris19@schools.nyc.gov
Principal: Claudia Harris
UFT Chapter Leader: Sindy Gilbert
Parents’ Association President: Jennifer Colberg
SLT Chairperson: Shirley De LosSantos & Mayra Santos-Torres
Title I Parent Representative (or Parent Advisory Council Chairperson): PTA
Student Representative(s): N/A
CBO Representative: Erica Louis-Jean

District Information

Geographical District: 32
Superintendent: Sheila Gorski
Superintendent’s Office Address: 797 Bushwick Avenue Brooklyn, N. Y.
Superintendent’s Email Address: sgorski@schools.nyc.gov
Phone Number: 718) 574-1100
Fax: 718) 574-1245

Field Support Center (FSC)

FSC: Brooklyn North FSC
Executive Director: Bernadette Fitzgerald

2018-19 CEP
Executive Director’s Office Address: 131 Livingston Street, Room 501

Executive Director’s Email Address: Bfitzge2@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>Claudia Harris</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Šindy Gilbert</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>Jennifer Colberg</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Erica Louis-Jean</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Marilyn Cruz</td>
<td>Member/ CSA, Assistant Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Mayra Santos</td>
<td>Co-Chairperson/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Raul Bonilla</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Joseph Colberg</td>
<td>Member/ Financial Officer/Parent</td>
<td></td>
</tr>
<tr>
<td>Yudelka Tavaras</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Tanisha Young</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Brenda Santiago</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Sherly De Los Santos</td>
<td>Chairperson/UFT</td>
<td></td>
</tr>
<tr>
<td>Kimberley Coppola</td>
<td>Member/UFT</td>
<td></td>
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<tr>
<td>Liliana Baltazar</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maricruz German</td>
<td>Member/Parent</td>
<td></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.

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

<table>
<thead>
<tr>
<th>Rigorous Instruction:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment:</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td>Collaborative Teachers:</td>
<td>Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td>Effective School Leadership:</td>
<td>Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td>Strong Family-Community Ties:</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust:</td>
<td>Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
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### 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>
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<tbody>
<tr>
<td><strong>Mission Statement:</strong></td>
</tr>
<tr>
<td>The Frances E. Carter School, PS/IS 384, is a community school that affords all of our students the opportunity to achieve academic excellence and personal growth through a rigorous, collaborative, safe and loving educational environment. By providing students with strong academic foundational skills, and the knowledge that perseverance leads to success, our students will develop into critical thinkers and conscientious decision makers.</td>
</tr>
</tbody>
</table>
We will empower our students to make successful choices that will positively impact their lives in high school, college, careers and beyond.

The Vision of PS/IS 384:

As a growth-mindset based community of learners, we instill in our staff, students and parents the belief that everyone can get smarter, learn how to complete difficult tasks, solve complex problems and grow their own intelligence. Our vision is to teach students how to use different strategies to overcome challenges, and understand that hard work is the key to achievement. Having a growth mindset is essential to lifelong success, and at PS/IS 384 we prepare all of our students for the future by giving them the tools, knowledge, skills, and personal characteristics needed to be successful.

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

PS/IS 384 is a Pre K – 8 school that serves approximately 500 students in District 32, Bushwick, Brooklyn. It is designated as "Meeting Target" as per the 2017 Framework for Great Schools Report. PS/IS 384 is funded as a Title I school with a poverty level of 100% based on the school's designation as Universal Free Lunch.

We have a partnership with a Community Based Organization, which has supported the physical and emotional well-being of our students. Our partnership with New York Edge, formerly Sports and Arts in School Foundation (SASF), provides a structured setting for after school supervision, with a focus on sports and arts. NY Edge offers many opportunities for our students to explore various sports and artistic activities that they might not normally receive during school hours.

There are a variety of enrichment programs in place for students so that they have the opportunity to be exposed to a variety of activities; dance, kenjutsu, step, singing, guitar, community service and newspaper. We offer after-school clubs on Friday afternoons for 2 hours and these clubs offer a myriad of activities for our students. We also have a physical teacher that implements the CHAMPS Program, which enables our middle school students to play team sports, such as volleyball and basketball.

A distinctive feature of PS/IS 384 is teacher pedagogy, which was designated as an Area of Celebration in the Quality Review Report from 2017-2018. According to the last QR Report, PS/IS 384’s “Across most classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs informed by the instructional shifts that foster higher order thinking. Teaching strategies provide multiple entry points into the curricula. Teaching practices reflect the belief that students learn best through collaborative groups leading to engagement in discussions. All learners, including English Language Learners (ELLs) and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills.

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

Currently, PS/IS 384 has approximately 126 students with IEPs and 140 English Language Learners. All students with IEPs are provided services in 12:1:1, SETTS, ICT and/or related services such as speech, occupational therapy, physical therapy, and/or counseling.

ENL services are provided as per CR-154’s specifications by our three licensed ENL instructors. Additionally, all students with IEPs are serviced in accordance with their IEP mandates. ELL students' varying English proficiency levels.
determine their stand-alone and integrated service minutes per week. Students in the lower entering and emerging proficiency levels are generally newcomers, who need more ENL instruction in all modalities, whereas long-term English Language Learners with IEPs in higher grades need more focused instruction specifically in reading and writing.

In order to meet their varied English language acquisition and special learning needs, all students require intensive reading and writing instruction, visuals, home language support, small group instruction, increased response time, differentiated instruction and specially designed and differentiated instruction, modified curriculum, multi-modal instruction in speaking, listening, reading and writing. These individualized requirements are essential and provided in order to meet our ELL students and our students with disabilities' needs to ensure their continuing academic success.

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

**Rigorous Instruction**

**Progress:** According to the Framework for Great Schools, 90% of students agreed or strongly agreed that they are learning a lot to in their classes at their school to prepare them for the next level or grade. In addition, this year, Teacher's College Programs in both Reading and Writing was fully implemented in grades Kindergarten through Fifth.

**Area of Focus:** According to the Framework for Great Schools, an area of focus for PS/IS 384 is the quality of student discussions and feedback. Only 47% of teachers felt that their students are able to provide constructive feedback to their peers/teachers, and 50% of teachers say that students are unable to use data or text references to support their ideas.

**Collaborative Teachers**

**Progress:** According to the Framework for Great Schools we increased from a 76% in 2017 to 89% in 2018 of teachers saying that at their school the principal, teachers, and staff collaborate to make the school run effectively.

**Area of Focus:** One area of focus for next year will be for our teacher teams to work more closely with one another to ensure vertical and horizontal curricular alignment. According to the Framework for Great Schools 75% of teachers say that at their school teachers make a concise effort to coordinate their teaching with instruction at other grade levels.

**Supportive Environment**

**Progress:** One noteworthy feature of PS/IS 384 is that we rank above both city and district averages for safety. According to the Framework for Great Schools 93% of students say that they feel safe in their classes.

**Area of Focus:** One area in which our schools hopes to show growth in the 2018-2019 school year is with student-to-student interactions. There are 39% of students say that students rarely or never harass, bully, or intimidate other students at their school. Our school will continue to focus on social-emotional learning to target student bullying.

**Effective School Leadership**
Progress: According to the Framework for Great Schools 100% of teachers say that the principal makes clear to the staff his or her expectations for meeting instructional goals.

Area of Focus: One area in which PS/IS 384 needs to focus is ensuring that our curriculum is well coordinated across different grade levels. Only 74% of teachers say that curriculum, instruction, and learning materials are well coordinated across different grade levels at their school.

Strong Family & Community Ties

Progress: According to the Framework for Great Schools 91% of families say that school staff regularly communicate with them about how families can help their child learn.

Area of Focus: One area of focus for the 2018-2019 school year is to increase the amount of opportunities for parents to come into the building to interact with the teachers and students, and to engage in various activities with their children.

Trust

Progress: According to the Framework for Great Schools in the 2017-2018 100% of teachers say that it's OK to discuss feelings, worries, and frustrations with the principal at their school. This is a huge increase from the previous year in which only 64% of teachers that felt comfortable with discussing their feelings.

Area of Focus: One area that our school is working is increasing our teacher-student relationships. In 2017-2018 school year only 77% of students say that there is at least one adult in the school that they can confide in. We would like to increase this to over 95%.
School Demographics and Accountability Snapshot for 32K384

School Configuration (2018-19)

- Grade Configuration: PK,0K,01,02,03,04, 05,06,07,08
- Total Enrollment (2017-18): 513
- SIG Recipient (Y/N): No

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

Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 80
- # SETSS (ELA): 47
- # Integrated Collaborative Teaching (ELA): 19
- # Special Classes (Math): 81
- # SETSS (Math): 42
- # Integrated Collaborative Teaching (Math): 19

Types and Number of Special Classes (2018-19)
- # Visual Arts
- # Music
- # Drama
- # Foreign Language
- # Dance
- # CTE

School Composition (2017-18)
- % Title I Population: 88.0%
- % Attendance Rate: 91.7%
- % Free Lunch: 88.7%
- % Reduced Lunch: 0.4%
- % Limited English Proficient: 26.7%
- % Students with Disabilities: 25.3%

Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.4%
- % Black or African American: 12.1%
- % Hispanic or Latino: 86.4%
- % Asian or Native Hawaiian/Pacific Islander: 0.8%
- % White: 0.4%
- % Multi-Racial: 0.4%

Years Principal Assigned to School (2018-19): 0.64

% of Teachers with No Valid Teaching Certificate: 2%

% Teaching with Fewer Than 3 Years of Experience: 7%

Average Teacher Absences (2014-15): 8.1

Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 29.7%
- Mathematics Performance at levels 3 & 4: 18.5%
- Science Performance at levels 3 & 4 (4th Grade): 66%
- Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: 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)
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

Reward
- No Recognition

In Good Standing
- Yes
- Local Assistance Plan
- No

Focus District
- Yes
- Focus School Identified by a Focus District
- No

Priority School
- No
- Focus Subgroups
- N/A

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

Elementary/Middle School

- American Indian or Alaska Native: N/A
- Black or African American: Yes
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: NO
- Limited English Proficient: NO
- Economically Disadvantaged: NO
- ALL STUDENTS: NO

High School

- American Indian or Alaska Native: N/A
- Black or African American: N/A
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: NO
- Limited English Proficient: NO
- Economically Disadvantaged: NO
- ALL STUDENTS: NO
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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.

1. School's strengths in Rigorous Instruction:

According to the last QR Report, PS/IS 384’s “Across most classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs informed by the instructional shifts that foster higher order thinking. Teaching strategies provide multiple entry points into the curricula. Teaching practices reflect the belief that students learn best through collaborative groups leading to engagement in discussions. All learners, including English Language Learners (ELLs) and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills."

2. Priority needs in Rigorous Instruction:

According to the data from the June 2018 Instructional Report, an area of focus for PS/IS 384 is the quality of student’s constructed response on the ELA state exam. The combined average on the constructed response questions, “Writing to Sources” for grades 3-5 is a .17 percentage points below the city average. The combined average on the constructed response questions, “Writing to Sources” for grades 6-8 is a .03 percentage points below the city average.

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.

Goal:

During the 2018-2019 school year, PS/IS 384 will focus on writing, specifically on open-ended writing responses based on writing from sources. By June 2019, it is the goal of PS/IS 384 to increase student proficiency on the “Writing from Sources” section (constructed response questions) in the combined average of percentage points of grades 3 - 5, and grades 6 - 8 by .05 percentage points, as compared to the city average, on the New York State ELA test.
### Curriculum

**ELA:**
- Continue to implement TC Readers & Writers Workshop (K-5) and Code X (6-8) with a focus on increasing the opportunities for student writing in response to reading/sources.
- Teachers will create daily opportunities for students to engage in on-demand writing (i.e. Do Now’s, free-writes, quick-writes, etc.)
- Teachers will create on-demand writing assessments to monitor student progress.
- Teachers will ensure that students have a clear understanding of the writing rubric and are aware of their performance on that rubric.
- Teachers will plan units/lessons that are based on student data that specifically target writing standards

**Math:**
- Continue to implement Go Math! (K-8) with a focus on increasing opportunities for student writing in response to word problems and complex mathematical concepts
- Teachers will create daily opportunities for students to engage in on-demand writing (i.e. Do Now’s, free-writes, quick-writes, etc.)
- Teachers will ensure that students have a clear understanding of the NYS ELA constructed response rubric and are aware of their performance on that rubric.
- Teachers will plan units/lessons that are based on student data that targets the skills need to be successful on extended response questions
- Teachers will incorporate writing prompts within the curriculum to allow students to demonstrate their thinking.

### Strategies to address the needs of all students (i.e. students with disabilities and English as a New Language (ENL))

- ENL and SpEd teachers will provide push-in/pull-out support that focuses on writing
- ENL and SpEd teachers will co-plan with classroom teachers to create a coherent curriculum that addresses the needs of all learners in order to be successful in writing
- Teachers will participate and receive professional learning through Monday afternoon PD sessions to learn how to support all learners with writing goals

<table>
<thead>
<tr>
<th></th>
<th>All Grades</th>
<th>Sept 2018-June 2019</th>
<th>All teachers (classroom teachers, ENL teachers, SpEd teachers, librarian, clusters, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration:</td>
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<tr>
<td>Math:</td>
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<td>SpEd coordinator:</td>
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</table>

2018-19 CEP  16
- Google docs and co-planning time will be utilized to ensure that all teachers (ENL, SpEd and classroom) are aware of how best to support their students with writing

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>All staff</th>
<th>Sept 2018-June 2019</th>
<th>Admin &amp; BFSC</th>
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<tbody>
<tr>
<td>- Teachers will be provided with PD opportunities throughout the year that focus on writing</td>
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</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
We will create structured parent engagement activities, called "Learning Walks" in which parents will be invited into
the school building on a monthly basis to learn more about the curriculum that their students are experiencing.
Parents will be invited to meet with the Principal and the teacher teams to walk through the building to see students
interacting with the curriculum.

Part 4 – Budget and Resource Alignment

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

The resources are as follows:

- The professional learning community is made up of teacher teams that are set up by grade or content area.
- SETSS Teacher and IEP Teacher support classroom instruction
- Common Core aligned programs GoMath! and Teacher's College Reading and Writing will be purchased as needed
  for instruction.
- Fountas & Pinnell's latest edition of Benchmark Assessment will be used

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>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<td></td>
<td>C4E</td>
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<td>21st Century Grant</td>
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<td>SIG</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
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Part 5 – Progress Monitoring

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

School-wide, teacher created common summative writing assessments will be given in September (baseline),
November, February and May in both ELA and Math. Teachers will create these assessments during common
planning meetings. Student data will be entered into a shared Google excel sheet so that student performance is
tracked year-round.

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

Teacher created on-demand writing assessment with standardized rubrics.

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

Supportive Environment

Progress:

One noteworthy feature of PS/IS 384 is that we rank above both city and district averages for safety. According to the Framework for Great Schools 93% of students say that they feel safe in their classes and 100% of PreK-5 teachers say that students are safe in the hallways, bathrooms, locker rooms, and cafeteria of their school. 93% of our middle school student say that our school provides guidance for the high school application process, which is above the city and district averages.

Area of Focus: One area in which our schools hopes to show growth in the 2018-2019 school year is with positive student-to-student interactions. There are 39% of students in our school that say students rarely or never harass, bully, or intimidate other students at their school. In the "Preventing Bullying" section of the Framework for Great Schools Quality Survey PS/IS 384 scores 12% below the district average in this category. Our school will continue to focus on social-emotional learning programs such as Ruler and using growth mindset to help increase positive student behaviors and decrease student bullying. In addition, according to the Framework for Great School Quality Survey only 71% of teachers say that adults at their school teach students how to advocate for themselves, this is 10% points below the city average. It is evident that our teachers must teach our children how to be self-advocates.

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, we will implement school-wide practices that focus on growth mindset pillars and anti-bullying behaviors which will help establish a school culture where students feel safe and supported as measured by a 10% increase in positive student response in the "preventing bullying" section of the 2019 Framework for Great Schools Quality Survey.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
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<tr>
<td>Students</td>
<td>Entire school year. Monthly assemblies.</td>
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</table>

- Advisories will continue to be scheduled for students in Grades 6-8, during which students will explore concepts of self-advocacy as well as the impact/effect of bullying on others.
- All teachers will be trained in growth mindset pillars, and work with their immediate supervisors to incorporate these pillars into their classroom teaching practices.
- Classroom teachers of students in grades Pre-K - 5 will discuss issues of bullying and self-advocacy, and the differences between bullying and bothering someone.
- School-wide anti-bullying campaign (posters, signs, etc.)
- Student uniforms will be implemented to mitigate bullying based on appearance/clothing.
- Students will understand that their choices have consequences: “Make it a good day or not. The choice is yours!”
- Lessons are planned so that students work collaboratively and learn to communicate with each other in a positive and supportive way.
- The seating arrangements in classrooms will be designed to foster student collaboration.
- PBIS will be used, Carter Cash specifically, to encourage positive student behaviors, and standing up to bullying and being an up-stander not a bystander.
- Initiatives will be created to reward positive social behaviors (advisory awards, lunch with the teacher, awards ceremonies for citizenship, reward trips for positive choices, anti-bullying bulletin board, etc.)
- Implementing teamwork and collaborative projects within the curriculum to foster team building and sense of community.

**Guidance Counselors will:**

- [see specifics in action plan to the left]
- Offer PD to parents to understand what bullying means and how to handle concerns if your child is being bullied or a bully
- Communicate with parents frequently about their child’s behavior and concerns about bullying
- Create an open-door policy in which parents feel that they can come in to speak to guidance with any concerns about their children
- Facilitate small group interactions to resolve conflicts and address interpersonal issues. They also implement the "Restorative Circles" practice to enhance communication. Will start to train teachers in this practice.

### Teachers will:

- communicate with parents on a weekly basis on their students academic and social/emotional progress (use Kinvolved to communicate with parents)
- communicate with parents if they feel that a child is being bullied, or was being the bully
- 6-8 teachers will maintain Skedula accounts so that parents are able to understand how their children are performing (both academically and socially)
- invite parents into the classroom to participate in community building lessons around respect and building trust
- Provide strategies to assist parents with a variety of ways to discuss and handle bullying issues with their child
- Plan awards ceremonies to celebrate student choices that promote a positive school environment

### 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.

**Guidance Counselors will:**

- Offer PD to parents to understand what bullying means and how to handle concerns if your child is being bullied or a bully
- Communicate with parents frequently about their child’s behavior and concerns about bullying
- Create an open-door policy in which parents feel that they can come in to speak to guidance with any concerns about their children

**Teachers will:**
• communicate with parents on a weekly basis on their students academic and social/emotional progress (use Kinvolved to communicate with parents)
• communicate with parents if they feel that a child is being bullied, or was being the bully
• maintain Skedula accounts so that parents are able to understand how their children are performing (both academically and socially)
• invite parents into the classroom to participate in community building lessons around respect and building trust
• provide strategies to assist parents with a variety of ways to discuss and handle bullying issues with their child
• plan awards ceremonies to celebrate student choices that promote a positive school environment

Parent Coordinator will:

• Facilitate parent meetings to identify the difference between bullying and non-bullying behaviors.
• Create an open-door policy for parents to express their concerns and be directed to appropriate school personnel.
• Follow up with the appropriate school personnel to ensure that the bullying and non-bullying concerns of the parent are being addressed on a timely fashion.

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.

- Purchase Skedula and Kinvolved for increasing communication with parents
- Utilize googledocs for tracking phone calls home
- Utilize googledocs for tracking student’s behaviors/incidents
- Monday PD on Growth-mindset model for teachers
- Guidance Counselors present and support various presentations in conjunction with Assistant Principals, such as Character Education, Kindness, Bullying, CyberSafety, etc.
- Parent Coordinator will plan parent workshops on bullying and social-emotional skill building
- Utilize community resources (borough safety director, NYPD, etc.) to help speak to our students about the consequences of their actions

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

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<th>Tax Levy</th>
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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.
In order to monitor our progress towards a more supportive school environment we will administer a survey to students in February 2019 in order to gauge how our initiatives around anti-bullying have impacted our students.

In addition, teachers will use journaling activities on a daily basis after lunch and throughout the day to monitor students’ feelings about peer interactions/bullying, or any other social-emotional issues that may come up.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
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<tbody>
<tr>
<td>OORS reports, school-wide student surveys, in-class surveys, incident reports, student referrals, journals</td>
<td></td>
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</table>

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

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

Part 1 – Needs Assessment

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

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

Collaborative Teachers

Progress:

According to the Framework for Great Schools we increased from a 76% in 2017 to 89% in 2018 of teachers saying that at their school the principal, teachers, and staff collaborate to make the school run effectively. (Q8c)

Area of Focus:

Our area of focus will be for our teacher teams to work more closely in a more structured environment to analyze student data to inform and improve teacher practice. According to the Framework for Great Schools 75% of teachers say that they make a conscious effort to coordinate their teaching with instruction at other grade levels, which is 14 percentage points below the city average. According to the Quality Review 2017-2018, 4.2 was rated as developing. The QR report states, “While teachers are engaged in professional collaborations, the analysis and use of student data and work to inform teacher practice is is not fully developed and has limited impact on the progress for groups of students.”

Part 2 – Annual Goal

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

By June 2019, 85% or more of the teachers will indicate on the Framework for Great School’s Quality Survey that they make a consistent and conscious effort to coordinate their planning and instruction with teachers both within their grade team and also with teachers at other grade levels to positively impact progress for all groups of students.
## 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>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
| Target Group(s) |
| Who will be targeted? |
| Timeline |
| What is the start and end date? |
| Key Personnel |
| Who is responsible for implementing and overseeing the activity/strategy? |

- Teachers will meet during common planning time to discuss student work and adjust curriculum accordingly. Meetings will be documented using Google Docs with shared agendas and next steps.
- Teachers will spend time during common planning meetings to look at the standards at the grade level above/below to understand the continuity of the curriculum.
- K-5 teachers will work specifically on ensuring that their curriculum is aligned horizontally and aligned with CCLS and Next Gen standards.
- 6-8 teachers will work on ensuring that curriculum is aligned both horizontally and vertically.
- Teachers will engage in inter-visitations to share best practices and encourage collaboration across the school building.
- Teachers working together to plan/coordinate differentiated PDs for staff members.
- Teachers feel free and confident to share instructional ideas and materials.
- Teachers have common preps that enable them to plan together and share instructional strategies.
- There is an “Open Door” Policy between and amongst administration and teachers.

## 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.

- Teachers will send home monthly bulletins/newsletters to families about what is going on on their grade band to highlight activities/ events.
- Teachers will use Kinvolved to communicate with families about what is happening in their classroom on a weekly basis.
• Teachers will host collaborative presentations for families during Parent Engagement time focusing on skills that they are teaching and how parents can help their children at home.

Part 4 – Budget and Resource Alignment

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

● Teachers who attend out-of-building professional development will turn-key information to the staff.

● Brooklyn North Field Support Center provides education and support which will be afforded to all faculty.

● TLP Protocols for inter-visitations process will be implemented: Pre visitation Conference, Visitations, and Post Visitations Conference.

   ● TEQ is a computer support company that will continue to support technology education and implementation in the school.
   ● Received RESO A discretionary funding grant by the New York City Council providing additional SMART boards and computers will be installed.

Teachers will visit other District 32 schools to share best practices

   ● Administration will schedule the visitations for Advance.
   ● Monday Professional Development sessions and Teacher Teams will utilize the Assessment Plan to monitor student learning and drive instruction.

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

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<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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Part 5 – Progress Monitoring

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

By February 2019, 50% of teachers will have participated in a classroom inter-visitations as evidenced by completed reflection sheets submitted to administration. In addition 90% of grade teams will have collaborative agendas posted on Google Drive documenting their common planning meeting time. In February 2019, surveys will be administered to staff to gauge current levels of collaboration.

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

Teacher inter-visitations reflection sheets, surveys and Google Docs including specific next steps which indicates what practices they are taking away from the inter-visitations and now implementing in their own classrooms.

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

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

Part 1 – Needs Assessment

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.

Effective School Leadership

Progress: According to the Framework for Great Schools 100% of teachers say that the principal makes clear to the staff his or her expectations for meeting instructional goals.

Area of Focus: According to the Quality Review 2017-2018 report PS/IS 384 scored developing in 4.1 (Teacher Support and Supervision. The QR feedback states, “Infrequent cycles of classroom observations from school leaders have resulted in feedback that is not consistently effective. Feedback to teachers is not yet fully connected to the Danielson Framework for Teaching rubric and does not yet articulate clear expectations for teacher practice. While feedback is beginning to support teacher development, it is not elevating school-wide instructional practices or implementing strategies that promote professional growth and reflection.” Our area of focus for the year will be improving our teacher support and supervision.

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.

Throughout the school year, administration will consistently observe classroom teachers using the Danielson Framework for Teaching rubric and provide targeted, timely, actionable feedback that will be discussed during post-observation meetings to support and nurture an environment of professional growth and development. By June 2019, 90% of teachers will feel that classroom observations have greatly supported their professional growth and has developed their instructional practices, as measured by teacher surveys. End of year MOTP Data will reflect 5% increases in effective and highly-effective teacher practices from September 2018 to June 2019.
### Part 3a – Action Plan

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

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

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
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<tbody>
<tr>
<td>All teachers</td>
<td>Cycles</td>
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<tr>
<td>Administration and Admin Interns</td>
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- Principals and APs will set up observation cycles to ensure accountability and timely observations and feedback.
- Principals and APs will norm regularly on the Danielson Framework for Teaching rubric to ensure equitable and consistent feedback.
- BNFSC (Andrea Gonzalez) will continue to work with Admin to ensure quality of observation feedback.
- Teachers will utilize administration weekly calendars to sign up for meetings and/or invite admin into classrooms.
- Teachers will be provided with additional PD opportunities on the Danielson Framework for Teaching both from BNFSC and internally.
- Administrative interns will be provided with opportunities to work with admin to help improve the observation process.

### 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.

- Parents will be invited into the classrooms to observe students and teachers and to see how their students are learning.
- Create opportunities for parents to discuss with the leadership team any questions or concerns they have about how curriculum is being implemented.
- Use SLT and parent engagement time as an opportunity for parents to work with staff to help develop and implement initiatives

Part 4 – Budget and Resource Alignment

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

- Principal utilizes Galaxy to work at ensuring the school has highly qualified teachers and staff
- Principal works collaboratively with the administrative staff to program, monitor and maintain a high quality school.
- Professional Development is provided to all staff. Faculty is utilized to share expertise.
- Assistant Principals work with STARS to ensure accuracy of programming
- Assistant Principals monitor classroom instruction through Advance
- The Danielson Rubric is utilized to assure high quality instruction
- The Assessment Plan is followed to ensure effective monitoring and response to student learning

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

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Part 5 – Progress Monitoring

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

By February 2019, 50% of MOTP observations will have been completed in Advance, and teachers will have received their feedback of these observations. In addition, teachers will complete a survey to ensure that the feedback was relevant, actionable and promoted their professional growth.

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

- MOTP data, teacher surveys

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.

Strong Family & Community Ties

Progress: According to the Framework for Great Schools 91% of families say that school staff regularly communicate with them about how families can help their child learn.

Area of Focus: One area of focus for the 2018-2019 school year is to increase the amount of interactions and communications between teachers and families. According to the School Quality Guide only 86% of parents say that they have communicated with their child’s teacher about their child’s performance, which is below the district average by 5 percentage points.

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, 92% of parents will say they have communicated with their child’s teacher about their child’s performance as measured by the 2019 Framework for Great Schools Quality Survey.
Part 3a – Action Plan

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

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

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<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
</thead>
</table>

Action Plan:

- K-5 teachers will send home progress reports throughout the year
- 6-8 teachers will use Skedula to ensure that parents and students are aware of student progress
- 6-8 Advisory time will be utilized to ensure students are aware of their grades, and this will also be communicated with parents
- Parents will be invited to award ceremonies to celebrate student achievement
- Parents will discuss their child’s progress during parent engagement time on Tuesdays.
- Parent contact and communication will be kept on Google Document to ensure monitoring of calls/frequency of communication
- Report Cards are issued during parent teacher conferences to support dialogue concerning student achievement.
- Admin and Guidance will meet weekly to work together in order to better communicate with families about students’ progress

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.

- The Bushwick Mental Health
- Puerto Rican Family Coalition
- The Ridgewood-Bushwick Family Outreach
- 83rd Precinct
- Woodhull Mental Health
- SASF
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.

- After school Program through Chancellor’s Initiative
- Parent Coordinator to provide outreach and workshops for families
- Community Based Organizations
- Teachers to organize the literacy celebrations, volunteer for programs, and organize the new winter clothing donations
- SASF Staff to support enrichment
- Administration
- Attendance teacher coordinates celebratory events related to attendance
- Paraprofessionals support teacher and student efforts
- PTA raises funds and conducts outreach events
- PTA Title 1 Allocation plan to set aside funds for an ENL program for parents
- Guidance Counselors
- Schedules will be adjusted to allow for the maximum number of students to participate as appropriate

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

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

Part 5 – Progress Monitoring

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

By February 2019, 80% of parents/families will have either attended a parent/teacher night, had a meeting with teacher, spoken on the phone about child’s progress, or met with guidance/admin as tracked via Google Excel spreadsheet.

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

Contact log, signed progress reports, parent/teacher night sign in sheets, google excel sheets, etc.

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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services *(For additional guidance, refer to NYSED’s memo.)* | Type of program or strategy *(e.g. repeated readings, interactive writings, etc.)* | Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)* | When the service is provided *(e.g. during the school day, before or after school, etc.)*
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Mathematics</td>
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<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Social Studies</td>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td></td>
<td></td>
<td>During the Professional Period</td>
</tr>
</tbody>
</table>

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**2018-19 CEP**
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

These are the agencies that support students in Temporary Housing:

- Coalition for Hispanic Family Services
- 

In addition the school purchases:

- School supplies: Pencils, notebooks, Folders etc.
- Uniform shirts
- Senior Dues
- Kindergarten Dues
- Project Smile: Gathering materials for STH according to their needs (blankets, clothing, etc.)
- A STH closet will be available to students according to student needs. It will contain toiletries, blankets, items of clothing etc.

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

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>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 is accomplished by recommendation and word – of – mouth. The resumes are reviewed by Administrators. There is focus on the quality of professional education and training as well as previous teaching experience and areas of demonstrated competence. Only candidates who are fully licensed will be qualified applicants for any vacancy. Attention is also focused on finding a match for the culture of the school.

- There is a thorough interview process. The candidate then prepares and conducts a lesson observed by the administration. After the lesson, the administration meets to share their notes, observations, and impressions. If necessary, the candidate is asked to prepare another lesson for observation.

- The new teachers receive scheduled mentoring from a building based mentor teacher and support from the lead teacher at their grade level. The Administration conducts brief focused observations of the new teacher and provides targeted feedback using the Danielson Framework For Teaching Rubric.

- Teachers receive assignments based on their content area expertise. Common Branch teachers are assigned to the grades in which they have shown their familiarity and/or expertise. However, there are times when the teacher – grade match is not optimal. In this case, much consideration is given to finding another grade placement. In most of the instances where this was done, the teacher went on to flourish in the newly assigned grade.

- If there are teachers who are not Highly Qualified in the area to which they have been assigned, the Administration encourages and supports them in their efforts to satisfy the necessary requirements. The Administration maintains diligence in updating these teachers about DOE sponsored initiatives in this area. Under this initiative, one teacher satisfied the requirements for a Bilingual Extension while another obtained certification in ENL. Presently, there is one teacher who continues to work toward fulfilling the requirements for designation as Highly Qualified in ENL.

- All teachers are encouraged to participate in all DOE sponsored professional learning.

* Teacher recognition is held to high esteem. We hold several celebrations throughout the year to honor teachers’ dedication and hard work. Breakfasts and lunches are scheduled throughout the year.
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).

- The MOTP ADVANCE data will be analyzed to determine targeted professional learning for teachers.
- This information will also be utilized to inform the sending of teachers to DOE sponsored professional learning sessions.

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.).

- There is a Universal Pre K program in-house.
- Children are offered a seat in the Pre K Program after parents complete an on-line application.
- Pre K teachers work under their Early Childhood License and have already taught in Kindergarten or Grade 1. Therefore, they understand the elementary school curriculum.
- Pre K teachers and their students participate in Cookshop which spirals into Kindergarten, Grades 1, 2, & 3.
- Pre-K students participate in Prep Period Specials such as Art, Music, and Library. This is a step toward integration with the entire school community.
● The Pre-K teachers confer with the Kindergarten teachers to ensure transparency and vertical alignment of curriculum.

● Teachers in Pre K meet in a professional learning community to evaluate student work and formulate a plan for instruction that supports readiness for Kindergarten.

● During the June clerical days, teachers in Pre K and K confer as the records are passed up.

● In June Pre K students are supported in their transition to Kindergarten as follows:
  ● Their teacher takes them on a walk throughout the school
  ● There is an initial introduction to the cafeteria as the place for breakfast and lunch
  ● They visit the Kindergarten classrooms
  ● On one of the final days in June, they follow the Kindergarten schedule for the entire school day, which means they experience an entire school day without naps or center time play.
  ● There are on-going parent workshops to prepare parent/guardians for their child’s transition to Kindergarten and the implications of that transition.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The following committees demonstrate that teachers participate in the decision making process:

● MOSL Selection Committee is composed of teachers and administrators. This committee will analyze the 2016-2017 MOSL data and will select the MOSLs for the 2017-2018 school year.

● Mentoring Committee is composed of teachers and administrators. This committee monitors the integration of new teachers into the life of the school and the process of mentoring for new teachers.

● The Assessment Plan for 2017-18 will be updated with input from the staff.

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>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated</th>
</tr>
</thead>
</table>

2018-19 CEP
### Fund Source

<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$11,055</td>
<td></td>
<td>3,20,38</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,392,595</td>
<td></td>
<td>15, 20, 24, 27, 31 &amp; 38</td>
</tr>
</tbody>
</table>

#### Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

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

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

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

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

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

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

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 384, in compliance with the Every Student Succeeds Act (ESSA) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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**Support for Parents and Family Members of Title I Students**

PS/IS 384 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;
Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- Provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Framework for Great Schools 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 ESSA

- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

- The Parent Involvement Policy (PIP) will be distributed in English and Spanish.

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
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<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

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<tr>
<th>School-Parent Compact (SPC)</th>
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School-Parent Compact (SPC)

PS/IS 384, in compliance with the ESSA Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

- Using academic learning time efficiently;
● Respecting cultural, racial and ethnic differences;
● Implementing a curriculum aligned to the Common Core State Learning Standards;
● Offering high quality instruction in all content areas;
● Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the ESSA Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

● Conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
● Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved
● Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
● Providing information related to school and parent programs, meetings and other activities, which is sent to parents of participating children in a format, and to the extent practicable, in a language that parents can understand
● Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
● Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
● Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

● Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
● Notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member
Planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Multicultural Night, Student Presentations, Attendance Celebration

Tuesday Afternoon Parent Engagement Sessions

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

- Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Participate, as appropriate, in the decisions relating to my child’s education;
- Communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- Take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

<table>
<thead>
<tr>
<th>Student Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attend school regularly and arrive on time;</td>
</tr>
<tr>
<td>• Complete my homework and submit all assignments on time;</td>
</tr>
<tr>
<td>• Follow the school rules and be responsible for my actions;</td>
</tr>
<tr>
<td>• Show respect for myself, other people and property;</td>
</tr>
<tr>
<td>• Try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>• Always try my best to learn.</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</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
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [x] 6
- [x] 7
- [x] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
Part B: Direct Instruction Supplemental Program Information

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:

Rationale:
Although the results of the 2018 New York State English Language Arts Assessment and the NYSESLAT Exam showed that this school did make gains in the proficiency levels of our ELL students, the supplemental program is needed in order to maintain our momentum in demonstrating significant growth in this essential population among all grade levels in which ELLs are present. Careful analysis of this together with the NYSESLAT, MOSL, ELA and Math exams demonstrated that ELL students in grades K-8 require additional support in literacy, particularly in the areas of reading comprehension and writing. A need was also determined in the area of Math. Also, the Professional Collaborative Teams on each grade level have utilized several rubrics, including Teacher's College, Six Traits of Writing and teacher created rubrics for informal evaluation of student writing. Analysis indicated that ELL students require additional support in their efforts to write at levels that reflect the Common Core Learning Standards. This program would be helpful in attaining our school wide goal for compliance with the citywide initiatives of accomplishing Common Core Performance Tasks in each subject area. As a result, Title III After School programs were designed to support students as they aspire to improve their skills in these areas.

Subgroups and Grade Levels of Students to be Served:
Although the programs is focusing on Newcomers, we will also have all English Language Learners in the program, including Long Term ELLs and SIFE students. One teacher will service two or three grades in grades 2-8, for a total of three teachers. Each group consists of two grades divided as 2-3, 4-5, 6-7 and 8th. All will focus on ENL/ELA and Math.

Schedule and Duration of After School Program:
The After School Program is held on Wednesdays and Thursdays from 2:30 pm - 4:00pm and consists of 28 sessions beginning November 28, 2018 through March 21, 2019 Three teachers at 29 sessions of two hours each.

Subjects and Grade Levels of Students to be Served/Types of Materials to be Used:
ELL students in grades 2-8 who are designated as Entering-Expanding or Commanding within the last two administrations of the NYSESLAT Assessment and whose New York State English Language Arts Assessment places them at Level 2 or lower are invited to attend the After School Program. The students are provided with supplemental instruction in English as a New Language and English Language Arts through authentic literacy activities and technology-based programs that provide access to informational text at the students' individual reading levels. There are reading activities and writing activities designed to foster development in the Common Core Writing Standards. Also, there are supplementary materials such as technology, videos and websites that help build background knowledge for these students.

Language of Instruction:
All subjects are conducted in English with Native Language Support.

Numbers and Types of Certified Teachers:
Part B: Direct Instruction Supplemental Program Information

Three ENL or Bilingually licensed teachers will be providing services to groups of approximately ten -fifteen students in grades 2-8.
The students in the After School Program are provided with supplemental instruction in English Language Arts and Mathematics. They receive differentiated instruction through a variety of hands-on activities that include authentic literacy activities, technology and technology-based programs as appropriate.

Types of Materials:
Supplemental materials such as Readers’ Theatre, Teacher Created Materials' Language Power, Continental's Practice Exercises in Basic English,. Continental's Phonics and Word Study, Hampton Brown's Into English, Attanasio and Associates' Getting Ready for the NYSESLAT, Benchmark Education Company's Reading Instructional Goals for Older Readers and BrainPop ESL will enhance their current curriculum and provide assistance in Speaking, Listening, Reading and Writing.

Student attendance will be recorded daily and maintained in the office. Program information for grades will be retained in the Title III binder. Letters inviting students who qualify include program information for the Title III Supplemental program. All correspondence is provided to parents in their preferred language as indicated in ATS.

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: _____

Rationale:
Based on the results of our school's pre-needs and post-needs assessments, our research indicates a correlation between student achievement and teachers who participate in high-quality Professional Development activities.

An assessment will be utilized to continue to understand this correlation between student achievement and teacher training as they continue to participate in activities in the Title III program.

Title III Teachers Training:
ENL teachers as well as all faculty members servicing ELL students are provided with workshops. Teachers attend the workshops sponsored by the DELLSS at no cost to the program with the possible exception of any new technology program where professional development by company representatives is warranted.

The duration of these workshops and Professional Development sessions vary from 40 minutes - 1 hour.

School and off-site personnel work collaboratively starting in September to provide Professional Development to faculty members working with ELLs. Workshops take place during the school day and after school for the Title III teachers, during the months of November through May, on Professional Development Days (e.g. Election Day) and during Grade, ENL and Faculty Conferences on developing ELL knowledge. Tentative topics of the workshops include: Academic Discourse in the Math Classroom for ELLs, The Danielson Rubric Presentation and its impact on ELL instruction, Teachers College, Pauline Gibbons ELL Teaching Strategies, The
### Part C: Professional Development

ELLS and the supportive environment, Universal Design for Learning, ELL Computer Academy for Parents and Guardians, Response to Intervention for Subgroups and Analyzing the Rigor and Relevance of Performance Tasks for ELLs, BrainPOP ESL instruction and Best Practices.

Schedule and Duration/Topics to be Covered/Names of Providers:

A tentative schedule for this is as follows:

- **October 29th, 2018** - Kinetic Program Structure for Title III Teachers (ENL, Technology, Readers' Theatre, Physical Movement, Math, STEAM) - Gilbert
- **November 5th 2018** - BrainPop ENL Best Practices - BrainPOP LLC staff
- **November 19th, 2018** - Developing Core Curriculum Literacy Units of Study aligned to the goal outlined in the Comprehensive Education Plan (CEP) - Harris
- **November 26, 2018** - Developing a protocol for Instructional Planning Sessions and Looking at Student Work Ms Cruz
- **December 3, 2018** - "Digging into Data" - Pierce, Gilbert and Blas
- **December 17, 2018** - Instructional Planning Session in Grade Levels K-2, 3-5 and 6-8 Ms Gilbert
- **January 14th, 2019** - Math Instruction for ELLs Mr Quinci
- **January 28th, 2019** - Meeting the Needs of ELL Students Ms Pierce, Ms Gilbert, Ms Coppola

In-house presenters will create and maintain agendas and sign-in sheets during Professional Development and thereafter provide to Pierce. A copy will be placed in the Title III binder and made available on Google Docs.

### 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:

Based on the results of our school's pre-needs and post-needs assessments, our research indicates a correlation between student achievement and parents who participate in Parental Engagement Activities. This need assessment will be utilized to continue to understand this correlation as they continue to participate in activities during the Saturday Program. Parental Engagement Activities are at no cost to Title III.

Schedule and Duration:

- **Family Night** - February 12, 2019
- **Team-Up / 83rd Precinct** - March 12, 2019 - Parent Engagement During parent involvement in the afternoon, police officers will engage in board games to promote dialogue with families in school community district 32.
- **Cookshop for Parents** - Classes consist of two hour sessions and occur once a month on Fridays after school to commence in January. Dates to be determined.

Parental Involvement activities are ongoing and continually embellished to meet changing needs of our school population.

Topics to be Covered:

In October of 2018, parents of English Language Learners will be afforded the opportunity to vote during a PTA meeting. At this time it will be determined which areas of interest should be
Part D: Parental Engagement Activities

voted upon to determine parent activities at the school. The PTA votes on possible areas of interest, such as Beginning ENL, Introduction to Computers, GED, Student/Parent Library, etc. The choices will be recorded on the Parent Allocation Form at that time.

Learning in the classroom is Common Core based and driven by the interests and needs of the students as expressed in their responses of interest surveys and designed to increase student engagement. The curriculum includes instruction through authentic literacy activities in the following:

- pronunciation/speaking,
- visuals
- writing forms
- spelling/grammar
- history/culture
- holidays /traditions
- community resources

Also utilized for instruction are levelled libraries that address content area topics, video technology and additional resources that support language acquisition.

Cookshop for Parents will be offered this year to instruct and promote healthy eating habits among family members. This will be provided at no cost to Title III.

Providers:

School faculty conduct presentations to parents on the NYS high stakes assessments, which include NYSESLAT, ELA, MATH, and SCIENCE in which ELL students participate. BrainPop ENL staff will provide training presentations to staff.

How Parents will be Notified of Their Activities:

Parents are invited to enroll in classes and/or attend presentations through invitations sent home in their native language and phone calls made by the Parent Coordinator. The Parent Coordinator is the facilitator every Saturday class and serves as an advocate and intermediary for the interests of the parents.

Parents are provided with all necessary instructional materials at no cost to Title III.

Bilingual personnel are available to assist parents at every workshop.

Parent attendance, invitations and agendas will be recorded at meetings and maintained by our Parent Coordinator. Copies will be provided to Ms Pierce and retained in the Title III binder. All correspondence is provided to parents in their preferred language as indicated in ATS and in accordance with LAC requirements.

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</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td>Per session</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>Per diem</td>
<td>______</td>
</tr>
<tr>
<td>Purchased services</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>High quality staff and curriculum</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>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,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Brooklyn</td>
<td>384</td>
</tr>
</tbody>
</table>

School Name: The Frances E Carter 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>Phyllis Raulli</td>
<td>Janine Zito</td>
</tr>
</tbody>
</table>

Coach

- ENL (English as a New Language)/Bilingual Teacher: Jennifer Pierce-Chornomor
- School Counselor: Otniel Rosario

Teacher/Subject Area

- Sindy Gilbert/ENL
- Parent: Jennifer Colberg

- Analise Nunez/ENL
- Parent Coordinator: Grace Baez

Related-Service Provider

- Corina Estevez/SETSS
- Field Support Center Staff Member: Tatyana Ulubabova

Superintendent

- Sheila Gorski
- Other (Name and Title): Marilyn Cruz/Assistant Principal

#### 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>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>8</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>3</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>6</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
<td>4</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
</tr>
</tbody>
</table>

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>509</td>
<td>133</td>
<td>26.13%</td>
</tr>
</tbody>
</table>

2018-19 CEP
A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</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>
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</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Transitional bilingual education program (TBE)</th>
<th>Dual language program (DL)</th>
<th>Freestanding ENL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s): Spanish</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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

<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>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
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</tr>
</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?

   PS/IS 384 uses NYSITELL in grades K-8, NYSESLAT in grades K-8, Measures of Student Learning in grades K-8, Pearson Periodic Assessment for ELLs in grades 3-8, New York State Standardized Assessments in grades 3-8, Fountas and Pinnell in grades K-8, as well as individual classroom-based assessments. All assessments discussed in the RTI section are also utilized. In addition to identifying the young students’ needs, information obtained from some of these assessments has enabled staff to identify older students’ early literacy needs, which often occur when a student is SIFE or has entered an English-speaking school in later years and requires age-appropriate early literacy materials. Upon obtaining this information from data analyzed in various reports, our school has increased the number of early-literacy reading material that is age appropriate for older students, as well as younger ones.

   Additionally, for students who are not newcomers, the data indicates that most English Language Learners do not usually
achieve English proficiency as determined by their NYSESLAT results due to their Writing scores. As a result of this conclusion, there is a special concentration on the ELLs in the work of the Inquiry Teams. Also, our third school goal for the 2017-2018 school year strives to move all students to an advanced proficiency level in writing across the content areas.

Also, NYSITELL scores are administered only once in the lifetime of a student to assess their initial English proficiency. Most students, regardless of age level, score at the Entering or Emerging level at this time.

Many of the conclusions drawn from the data obtained in this Language Allocation Policy had a degree of predictability. As most other research suggests, most students at PS/IS 384 achieved Listening proficiency first, following by Speaking, then and Reading and Writing respectively. Also, this research is in line with nationwide research in which Writing is the most difficult modality. Another predictable conclusion that our data supports is that younger newcomers achieve proficiency in all modalities sooner than students who enter an English speaking school at an older age.

Finally, many students with IEPs have cognitive limitations and/or speech and language disabilities which impede their ability to attain a commanding score or advancing a proficiency level on the NYSESLAT.

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

As a result of an increase in the percentage of ELLs in our school, and the updated EDAT report's detailed information regarding our ELL students' risk levels, we have initiated a change in our Inquiry Team structure to address these students. Our school now has an all-ENL teacher Inquiry Team which meets on Tuesdays after Parent Engagement time. This Team is in contrast to previous year's Inquiry Teams in that participating teachers and targeted students are not limited by grade level, as they were in the past. At this time ELL student work throughout grades K-8 will be addressed. All ENL teachers will meet in this collaborative team to review data, discuss effective research-based ENL strategies and discuss instructional plans to best address these students. Administration will periodically meet with the teams to ensure necessary resources are available to advance the targeted ELL students' English language acquisition. Finally, an additional alternative was added to our Professional Period selections this year, in which teachers who share specific ELL students can articulate with each other in order to further determine effective strategies, instructional planning and areas of need. Finally, after analyzing the updated EDAT report, it was determined that last year's Kindergarten and Fourth grade students had the highest incidence of students scoring high in the Writing modality of the NYSESLAT. Contributing teachers will be invited to share their experiences and advice during our ELL Inquiry Team so that others may emulate their success.

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?

Our school evaluates the success of the ELLs as follows:
1. Student growth in the NYSESLAT performance
2. Student growth in the New York State ELA and Math Assessments
3. Student growth in other New York State Assessments.
4. Student/Teacher conference notes
5. Student performance on teacher-created assessments
6. Student classroom work portfolios
7. Student performance on assessments in technological instructional programs
8. Measures of Student Learning
9. Running Record
10. Destination Reading
11. Reading Plus and other technology program learning assessments
12. Teacher observation of ELL students' self-esteem and cross-cultural understanding
13. Revised for 2017-2018 EDAT Tool

Although the 2017 administration of the NYSESLAT indicated improvement among our test takers, with 9.7% scoring Commanding and 25.8% advancing one proficiency level, we have identified several areas of need among our English Language
Learners. According to the most recent data, the greatest academic area of need among ELL students in our school continues to be Writing, particularly in our middle school grades. This was predictable as the 2016-2017 school year had a high incidence of new admits who were first-time NYSESLAT takers.

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

   Teachers collaborative teams meet every Tuesday to review data available on the updated ELL Data Analysis Tool. Statistics are discussed and reviewed. If further research is required, it is noted and team members will follow through or ask administration for assistance. Interventions and instructional strategies to address noted areas of need are utilized as needed and include:
   
   · Use books on tape
   · Technology programs BrainPop ENL and BookFlix
   · Provide books/study sheets with key phrases/words highlighted
   · Allow use of tape recorders
   · Use visuals to add meaning
   · Allow students to highlight key points
   · Use audible reading software
   · Practice skills use Electronic devices(e.g. Leapfrog)
   · Provide graphic organizers
   · Use direct teacher and strategy instruction
   · Use small group instruction
   · Use paired reading and echo reading
   · Use magnifying bars
   · Use word frames
   · Present new vocabulary visually
   · Describe visual examples
   · Use study aids/manipulatives
   · Exempt from reading aloud before peers
   · Use live reader (e.g. peer)
   · Provide adaptive material (e.g. slant board, use of computer keyboard, etc.)
   · Allow oral or a physical response
   · Use a scribe
   · Provide additional time to complete assignments
   · Do not penalize for handwriting or spelling errors
   · Use visual instructional sentence strips
   · Guided reading

   Wilson Foundations (K-2)
   Go Math! Tier intervention Program
   · Rigor: Reading Instructional Goals for Older Readers (ELLs and SIFE ELLs)
   · Wilson Writing
   · Teaching Basic Writing Skills (Strategies for Effective Expository Writing Instruction
   · Teen Tribune
   · www.readingworks.org
   · GoMath! RTI kit

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

   At the beginning of the year, all students in grades K-8 are screened using a baseline writing assessment that is scored according to the Six Traits of Writing Rubric that has been aligned to the Common Core Learning Standards. Targeted writing goals are then set, and measurement of attainment of these goals is monitored approximately every two months. Writing is
also assessed and evaluated for the Common Core Performance Tasks. This is done at the beginning, middle and end of the task.

In grades K-3 relevant assessment data for ELLs is acquired by the Measures of Student Learning and Running Records for all grades.

The results of these assessments are utilized to determine the appropriate Response to Intervention Planning tier for each student. In order to effectively assess the needs of English Language Learners, these assessment batteries include measures of code-based skills, such as phonological processing and phonics skills, in addition to meaning-based skills such as listening comprehension, vocabulary knowledge, and conceptual knowledge.

Additionally, progress is monitored by informal assessments for each modality; speaking, listening, reading and writing in the ENL classroom. Teachers are mindful of the need to analyze data through a language acquisition lens. That is, they must differentiate between what may or may not be difficult for a child because it is not familiar in their home language during various curriculum-based measures, classroom observations and performance-based assessments.

Finally, regarding the use of data, for each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, PS/IS 384 shall determine the additional support services to provide the student, taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program
- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent and/or interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- ENL teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation, if the student has or is suspected of having a disability

The support services provided must be aligned to any intervention plans (e.g., Academic Intervention Services) we are already providing to all students.

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

   As mentioned above, most students at PS/IS 384 achieved speaking proficiency first, followed by listening, then read and writing respectively. Also, with the new NYSESLAT exam proficiency levels (B, I, A, P to EN, EM, TR, EX, CM), comparing the 2016 to the 2017 administration was less problematic this year in terms of determining growth. Upon analyzing the updated EDAT report our ELL students’ Math and ELA progress, growth was generally comparable with our never-ELL populations, with the exception of first and sometimes second year test takers who are also newcomers in grades 3 and higher. Also, as is the trend citywide, students who attain the Commanding level on the NYSESLAT generally outperform their monolingual peers.

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

   Collaborative learning communities target ELL students at which time detailed analysis is given to each grade regarding proficiency levels in each modality. Also, L2RPT letters which indicate precise modality scores for students are made available to teachers and parents at our ELL Parent meeting. Also, a detailed ELL Participating List is provided to teachers of ELLs to
inform them of their current proficiency level and other information. Finally, the current EDAT report is available in the Data Room. Staff is designated to obtain any requested additional data, and information is utilized to inform instructional planning.

## Part IV: ELL Programming

### Programming and Scheduling Information

1. **How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).**
   - **a. Freestanding ENL program.**
     - There are eight ENL certified teachers in the school. Four of these teachers have a self-contained class (one in first grade, one in second grade, one in fourth grade and one in fifth grade) comprised of students of varying proficiency levels (heterogenous). The students are grouped together (block model) for the entire day for all content instruction. The other two ENL certified teachers work collaboratively with five common branch and Special Education licensed classroom teachers (of grades K, 3 and 6-8), for integrated ENL services in heterogenous classrooms to provide the ELLs with their appropriate units of instruction in accordance with their English proficiency levels, and standalone ENL instruction for students at the Entering and Emerging proficiency levels. Students in the Entering and Emerging proficiency levels, shall receive Stand-alone ENL instruction for four periods per week in order to obtain basic English language instruction through the ELA content area. These standalone sessions may consist of students of two grade levels. Students with IEPs may received standalone ENL instruction spanning three grade levels. Upon attaining a Commanding score on the NYSESLAT, students remain with the designated ELL classes in order to receive two periods of integrated ENL instruction per week for the following two years.
   - **b. TBE program. If applicable.**
   - **c. DL program. If applicable. NA**

2. **How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?**
   - **a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?**

   All students at PS/IS 384 receive ten periods (450 minutes) of ELA instruction per week regardless of ELL designation. Entering and Emerging ELL students receive a minimum of eight periods (360 minutes) of ENL instruction per week, with 180 minutes of Stand-Alone ENL, while Transitioning and Expanding students receive four (180 minutes) of integrated ENL/ELA service. Finally, Commanding ELLs who passed the NYSESLAT within the last two years receive 90 minutes of integrated ENL, in accordance with NYS CR Part 154. These out-of-classroom ENL teachers schedule their program to ensure all periods are met as mandated. Current ELL students of all proficiency levels are provided twenty-five percent native language usage and support as per CR Part 154.

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.**

   Through the ENL Integrated and Standalone Programs, the ENL teachers meet with the classroom teachers during their weekly articulation periods to discuss the week's content areas and plan their lessons based on Common Core Learning Standards.
Standards and NYS ENL and Performance Standards. The teachers implement an instructional program that utilizes a balanced approach to teaching and learning and is comprised of best teaching practices that enhance the language development of the ELLs. Thus, the ELLs have the opportunity to excel academically and socially (Children First Initiative’s uniform curriculum) by learning through the same, challenging and rigorous instructional program as their peers. The ELLs receive a comprehensive, multi-sensory approach to learning to enhance the four modalities (listening, speaking, writing and reading) through hands-on activities that include:

- Use of realia and technology to explore and research topics.
- Continuous interaction with peers in both classroom and social settings.
- Use of accountable talk during discussions
- Development and presentation of art, science and writing projects
- Development of vocabulary and comprehension skills during Readers and Writers Workshops, as well as other content areas.
- Discussions on the math, current events to develop higher order thinking skills.
- Role-playing and language development through art, music and creative expression
- Providing all ELLs with the same academic experiences as their peers
- Providing ELLs with their appropriate units of instruction
- Supporting the ELLs to achieve grade and state level standards
- Enhancing their oral and written communication skills
- Maximizing language acquisition for ELLs

ENL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school’s comprehensive core curriculums in Mathematics (Go Math Math Program) and Literacy (Ready Gen, as well as Science, Social Studies (RIGOR - Reading Instructional Goals for Older Readers), Art and other content areas, to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). Each program is a scientifically research-based program. An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them. Differentiation of instruction for ELLs includes additional strategies and materials incorporated into daily lessons through the use of visual aids, technology-based programs, small group instruction and peer support. The instructional resources used in the ENL Program include the following:

- Reading Plus, BrainPop ESL and Bookflix Technology programs
- "RIGOR - Reading Instructional Goals for Older Readers for grades 3-8
- "Into English" series for grades 3-6
- On Our Way to English” for grades K-3
- Content area books
- Anthologies
- Theme-based literature and project activities
- Listening Centers
- AudioVisuals
- Leveled Libraries
- Puzzles and Games
- Word Walls
- Technology
- Songs and Poems
- Visual Aids (picture cards, charts, posters, picture dictionaries)
- Translation Dictionaries
- Books on Tape/Big Books
- Native Language Resources, such as libraries, texts, technology and primary resource materials.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
As a school with an ENL program only, students are not evaluated in their home languages. In the event that a student's home language is determined to be Spanish and his or her NYSITELL scores entitle them to ENL services, they are administered the Spanish LAB-R in accordance with CR Part 154. The results of this exam will determine their home language proficiency, which will help teachers make informed decisions regarding their Spanish-speaking ELL students' instruction. All recommended test guidelines are followed and administered by a teacher with a bilingual extension. Also, students identified as ELLs are given translated testing materials in their native language as per state regulations. Additionally, translating dictionaries are provided for each ELL as provided by state regulations.

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

   SIFE students are also provided with the aforementioned services. However, additional support includes the development of safety net programs through academic intervention services and pull-out programs to target and address their specific needs.

   Newcomers
   ELLs with 3 or less years in US schools are provided with intensive instructional support that includes: small group support, hands-on activities to enhance vocabulary development, close monitoring through formal and informal assessments and ongoing contact with parents. These students are also afforded the opportunity to participate in extra-curricular activities (e.g. sports, dance, chorus, art, etc.). This increases their interaction with peers and enhances their social and academic skills. ELLs (that are new to the school) and their parents are invited to a tour of the school. In addition, they meet with the administration, teachers and students to learn of our school’s academic and social programs. Our school has also implemented peer tutoring, whereby former ELLs who share a common language with newcomers assisted them in completing their core subject studies.

   Plan for ELLs receiving service 4 to 6 years and Long Term ELLs
   These students are monitored closely by the classroom and ENL teachers, administrators and the Inquiry Team. Formal and informal data is utilized to assess their strengths and needs. Through classroom instruction, academic intervention services, Zero Hour, After School Programs, Title III Supplemental Programs and parental involvement these students receive the necessary support to improve their academic standing.

   Plan for Commanding ELLs in the two-year Monitoring phase
   These students generally remain among their peers of Current, Transitioning and Former ELL students in order to continue to receive mutual support. This is especially true when the current and former ELLs share a common first language with the Transitioning ELL. After careful consideration, exceptions are made when it is determined that a Transitioning ELL would benefit from being placed in a class of monolingual students. Additionally, these students continue to be invited to participate in all Title III programs and activities.

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?

   Students with disabilities whose IEPs mandate ENL instruction are provided access to the same programs, curriculum, grade level materials and resources as students in the general education population. Formal and informal assessments coupled with the students’ IEPs are consulted to align appropriate services and strategies to instruction on a case per case basis. Specifically, additional scaffolding and modelling is particularly essential to ELL students with disabilities' success in
English language acquisition. This additional support is provided through small group instruction, academic intervention services, after-school and zero hour programs and is designed to meet their diverse needs. Since all of our ELL students with disabilities are Spanish-speakers, all paraprofessionals who service these students are bilingual to support their English acquisition and listening comprehension. Also, ELL students with disabilities receive ENL lessons emphasizing context-rich instruction designed to enhance English language understanding and production in listening, speaking, reading and writing.

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?

All required ELLs with IEPs’ curriculum and instruction correspond to the ELL’s age, language, English proficiency and grade level. These students are provided access to the same programs, curriculum, grade level materials and resources as students in the general education population. Formal and informal assessments coupled with the students’ IEPs are consulted to align appropriate services and strategies and instruction on a case per case basis. Specifically, additional scaffolding and modelling is particularly essential to ELL students with disabilities’ success in English language acquisition. This additional support is provided through small group instruction, academic intervention services, after-school programs that are designed to meet their diverse needs. Since all of our ELL students with disabilities are Spanish-speakers, all paraprofessionals who service these students are bilingual to support their English acquisition and listening comprehension. Also, ELL students with disabilities receive ENL lessons emphasizing context-rich instruction designed to enhance English language acquisition and listening comprehension. Also, ELL students with disabilities receive ENL lessons emphasizing context-rich instruction designed to enhance English language understanding and production in listening, speaking, reading and writing.

Students with disabilities are provided integrated ENL services into heterogeneous special education self-contained classes to provide scheduling flexibility when needed to ensure their diverse needs are met in the least restrictive environment, and standalone ENL instruction for students at the Entering and Emerging proficiency levels. In order to meet a student’s IEP goals, any student whose IEP mandates bilingual instruction shall have an alternative placement paraprofessional who speaks the student’s home language obtained for the child. The students are provided with ENL instruction as prior to their pending placement in a bilingual special education setting in another school.

Additionally, all ELLs with IEPs are provided with all the Intervention Programs that are provided to English Language Learners in the general population.

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.

ENL instruction for all ELLs aligns Common Core and ENL Standards-based strategies within the school’s comprehensive core curriculums in Mathematics (Go Math), ReadyGen, as well as Science, Social Studies (RIGOR - Reading Instructional Goals for Older Readers), Art and other content areas, to provide the ELLs with their appropriate units of instruction. An ELL’s language, cultural background, interests and academic standing are considered when differentiating instruction for them.

Additionally, all ELLs are provided with the following Intervention Programs: After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school. Native Language support during these Intervention Programs is twenty-five percent as recommended.

Differentiation of instruction for ELLs includes additional strategies and materials incorporated into daily lessons through the use of visual aids, technology based programs, small group instruction and peer support.

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

For the upcoming school year, our school is looking into several pilot technology programs. Provided it is successful, we shall continue it into the next school year. Existing technology programs for ELLs, such as Reading Plus, BrainPop ESL and Bookflix, will continue to be available to all students.
10. If you had a bilingual program, what was the reason you closed it?

We do not plan to discontinue any programs for our ELLs this year unless funds are not available.

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

At present, all ELLs are afforded equal opportunity to access all programs and measures are taken to ensure communication regarding all programs are sent home in the parent's preferred language. Additionally, all ELLs are provided with the following Intervention Programs: After School Program, Wednesdays and Fridays, for 90 minutes after school. These Intervention Programs are funded with Title III funds and Fair Student Funding.

Although the Title III program is focusing on Newcomers, we will also have all English Language Learners in the program, including Long Term ELLs and SIFE students. One teacher will service two grades in grades 2-8. Each group consists of two grades divided as 2-3, 4-5, 6-7 and 8th. All will focus on ENL, ELA and Math. It is to be held on Wednesdays and Fridays from 2:30 pm - 4:30 pm and will begin November 1, 2017 through May 2018. ELL students in grades 2-8 who are designated as Entering-Expanding or Commanding within the last two administrations of the NYSESLAT Assessment and whose New York State English Language Arts Assessment places them at Level 2 or lower are invited to attend the After School Program. The students are provided with supplemental instruction in English as a New Language and English Language Arts through authentic literacy activities and technology-based programs that provide access to informational text at the students' individual reading levels. There are reading activities and writing activities designed to foster development in the Common Core Writing Standards. Also, there are supplementary materials such as videos and websites that help build background knowledge for these students. Language of Instruction: As a school with an ENL program, all subjects are conducted in English with Native Language Support. Four ENL or Bilingually licensed teachers will be providing services to groups of approximately ten to fifteen students in grades 2-8. The students in the After School Program are provided with supplemental instruction in English Language Arts and Mathematics. They receive differentiated instruction through a variety of hands-on activities that include authentic literacy activities and technology-based programs as appropriate.

Supplemental materials such as Hampton Brown's Into English, Attanasio and Associates' Getting Ready for the NYSESLAT, Benchmark Education Company's Reading Instructional Goals for Older Readers and the Bookflix and Brainpop ESL technologies will enhance their current curriculum and provide assistance in Speaking, Listening, Reading and Writing. Language of Instruction: As a school with an ENL only program, the language of instruction is English with Native Language supports. Types of Teachers. The Title III program will be staffed by ENL and Spanish Bilingual-licensed teachers.

A Saturday Academy is also being discussed but no concrete plans have been determined as of yet.

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.

Reading Plus, BrainPop ESL and Bookflix Technology programs
"RIGOR - Reading Instructional Goals for Older Readers for grades 3-8
"Into English" series for grades 3-6
On Our Way to English" for grades K-3
Content area books
Anthologies
Theme-based literature and project activities
Listening Centers
AudioVisuals
Leveled Libraries
Puzzles and Games
Word Walls
Technology
Songs and Poems
Visual Aids (picture cards, charts, posters, picture dictionaries)
Translation Dictionaries
Books on Tape/Big Books
Native Language Resources, such as libraries, texts, technology and primary resource materials.

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

As per parent’s preference, indicated on the “Parent’s Choice” form, our school offers an TBE program in Kindergarten and an ENL program for grades 1-8. We provide 25% native language support in keeping with the recommended best practices for native language support in ENL programs, and the appropriate home language support (between 20% and 80% in our TBE program depending on the time of the school year. This support includes dictionaries, textbooks, worksheets, various genres in languages other than English, technology programs and classroom listening centers and are made available to ELL students during intervention programs. Bilingual staff may also communicate with students in their home language to ensure student understanding to provide the student with a variety of means by which to express his or her knowledge.

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

We provide levelled classroom libraries to include multi-cultural books appropriate to grade level and ages for ELLs. Literature is monitored to ensure age-appropriateness and corresponds with the appropriate current proficiency level for each individual student.

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

PS/IS 384 is co-located with PS 53, which is a District 75 school. The school building’s structures, library, elevator, cafeteria and gymnasium are shared by both schools., and a schedule is made to ensure adequate time for both. Also, to ensure students' socio-emotional needs are met, both schools share the school psychologist and social worker. Occupational therapists and physical therapists see students from both PS/IS 384 and PS 53. Teachers are not shared between the schools.

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).

With the collaboration of the School-Based Support Team and Administration, Newly-Enrolled ELL students are provided guidance and support in acclimating to their new school environment. Furthermore, the Parent Coordinator meets with the parents to address their needs and concerns and provides additional support by scheduling meetings with the teachers during their preps to again address these newly enrolled ELL students' needs. The Administration provides an open door for any student's parent to meet with any administrator in charge with their respective grades.

17. What language electives are offered to ELLs?
Spanish as a Foreign Language is offered to all ELLs in 7th and 8th grade.

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)?

Professional Development and Support for School Staff

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

   Professional development (by on and off site personnel) is provided to all faculty members to comply with the new CR Pt 154 Standards, regarding how to serve the needs of the ELLs, including those in Special Education settings. ENL teachers as well as all faculty members servicing ELLs attend workshops during and after school hours.

   Professional Development for the Common Core Learning Standards is provided every other Monday to all staff members.

Tentative ENL Topics Professional Development Calendar 2017-2018:

   September 11, 2017    Bullying - A832, Child Abuse Suicide - A750, Reg. A101, A443, 420-421, Student Attendance, Gang Affiliation Awareness

   September 25, 2017    Special Education and ENL Strategies. Comparing language acquisition and disabilities

   October 16, 2017      ELL Programming requirements and Data Analysis

   October 30, 2017      Anti-Bullying Mandate Parts 1-3

   November 13, 2017     Danielson Review

   November 27, 2017     Multiple Points of Entry for ELLs

   December 11, 2017     Response to Intervention for Subgroups (including ELLs)

   January 8, 2018       Review 6 Traits of Writing Rubrics aligned to CCSS

   January 22, 2018      Universal Design and Rubric

   February 26, 2018     Getting Ready for the NYSESLAT

   March 19, 2018        Getting Ready for the NYSESLAT - (cont’d)

   April 23, 2018        Reviewing Technology Data for ELLs
2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

For students transitioning between elementary and jr. high school, the guidance counselor provides ELLs with a transitioning session, in which students are acquainted with changing classrooms as needed throughout the day. An activity is conducted whereby students utilize a sample schedule to determine where and when to attend class. Additionally, in fifth grade students are partially de-compartmentalized to acclimate to middle school gradually.

A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The focus of professional development is to provide the teachers with a comprehensive, multi-sensory approach to teaching that aspires to improve overall student achievement, while adhering to the new CR Pt 154 requirements. A file is maintained in the Title III Binder that contains a record of the hours of training for each teacher. Teachers completing their required hours of training receive a certificate. Records of Professional Development include agenda sign-in sheets and are kept in the Title III Binder.

Tentative ENL Topics Professional Development Calendar 2017-2018:

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December 11, 2017  Response to Intervention for Subgroups (including ELLs)

January 8, 2018  Review 6 Traits of Writing Rubrics aligned to CCSS
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 Parent Coordinator plays a vital role in the engagement of parents. The Parent Coordinator meets regularly with parents to discuss their social and academic needs, in addition to the new annual Parents of ELLs meeting created this school year. These issues are shared with school personnel and are addressed through meetings and workshops during school. The Parent Coordinator assists as translator during Parent Orientation sessions, helping administer the Parent Choice and Parent Survey and Program Selection Forms. Additionally, the Parent Coordinator utilizes Parent Notification Letters to communicate with parents in the event that they are not accessible by phone. Additionally, L2RPT letters for students who have taken the NYSESLAT the previous school year are printed and distributed to parents.

PS/IS 384 makes provisions to individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes school staff who are necessary to sufficiently inform the parents or guardians about the child’s language development in all content areas in English. This meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. We determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Attendance is recorded using existing procedures.

In order to ensure parents of English Language Learners are informed of their child's progress, letters are sent home in their preferred language, inviting parents to come visit their teachers on Tuesday afternoons during parent engagement time. At this time, L2RPT letters, with detailed information regarding student NYSESLAT proficiency levels in each module will be discussed and clarified. With this information, parents will be made aware of recent English acquisition growth and which specific modalities need focus.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

PS/IS 384 maintains a strong partnership with parents because they are the key ingredient to the success of the students. To support the parents (including parents of ELLs) Administrators, Parent Teacher Association (P.T.A.), Parent Coordinator, Teachers and additional school personnel work collaboratively to ensure that parents are an integral part of the school community. Parent's Language needs are assessed upon student enrollment. When the Home Language Identification survey is conducted, a parent's primary language is determined. Parents in need of translation services are informed of their rights as per Chancellor's Regulation. Many staff members are fluent in at least one other language and can communicate with parents. In the event that no staff member expresses proficiency in a parent’s primary language, we shall request translation through the Office of Translation Services. A variety of activities and workshops are planned throughout the year to encourage parents to become proactive members of the school community. A new initiative for parents is the Saturday Institute that consists of ENL and Technology classes. Through these classes parents of ELLs learn a new language. In addition, these programs afford all parents the opportunity to become engaged in community activities and to learn of instructional strategies and resources that they can utilize at home to support their child’s learning.

Parent Workshop Tentative schedule:

11-3-2017 - NYC Psychotherapy Group - Focus on Holiday Blues, including immigration, dealing with family members in Puerto Rico, Mexico, Virgin Islands and Haiti after hurricanes.

11-20-2017 - Guidance Department - Children Coping with Life Challenges. Educating parents about Restorative Practices

12-8-2017 - CAMBA - Housing legal assistance and Immigration

12-13-2017 - Commission of Human Rights - Domestic Violence assistance

1-12-2018 - NY Psychotherapy - Effective Discipline for Children with ADHD

1-24-2018 - NY Psychotherapy - Technology overuse with children

2-15-2018 Raising an Emotionally Healthy Child

2-9-2018 - Children's Advocates - Assisting parents with IEPs

3-9-2018 - Include NY - Teach parents the ABC's of IEP's.

3-20-2018 - NYC Public Library - Importance of taking children to the Library

5-15 - 2018 Speech Group Overview

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.

Additional funds appropriated to create more AIS interventions would support more programs, resources, field trips and pedagogues for our ELLs.
Part V: ELL Identification Attestation

Principal Certification

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

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

**School Name:** PS/IS 384 The Frances E Carter  
**School DBN:** 32K384

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Phyllis Raulli</td>
<td>Principal</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Ms Janine Zito</td>
<td>Assistant Principal</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Ms Grace Baez</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Ms Jennifer Pierce-Chornomor</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Ms. Jennifer Colberg</td>
<td>Parent</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Ms Sindy Gilbert</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Ms Anelise Nunez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Mr Otniel Rosario</td>
<td>School Counselor</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Ms Shieila Gorski</td>
<td>Superintendent</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Ms Tatyana Ulubabova</td>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Ms Corina Estevez</td>
<td>Other IEP Teacher</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Ms Marilyn Cruz</td>
<td>Other Assistant Principal</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
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</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 32K384  School Name: The Frances E Carter School  Superintendent: Shiela Gorski

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

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

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

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

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

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

The primary languages of all parents, including those of English Language Learners in the school, were initially assessed and recorded upon completion of the new Home Language Identification form. Additional language needs are identified through discussions with teachers, parents, the Parent Teacher Association and the Parent Coordinator. A need for oral and written translations was identified for parents that speak Spanish and Arabic. The need for Spanish comprised the overwhelming majority of parents who require written translation and oral interpretation in our school.

Upon registration, all students’ parents answer questions in the Home Language Identification Survey, (HLIS), which identifies languages spoken in a students' household and the parents’ preferred language of communication for written and verbal correspondence from the school. Information obtained from this document is entered into ATS, in which a report can be generated which identifies the preferred language of communication for parents for the entire parental school community.
Once a parent's preferred language has been identified, a pedagogue in conjunction with the Parent Coordinator work collaboratively to ensure adequate written and oral correspondence regarding all school matters in their preferred language in a timely fashion.

Because the overwhelming majority of parents who indicate a home language other than English are Spanish-speakers as evidenced by data collected from the HLIS, all written correspondence is routinely provided to all students in both Spanish and English. The remaining identified language is Arabic. These parents are provided written correspondence in their preferred language. Additionally, in the event that a parent's preferred language of correspondence is not adequately provided by the school staff, a request for assistance is made to the Office of Translation Services, pursuant to Chancellor's Regulations.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>208</td>
<td>37%</td>
<td>208</td>
<td>37%</td>
</tr>
<tr>
<td>Spanish</td>
<td>346</td>
<td>62%</td>
<td>346</td>
<td>62%</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>3%</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

| NA |

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 documents regarding Bill of Parent Rights and Responsibilities, Safety Plan, annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program/summer school information and mandated program information, all information related to IEP's, Class transfer notifications, 1st Day of School/Welcome packet, PTA Meeting</td>
<td>All school correspondence is sent to parents in both English and Spanish at all times of the year.</td>
<td>Bilingual staff members are available for all preferred languages at PS 384 and are assigned to relevant areas for formal parent meetings. Administrative staff are knowledgeable with regards to obtaining translated routine documents for parents online. In the event that school-specific communication is needed, biliterate</td>
</tr>
</tbody>
</table>
announcements, Field Trip announcements, Surveys, New York State testing dates, general overview of student curriculum, letters from school leadership, school calendar/closings announcements, ELL parent meeting information, Request for Parent Orientation letters, etc.

Chinese for use throughout the year as students are admitted.

staff members are available to write this correspondence. In the event that a parent is in need of further translating assistance, as in a low-incidence language, the Translation and Interpretation Unit is contacted to assist.

| na | na | na |
| na | na | na |
| na | na | na |

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>Fall - Parent Teacher Conferences, Learning Leaders, Asthma Awareness, ELL Parent Meeting, GED Training, Domestic Violence Prevention Winter - Curriculum nights, CPR, Housing Guidance, Substance Abuse and Prevention Winter - Graduation Meeting, All further CBO meetings. Informal Interactions may include but are not limited to conversations with teachers, administrators and office staff regarding student activities such as holidays, field trips, behavior, counseling, academic progress and any CBO meetings.</td>
<td>All school correspondence is printed in English and Spanish. They are distributed throughout the year. All routine letters related to ELLs are on file and readily available in Spanish, Arabic and Chinese</td>
<td>Bilingual staff members are assigned areas for formal meetings. We have many staff members who can translate in Spanish and several who can translate Arabic. In the event that a low incidence language speaker needs translation, the Translation and Interpretation unit is contacted.</td>
</tr>
</tbody>
</table>

| NA | NA | NA |
| NA | NA | NA |
| NA | NA | NA |

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Our safety plan includes protocol to ensure parents' ability to reach administrative offices in the event of an 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.

Pursuant to Chancellor's Regulations A-663, PS 384 provides information to parents in their designated primary language regarding language assistance services and their rights in obtaining them. A sign is posted near the primary entrance describing these rights in all present primary languages at PS/IS 384. Our safety plan includes protocol to ensure parents’ ability to reach administrative offices in the event of an emergency. The Parent Coordinator, in conjunction with the PTA, will inform the parents of their rights regarding parental notification as per Chancellor’s Regulation A-663.

Additionally, as noted in recent changes to the Chancellor's Regulations A-66e, no minor child is permitted to provide translation services for school-related matters. Should a parent elect an adult friend or companion to assist in translation, that shall be permitted. Also, our Parent Coordinator participates in all available Professional Development provided by Borough Field Support Center and the Translation and Interpretation Unit. Faculty, parents and administrators are informed of these changes by a designated administrator during faculty meetings, grade level meetings and parent meetings.

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.)

PS/IS 384 provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services in their preferred language. Also, the aforementioned notification requirements are posted in a conspicuous location at or near the primary entrance in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Additionally, our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school’s administrative offices solely due to language barriers. Finally, PS/IS 384 has had only two students in the last five years whose primary language is neither English nor a covered language, so no additional signage will be required at this time.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
The parent survey and informal conversations are utilized to gather feedback from parents. Additionally, brochures provided in the Language Access Kit instruct parents as to how they may provide feedback directly to the Office of Translation and Interpretation.