2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K516
School Name: SUNSET PARK AVENUES ELEMENTARY SCHOOL
Principal: JILL SMITH
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S. 516 Sunset Park Avenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>15K516</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>331500010516</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PK, K, 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>4222 4th Avenue, Brooklyn, NY 11232</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-369-8330</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-965-7685</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jill Smith</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:jrognness@schools.nyc.gov">jrognness@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Jill Smith</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Rachael Sullivan</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Deanna Abrams</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Courtney Epton</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Tania Zirulnik</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 15 |
| Superintendent: | Anita Skop |
| Superintendent’s Office Address: | 131 Livingston St., Room 301, Brooklyn, NY |
| Superintendent’s Email Address: | ASkop@schools.nyc.gov |
| Phone Number: | 718-935-4317 |
| Fax: | 718-935-4356 |

### Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Brooklyn South</th>
<th>Bernadette Fitzgerald</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>131 Livingston Street, Suite 501</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td>Brooklyn, New York 11201</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:BFitzge2@schools.nyc.gov">BFitzge2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>718-935-3954</td>
</tr>
<tr>
<td></td>
<td>718-935-2382</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax:</td>
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</table>
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Smith</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Rachael Sullivan</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Deeanna Abrams</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Tania Zirulnik</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Amanda Blevins</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Amber Rashid</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Meghan Wilder</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Michelle Giambo</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Courtney Epton</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Carrie Fleming</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Amy Miles</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Tara Bringley</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Tory Messina</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

**The Quality Review and the Framework for Great Schools**

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1**: Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).

- **Step 2**: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3**: Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—**Specific**, **Measurable**, **Achievable**, **Relevant**, and **Time-bound**. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4**: Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5**: Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6**: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement:</strong></td>
</tr>
<tr>
<td>At Sunset Park Avenues, our entire community strives to ensure that all students experience an education that allows for each unique individual to thrive in a global community - academically, socially, and emotionally. Learning through a curriculum based in exploration and independent practice with the support of expert teachers, our students grow to be curious about their world, think creatively and flexibly about problems and solutions, and have the confidence and resilience to make things happen for themselves and their world. We celebrate and integrate the multi-lingual and</td>
</tr>
</tbody>
</table>
multi-cultural heritage of our students, families, and neighborhood into our classrooms, and are working to prepare our students to belong to and succeed in a global society.

In order to make our mission a reality, our school focuses on:

- Knowing the strengths and needs of each child well to provide a more responsive and individualized learning experience
- Commitment to the workshop model in which students get lots of hands-on practice under the watchful eye of teachers
- Building literacy, language, listening, and communication skills in all students
- Utilizing and developing native language skills to accelerate English and second language acquisition

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

P.S. 516 is a new public elementary school that opened in September 2013 in Sunset Park, Brooklyn. In the 2018-2019 school year, we will reach full scale and serve children in grades PK-5. In the 2018-2019 school year, P.S. 516 will enroll approximately 540 students. Our student population is 77% Hispanic, 16% Asian, 8.5% White, and 0.5% Black. 49% of students are male and 51% are female. Over 50% of our students are English Language Learners and 85% of our students have free and reduced lunch status.

Teachers work in collaboration at all times at P.S. 516, establishing strong coherency both within and across grades. Teachers are expected to continually refine and grow their practice, and work closely with instructional coaches on staff and with staff developers from Teacher’s College, Generation Ready, and our school support network. In addition to our academic program, we believe that children need well-rounded and holistic opportunities to close the achievement and opportunity gap. Students participate in daily visual arts, dance, physical education, and STEM programming to support the development of the whole child. A variety of partnerships support our holistic, whole-child approach. These partnerships include coding and robotics programming provided by Sunset Spark, swimming lessons through the YMCA, urban gardening through City Growers, Inc., and a variety of arts partnerships with the Center for Arts Education and Creative Music Programs. In order to support the social-emotional needs of our students and families, a school social worker joined the staff in 2015 in order to provide additional services to support students, families, and teachers in supporting children in crisis and providing at-risk counseling services as needed.

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

Over 64% of our student population are English language learners; as such, they require additional language acquisition services, including bilingual and ENL programming. Approximately 10% of our students reside in temporary housing; and as such, benefit from additional supports with attendance, materials, and individualized family outreach.

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.

Last year, our school made the most progress with the following Framework for Great Schools elements:

1) Collaborative Teachers: Innovation and Collective Responsibility

Establishing a school culture and climate that focused on high expectations for self and students that is shared and lived by all members of the community has been a priority. In this year’s school survey, responses highlighted this
focus area as one of success, evidenced by the following metrics which surpassed last year’s school results and this year’s district and city results:

- 97% of teachers say they are actively trying to improve their teaching;
- 91% of teachers say that teachers take responsibility for improving the school;
- 94% of teachers say that teachers are eager to try new ideas;
- 97% of teachers say that teachers feel responsible that all students learn.

Teachers are incredibly invested in the growth of our school community, which includes both improving their instructional practice and improving outcomes for student performance. Teachers trust one another, look to colleagues as experts, and are encouraged to try our new methods and practices that are research-based and help advance student performance and progress.

2) Strong Family and Community Ties: Outreach to Parents

Last year, our SLT focused on addressing feedback that current parent outreach methods did not result in a representative representation of most parents at school events, meetings, workshops, and other activities. In an effort to reach more parents with timely information and encourage greater participation, the SLT, in conjunction with the PTA President and Parent Coordinator, implemented several initiatives. This included:

- Holding both morning and evening PTA meetings each month, providing greater options for working families;
- Offering both morning and afternoon workshops, which were led by the parent coordinator, CBOs, and other staff members;
- A weekly email newsletter to families highlighting school upcoming events, activities and opportunities;
- Embedding additional social activities, such as pot-lucks, coffee hour, and cultural celebrations.

These initiatives resulted in achieving our goal of increasing parent participation by at least 5% over the previous year, as tracked by attendance at all activities.

This year, our key areas of focus are:

1) Rigorous Instruction: Quality of Student Discussion

As a school that serves a high number of English language learners and second language learners in both ENL and bilingual programs, student production of oral language continues to be an area of focus and priority for us. While understanding that in the language acquisition process oral and written production often develop last, it is still critical to focus on and build in our students, the opportunities and supports needed to engage in academic discussion and discourse from an early age. Last year, our school engaged in its first Cycles of Learning process, in which grade-level teams focused on student discussion as a problem of practice and began implementing change ideas to help improve student discussion. While the school survey reflected minor increases in teachers responding positively to the below metrics, student discussion will remain an instructional focus area for us in the 2018-2019 school year. In this year’s school survey, the following teacher responses indicated the need for continued focus on student discourse and discussion:

- 39% of teachers responded that a lot or all of the students in their classes build on each others’ ideas during class discussion (38% in 2017-2018);
- 33% of teachers responded that a lot or all of the students in their classes use data or text references to support their ideas (28% in 2017-2018);

- 76% of teachers responded that a lot or all of the students in their classes show that they respect each others' ideas (72% in 2017-2018);

- 58% of teachers responded that a lot or all of the students in their classes provide constructive feedback to their peers/teachers (45% in 2017-2018);

- 76% of teachers responded that a lot or all of the students in their classes participate in class discussions at some point (85% in 2017-2018).

2) Rigorous Instruction: Academic Press

This year's Principal Performance Review noted the Quality Review Indicator 1.2, Pedagogy, as an area for improvement. Specially, the feedback stated, "Work to enhance the level of challenge as it is not yet consistently high in every classroom. Improving the instructional practices to better support "productive struggle" and greater levels of student challenge will ensure that all students have the requisite skills for academic success school wide." Furthermore, this year's school survey indicated the teachers themselves responded that no all students feel challenged in class and/or have to work hard to do well. While these rates were on par with the district and city, we know that we have more work to do in refining both curriculum and instructional practices to better meet the needs of all learners, to ensure that struggling students receive the supports they need while high-performing students are appropriately challenged.
School Demographics and Accountability Snapshot for 15K516

School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
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<td>No</td>
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English Language Learner Programs (2018-19)

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

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<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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<tbody>
<tr>
<td>N/A</td>
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<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
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<td>24</td>
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Types and Number of Special Classes (2018-19)

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<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
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<tbody>
<tr>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
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</tbody>
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School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
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</thead>
<tbody>
<tr>
<td>88.0%</td>
<td>94.2%</td>
<td>36.6%</td>
<td>18.8%</td>
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</tbody>
</table>

Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2%</td>
<td>0.5%</td>
<td>75.9%</td>
<td>16.7%</td>
<td>6.7%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Years Principal Assigned to School (2018-19)

| # of Assistant Principals (2016-17) | 0 |

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

| % Teaching Out of Certification | 0% |

% of Students with Fewer Than 3 Years of Experience (2015-16)

| % Average Teacher Absences | 6.2 |

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Math Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.0%</td>
<td>30.6%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
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Student Performance for High Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
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Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>MAEP in ELA</th>
<th>MAEP in Mathematics</th>
<th>MAEP in Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tr>
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Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>Multi-Racial</th>
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<tbody>
<tr>
<td>YSH</td>
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High School

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

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</tr>
</tbody>
</table>

2018-19 CEP

13
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>
| 1. An area of strength relative to this Framework element is our ability to revise and adapt curriculum in order to provide multiple means for students to access content and express their understanding.  
- The 2017-2018 Principal Performance Observation indicated, "As the founding school leader, the principal's curricula decisions have established rich learning opportunities that are Teacher's College ELA focused and interdisciplinary with a remarkable emphasis on student discourse and hands-on experiential learning. This is an essential component for this largely immigrant and ELL population who are further supported by a strong Dual Language program." |
| 2. A priority need that will be addressed in the goal and action plan for this Framework element in the school year is to deepen the integrated units of study that were developed in the 2017-2018 school year by creating a standards-based final assessment project, with a standards-based rubric, that will include multiple forms of demonstration of learning, through both writing and presentation, for each student to successful complete an integrated unit of study. Last year, there was not a measured assessment piece at the end of the integrated units, leaving teachers with a lack of data that would show student learning of content and skills. |

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, after completing two CCLS-aligned interdisciplinary units of study, students will have produced two culminating projects of their choice that demonstrate and synthesize their learning, as measured by grade-level performance on a common rubric.</td>
</tr>
</tbody>
</table>
### Activities/Strategies

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

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

### 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?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 on-site professional development days with a Generation Ready staff developer, for grade teams and vertical teams, to support growth of teacher’s best practices in literacy instruction. Sessions will include common planning and demonstration lessons and lab site work.</td>
<td>All classroom teachers</td>
<td>August 2018 to June 2019</td>
<td>Principal, AP Literacy Coach Staff Developer Classroom Teachers</td>
</tr>
<tr>
<td>Integrated Unit Planning vertical team, meeting monthly, to lead the design, development, monitoring, and revision of the interdisciplinary units of study rubrics for each grade level, K-5.</td>
<td>Vertical Team with one grade level representative from each grade</td>
<td>August 2018 to June 2019</td>
<td>Principal, AP Literacy Coach Math Coach Vertical Teacher Team</td>
</tr>
<tr>
<td>Two (2) inter-school visit to two local elementary schools that are implementing interdisciplinary units of study.</td>
<td>Vertical Team</td>
<td>September 2018 to June 2019</td>
<td>Principal, AP Literacy Coach Vertical Teacher Team</td>
</tr>
<tr>
<td>Interdisciplinary Units of Study Showcase of final student projects in spring 2019.</td>
<td>Students, Parents</td>
<td>September 2018 to June 2019</td>
<td>Principal, AP Literacy Coach Vertical Teacher Team</td>
</tr>
<tr>
<td>Work with Generation Ready Staff Developer to continue to develop reciprocal reading strategies.</td>
<td>Small groups of students, specifically ELLs and Students with Disabilities</td>
<td>September 2018 to June 2019</td>
<td>Classroom Teachers, Generation Ready Staff Developer</td>
</tr>
</tbody>
</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.

Back to School Night (September 2018) - each grade team and instructional coaches will share the curriculum scope & sequence with families, and teacher teams will explain integrated units of study.

Family Friday (first Friday of each calendar month, October 2018 - June 2019) - each grade team plans and implements a hands-on parent activity to share information about a current unit of study and materials to engage with 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. |
| Personnel: Teachers, including staff developers |
| Schedule Adjustments |
| Instructional Resources and student libraries |
| Per Session/Per Diem coverage to develop and refine curricula, as determined necessary |
| Strategic use of Monday Professional Development time to address refining units of study in literacy and mathematics |

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
| Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
| Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
| C4E | 21st Century Grant | SIG | PTA Funded | In Kind | Other |

Part 5 – Progress Monitoring

| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February 2019, a common rubric will be used to assess student performance on the culminating project of the first interdisciplinary unit of study. |

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.) |
| Running Records |
| ELA Performance Tasks |
| Learning Progressions for Informational Writing (Rubrics) |

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

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

### Part 1 – Needs Assessment

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

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

1. The 2017-2018 Principal Performance Review named Quality Review indicators 1.4 and 3.4 as areas of strength, stating that "The culture of this school bears the imprint of the leader's commitment to honor all cultures and bring people together by creating an extremely welcoming environment where all communication happens in three languages. For this reason, parents are well-informed partners and other actively seek admission to this school." Additionally, the review stated, "The principal has clearly and consistently shared the high expectations of the school with the entire community. Teachers in turn create challenging opportunities for learning for ELLs. The curriculum is never watered down but supported with scaffolds such as visuals, seen school-wide that expand accessibility. Parent meetings and workshops with translation help families to understand and establish college and career expectations." Additionally, our last Quality Review named these same indicators, 1.4 and 3.4, as areas of celebration: “The schools approach to culture-building and social-emotional support is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school’s goals. The school community strategically aligns professional development, family outreach, and student learning experiences and support, resulting in the adoption of effective academic and personal behaviors.”

2. Our work to deepen the sense of community among students will continue this coming year with the implementation of grade-level community meetings that allow for greater opportunities for students in dual language and non-dual language programs, of different language groups and ethnicities, to come together for a common purpose of community building. While teachers work to create a strong sense of community within their classrooms, we recognized the need to help students see themselves as part of a larger community as more incidents of conflict or misunderstanding took place in the last year, most frequently in common areas when students are mixed into groups that are different from the classmates. We recognize that not only do students need to have a strong sense of trust and community within their classroom, but helping build this same connection across classrooms would be important work to help deepen the supportive community already in place. Community Meetings will focus on school-wide core values, team-building, and conflict-resolution, thereby contributing to a strong and safer school community that all students are invested in.

### 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 of 2019, in order to strengthen the school culture in which students feel connected to a larger community, classroom teachers will implement a monthly grade-wide community meeting, in which teachers observe an increase in positive cross-class interactions.
### Activities/Strategies

**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff training during Monday PD time to review school’s mission, vision, and core values that will inform the focus for the community meetings.</td>
<td>All classroom teachers</td>
<td>September 5, 2018</td>
<td>Principal, AP Teachers Social Worker School Equity Committee</td>
</tr>
<tr>
<td>Dedicated Tuesday Professional Time for teacher teams to plan a scope &amp; sequence and structure for the grade-wide community meetings.</td>
<td>All classroom teachers</td>
<td>September 2018 to June 2019</td>
<td>Principal, AP Teachers Social Worker</td>
</tr>
<tr>
<td>Teacher-led PD sessions focused on Responsive Classroom practices</td>
<td>All classroom teachers</td>
<td>September 2018 to June 2019</td>
<td>Principal, AP Trained Responsive Classroom Teachers</td>
</tr>
<tr>
<td>Parent workshops focusing on social-emotional learning and development.</td>
<td>Parents</td>
<td>September 2018 to June 2019</td>
<td>Principal, AP Social Worker Parent Coordinator</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

**Parent Engagement Time on Tuesdays, 2:40 – 3:20 p.m.**

**Open Office Hours with the School Social Worker on Tuesday afternoons**
Family Friday (1st Friday of each calendar month)
Monthly workshops led by the Parent Coordinator

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, Coaches, School Social Worker
- Scheduling modifications to attend trainings
- Time for phone calls and parent meetings
- Release time for program planning through the use of per diem and/or per session, as determined necessary.

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

Part 5 – Progress Monitoring

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

Be February 2019, after completing at least 4 grade-wide community meetings, students will be surveyed on their attitude towards the community meetings.

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

Informal Observation Notes

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.

   1. The most recent Quality Review (2014-2015) and Principal Performance Review (2017-2018) rated indicator 4.2, "Teacher teams and leadership development", well-developed. It was noted that all teachers engage in professional collaboration around teacher practice and student work analysis. The work of teacher teams strengthens teacher capacity and results in improved students’ performance.

   The 2015-2016 and the 2016-2017 Principal Performance Reviews named indicator 4.2 as areas of strength and celebrating, stating, "The teachers at the school, comfortable with their relationship with the principal and the culture of collaboration engage in observation that follow the low inference protocol and include post-observation conversation sand follow-up with written feedback. Further, teachers meet frequently individually with the principal to discuss student progress and data. This is masterful." Feedback also stated, "teachers are engaged in structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of CCLS, resulting in school-wide instructional coherence that includes some vertical team work. Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school."

   In the 2017-2018 School Survey, 97% of teachers said that they feel responsible that all students learn. 95% of teachers said that they have opportunities to work productively with colleagues in the school.

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.

   2. In the 2017-2018 school year, one of our key areas of focus will be improving the quality of student discussion through the use of collaborative inquiry among teacher teams. This focus area was determined based upon feedback from the district superintendent and responses from this year's School Survey, which noted the following:

   - 39% of teachers responded that a lot or all of the students in their classes build on each others' ideas during class discussion;

   - 33% of teachers responded that a lot or all of the students in their classes use data or text references to support their ideas;

   - 76% of teachers responded that a lot or all of the students in their classes show that they respect each others' ideas;

   - 58% of teachers responded that a lot or all of the students in their classes provide constructive feedback to their peers/teachers;

   - 76% of teachers responded that a lot or all of the students in their classes participate in class discussions at some point.

   In 2017-2018, a school inquiry team that studied student discussion and the effects of small teaching shifts on student discourse. Shifts in instructional practice that resulted in more student discussion were noted in the informal
observations conducted in the spring following this cycle of inquiry. We will work to expand this inquiry in the 2017-2018 school year in order to bring more teachers into the work of adjusting practices that will lead to greater opportunities for student discourse and discussion.

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, a vertical team will collaboratively design a listening and speaking continuum which will be implemented during the integrated unit of study and will result in a 5% increase in student progress between the first and second units of study.
Part 3a – Action Plan

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

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

<table>
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<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Establish a student-discussion and discourse vertical inquiry team</td>
<td>Teachers in grades K-5 &amp; ENL teachers</td>
<td>September 2018</td>
<td>Principal, AP Coaches</td>
</tr>
<tr>
<td>Work with a Generation Ready consultant to study continuum for listening and speaking and align expectations to each grade level’s fall integrated unit of study.</td>
<td>All grade level teams</td>
<td>October 2018</td>
<td>Principal, AP Coaches Consultant</td>
</tr>
<tr>
<td>Teams will work with Generation Ready to develop and use listening and speaking continuum to analyze student performance at the end of the fall and spring integrated unit of study.</td>
<td>All grade level teams</td>
<td>Fall 2018 &amp; Spring 2019</td>
<td>Principal, AP Coaches Consultant</td>
</tr>
<tr>
<td>Vertical Inquiry Team complete data analysis and reflection of student scores as per the listening and speaking continuum following the culmination of both the fall and spring integrated unit of study.</td>
<td>Vertical Team</td>
<td>December 2018 &amp; May 2019</td>
<td>Principal, AP Coaches Consultant</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Family Fridays (1st Friday of each calendar month)

Monthly workshops led by the Parent Coordinator

SLT and PTA Meetings

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.
Instructional Coaches: Literacy and Math

Staff Developer from Generation Ready

Substitutes for Per Diem coverage

Substitute for inter-visitation

Per-session planning time and money

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

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

**Part 5 – Progress Monitoring**

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

In February 2019, the vertical team will review the results of the fall student performance ratings in the speaking and listening domains of the common rubric. Results will be shared with grades teams so they can make appropriate adjustments when preparing for the spring integrated unit of study.

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

Meeting Agendas, Notes, Cycles of Learning.

Student Performance Data

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

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

Part 1 – Needs Assessment

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

1. In the 2017-2018 School Survey, the Framework Element Score for Effective School Leadership increased by +0.56 points from the previous school year, reflecting areas of success, especially in the areas of Inclusive Leadership, Instructional Leadership, and Teacher Influence. These scores ranged anywhere for 5% to 13% higher than city and district averages.

The 2017-2018 Principal Performance Review also noted indicator 1.3, Resource Allocation, as an area of strength, stating, "The principal is incredibly reflective and utilizes every available resource to support improved student outcomes through quality instructional practices. Though not a school with extensive funding, the principal creatively uses her Title 1 funding to provide students with meaningful and engaging educational experiences. Hiring is an especially strong skill, as is the use of targeted professional development."

2. While inclusive leadership and teacher influence remain areas of strength, program coherence was again noted as an area of weakness in this year’s School Survey results. Specifically, 74% of teachers agreed that the school, once they start a new program, follows up to make sure that it's working. 74% of teacher agreed that their school is clear how all of the program offered are connected to their school's instructional vision. 77% of teachers agreed that their school curriculum, instruction, and learning materials are all well coordinated across the different grade level.

In conversations this year in both SLT and among staff, overcoming cultural and racial divides has surfaced as a priority need for staff, students, and parents. With both dual and non-dual language programs, the tracking into and within these programs tend to create an unintended segregation of students from various cultural and linguistic backgrounds, resulting in fewer opportunities for students to learn from differences. Staff also reported feeling as through they were not always equipped with the language, skills, and tools to lead proactive conversations around race and equity with students in developmentally appropriate ways. Finally, school leaders noted more instances of negative language connected to race, culture, and ethnicity being used between students. We recognize the need to go further with our racial equity work at the school-wide level.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, school leaders will schedule six professional development sessions in order to provide teachers with tools and resources to discuss and develop instructional plans that address race, culture, and equity to be implemented in classrooms with students, as measured by teacher survey responses which measure their level of confidence in addressing classroom conversations about race, culture, and equity.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

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

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

| Establish a school Equity Committee to work with Border Crossers and be the driving team to lead whole staff professional learning. | Teachers, Parents | June 2018 through June 2019 | Principal |
| Establish a year-long partnership with Border Crossers to conduct a needs assessment and develop a year-long racial equity project to be implemented in the school. | All classroom teachers, staff and parents | August 2018; Ongoing through June 2019 | Principal, AP, Teachers, Social Worker |
| Develop a pre and post survey for teachers to evaluate their level of comfort and confidence in dealing with issues of race, culture, and equity. | All staff | September 2018 to June 2019 | Principal, AP, SLT, Social Worker |
| Create a monthly professional development plan for race and equity to be implemented with teachers during Monday Professional Development time. | All classroom teachers | September 2018 to June 2019 | Principal, AP, Equity Committee |

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.

Family Fridays (1st Friday of each calendar month)

Monthly workshops led by the Parent Coordinator

Social emotional and equity based family workshops led by school social worker

Back to School Night (September 2018)

Tuesday Parent Engagement Time (Monthly, September 2018-June 2019)

Creation of a coordinated PTA/School Event calendar

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 and staff developers;
- Schedule Adjustments;
- Instructional Resources including materials

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

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

Part 5 – Progress Monitoring

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

In February 2019, at least 4 professional development sessions will have been implemented with school staff.

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

2018-2019 School Survey survey results

Informal feedback from staff members

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.

1. Indicator 3.4 - High Expectations was rated "well-developed" in the 2014-2015 Quality Review, and has also consistently been rated "well-developed" in the Principal Performance Observations from 2014 through 2018. Feedback indicated that "The principal has clearly and consistently shared the high expectations of the school with the entire school community. Teachers in turn create challenging opportunities for learning for all students, including ELLs. The curriculum is never watered down but supported with scaffolds such as visuals, seen school-wide that expand accessibility. Parent meetings and workshops with translation help families to understand the learning and establish college and career expectations."

Furthermore, in the 2017-2018 School Survey, 95% of parents said that school staff regularly communicate with them about how parents can help their child learn and 100% of teachers felt that teachers understand families' problems and concerns. 100% of teacher say that teachers work closely with families to meet students' needs, and 97% of parents say that teachers work closely with them to meet their child's needs.

This year, our SLT and PTA worked in collaboration to increase the frequency and forms of outreach to families to encourage more opportunities for engagement and participation that went beyond a typically meeting structure. As such, we saw an increase in participation in all school events as the offerings were more varied and suited more parent schedules and interests.

2. Our school has consistently implemented a "Family Friday", during which time all classrooms are opened to families on the first Friday of each calendar month. Teachers prepare for these Fridays by planning a hands-on, interactive activity for families to participate in with their child. While participation is relatively high for these sessions, we noticed several trends emerging based upon feedback from both teachers and the SLT. Teachers reported that it was often challenging to plan for and prepare for an activity that parents would feel as relevant. Furthermore, the activities seemed time-consuming and disconnected from the learning go on in the classroom. Parents expressed more desire to become involved in the classroom in other forms than just observing, and have suggested ideas such as having parents take the lead in teaching a lesson, reading a book, being interviewed, and participating in alternative ways. We recognize the in order to stay relevant, engaging, and interesting and in service of building positive relationships between the school, teachers, and parents, revising our Family Friday structure and plan is in the best interests of our school community.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, _Measurable, _Achievable, _Relevant, and _Time-bound.
By June 2019, the school will develop a more collaborative partnership with families by establishing family-led First Fridays, as measured by at least 50% of Family Friday events led by family members.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain schedule of Family Fridays, one per month, during which parents are invited into their children’s classrooms to participate in collaborative learning activities with their child and get transferable activities to use at home to reinforce academic skills. Provide this calendar to families right away in September to reinforce importance of attending and increasing families’ ability to plan ahead. Also included in this is a September “Back to School” Night and a May “Parent Night”, hosted by teachers.</td>
<td>Parents, Students</td>
<td>September - June</td>
</tr>
<tr>
<td>Establish Class Parent who will work with the classroom teacher to collaboratively plan for Family Friday events, once per month, in each classroom.</td>
<td>Parents, Teachers</td>
<td>September 2018 to June 2019</td>
</tr>
<tr>
<td>Class Parent Orientation session to set norms for planning and implementing Family Friday activities.</td>
<td>Parents</td>
<td>October 2018</td>
</tr>
<tr>
<td>Plan a series of workshops, once per month, on topics connected to understanding the academic expectations of students in each grade level, to take place monthly starting in October 2018.</td>
<td>Parents</td>
<td>October - June</td>
</tr>
<tr>
<td>Begin using social media platforms (Twitter, Facebook, Instagram, Remind) as a means of reaching more families regarding opportunities to become involved with the school</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

FACE

District Family Advocate

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.

Parent Coordinator

Principal, instructional coaches and teachers to facilitate workshops on specific topics.

Meeting time with the PTA Executive Board to coordinate agendas for PTA meetings.

Interpreters to provide translation services during all parent meetings.

Use of parent engagement time on Tuesday afternoon to plan for monthly workshop topics.

Basic supplies to create materials for families to use at home to support their child’s learning.

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

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

Part 5 – Progress Monitoring

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

In February 2019, the SLT will meet to discuss a current-state analysis of the Family Friday program, to revise and plan for spring activities.

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

PCAR Attendance Records

Sing-in sheets from activities and events

School Survey

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Primary reading data is collected and reviewed in September, November, January, March, and June in all grade levels. Independent reading levels are assessed on a monthly basis. Following the collection of student performance data, grade-level teams of teachers, the AIS teacher, and ENL teacher determine highest priority students based on benchmark expectations set by Teacher’s College. In grades four &amp; five teachers also look at the NYSELatest, students scoring below the cut score are identified for AIS. The team of teachers work together to create small groups for a cycle of RTI and</td>
<td>-In grade 1 using a series of assessments and looking at other student data, students are identified for intense on-one-on-one instruction through Reading Rescue and Reading Recovery. Classroom teachers implement small group LLI (Leveled Literacy Intervention); guided and shared reading groups; explicit phonics instruction; shared and interactive writing to support students. -AIS teacher(s) implement reading intervention program “Leveled Literacy Intervention” (LLI), &quot;Just Words&quot;, and other targeted reading instruction with small groups of students. -Classroom teacher, AIS teacher(s), and ENL teacher(s) provide flexible one-to-one and small group instruction for identified students during designated small group time.</td>
<td>Small Group One-to-one instruction</td>
<td>During the school day as part of the AIS, Reading Rescue &amp; Reading Recovery teacher’s schedule During the school day during small group time (daily in all grades). Title III after school program for identified ELL students. AIS after school program for identified 3rd-5th grade students.</td>
</tr>
</tbody>
</table>
establish instructional plans for the six-week cycle.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Following the administration of a baseline performance assessment in September, students performing far below grade level or students who scored below the cut score on the NY Math Assessment are identified for small group intervention that takes place two to three times per week. A mid-year assessment is administered in January, and students performing far below grade level are identified and referred for small group intervention with the AIS teacher(s). A final end-of-year assessment is administered in June.</th>
<th>Classroom teacher, and AIS teacher(s) provide flexible one-to-one and small group instruction for identified students during designated weekly small group time.</th>
<th>Small Group</th>
<th>During the school day.</th>
<th>AIS after or before school program for identified 3rd-5th grade students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>N/A: Science is integrated into our literacy work as well as a regular center time activity available to students.</td>
<td>Small Group</td>
<td>Small Group</td>
<td>During the school day.</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>N/A: Social Studies is integrated into our literacy work as well as a regular center time activity</td>
<td>Small Group</td>
<td>Small Group</td>
<td>During the school day.</td>
<td></td>
</tr>
</tbody>
</table>
| **At-risk services**  
| (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students requiring behavior intervention plans and review of referrals to principal | Managing Frustration/Mindfulness Program | Small Group (five students at a time). | During the school day. |
Section 7: Support for Students in Temporary Housing (STH)

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

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

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

   45 (6 students in shelters and 39 living in doubled-up apartments).

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

   Services provided to our STH populations includes:
   - Basic instructional supplies;
   - School clothing;
   - Emergency funds to provide families to purchase food supplies, clothing, and school materials;
   - Workshops on financial planning, safety and security, and other topics as gathered by parent surveys;
   - Parenting support groups for STH families, facilitated by our parent coordinator and school social worker.

### Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

We believe that the most effective way to improve the achievement of students is to improve the quality of teaching. Our professional development program is coherent in that we emphasize a deep understanding of the curriculum and focus much time and attention of teachers becoming masters of the content they teach. This is coupled with a clear instructional vision that is supported through evaluation and supervision by the principal and through cycles of coaching with the school’s literacy coach.

In recruiting teachers, administrators create a job posting that clearly describes the instructional approach of the school and criteria necessary to work and succeed in our school. The posting is circulated to local prestigious teaching institutions, such as Bank Street and Teacher’s College. In conjunction with the school hiring committee, candidates deemed highly qualified are invited to interview with the committee. Candidates who possess multiple licenses are sought out in order to serve the needs of our student population, including teachers who have a bilingual extension in order to provide flexible language programming for students.

Teaching assignments are subject first and foremost to staffing teachers that are most qualified and hold proper licensing and certification to a particular classroom vacancy. Each spring, teachers submit a preference sheet, as per joint DOE and UFT guidelines, for their teaching assignments for the upcoming school year. We work thoughtfully as a hiring committee and administrative cabinet to make sure that all teachers preferences are honored as long as needs of the school, licensing, certification, and most qualified candidates are placed in those assignments.

Our approach for both teacher retention and continued professional development go hand-in-hand. We believe a school community in which teachers feel connected to their colleagues and supported in their instructional growth becomes a place where teachers wish to stay and continue to grow and work.

All staff members attend a one - to two -week long (budget-driven) training program in the summer led by the principal, coach, and teacher leaders. Teachers use the contractual 155 minutes per week to work in teacher teams, along with the ENL teacher, literacy coach, visual arts teacher, and principal in order to discuss curriculum and
instruction and support individual professional development plans. In this way, all teachers work together to provide seamless instruction and ensure greater instructional coherency across the school.

All staff is expected to participate in Teacher’s College professional development opportunities. Teachers are encouraged to attend additional DOE-sponsored PD offerings, and work with the principal to seek out additional professional development opportunities that align to individual needs. The school will continue to engage in work with network instructional liaisons in order to inter-visit other schools in the network that have well-developed practices in the respective areas that a teacher may benefit from seeing. Within the school, teachers are expected to engage in rounds of inter-visitation with one another, and follow those visits with conversations about their practice.

Teachers serve as rotating grade-team leaders in cycles across the year. They take the lead on planning and coordinating curriculum and instruction in these areas and leading and facilitating grade-team meetings. In addition, teacher leaders facilitate school-wide professional development session across the year and serve as mentors by opening their classrooms to other teachers for inter-visitation.

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).

During the school’s week-long summer training, the staff examines the CCLS for literacy and math and engages in the process of backwards design for unit and curriculum development. This process is the foundation for teacher team planning throughout the school year as teachers begin to revise and design new units of study.

Teacher teams participate in 115 minutes of professional development each week (80 minutes on Mondays, 35 minutes on Tuesdays). Grade-level teams, the ENL teacher, Visual Arts teacher, Literacy Coach/Intervention Teachers, Math Coach, and principal rotate between grade teams to build coherence among personnel during this time. Each week focuses on a different content area. During this time, teams look at curriculum in depth, revise our unit and lesson planning, and reflect on student work products and engage in data analysis.

We will continue our partnerships with Teacher’s College, Generation Ready, and the Math Collective this year to provide high-quality, individualized professional development for our teachers. This includes at least 12 on-site days of direct work with teachers at our school. Our instructional coaches participate in these development days and then create plans for bringing the work forward until the next cycle of staff development days. Our staff developer has stayed with us over the course of these initial two years, and knows and understands the needs of our students and uses this to plan high-leverage sessions geared towards the specific needs of each grade and/or vertical team. This year-long partnership supports the tailoring of our curriculum and instruction to better meet the needs of our students through the development of teacher practice. Teachers participate in calendar conference days at Teacher’s College each year, and other professional development session offered through our Borough Field Support Center (BFSC).

The literacy and math coaches engage in six-week professional development cycles with individual teachers to work on specific instructional skills. Through co-teaching, demo-lessons, modeling, and de-briefing, the coach actively supports teachers in differentiated ways. Each cycle includes the development of an action plan and a final reflection on work engaged in.

The teacher evaluation system has also created a regular space for the principal and individual teachers to engage in conversation about teaching practice. After identifying professional goals for the year in our initial conferences, the principal engages in frequent observation and evaluation on all eight components of the rubric, with specific emphasis on the teacher’s individual growth areas. Beginning of year, mid-year and end-of-year self-assessments and reflections with the principals further the conversation around individual professional development.
The principal and assistant principal participate in monthly professional on the district level, focusing on observation and feedback cycles and other whole-school reform initiatives.

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.).

Pre-Kindergarten teachers follow an emergent-curriculum based on following the interests of students. Through observation and facilitation of play and center-based learning, teachers scaffold language and learning that is connected to the Pre-Kindergarten Foundation for the Common Core. In addition to collaborating with their colleagues on the Kindergarten and 1st grade teams through school-wide and vertical professional development structures, Pre-Kindergarten teachers have a clear understanding of Kindergarten readiness skills that they work towards during the year in Pre-Kindergarten.

Upon receiving an offer to the school for Kindergarten, families are invited to an orientation session in which they hear from the Kindergarten teachers about the transition to Kindergarten, expectations for the year, and ways to support their child over the summer in building independence to help set them up to a successful start to the Kindergarten school year.

Children enrolling in our Kindergarten class meet with a Kindergarten teacher, who conducts a short screening to assess Kindergarten readiness skills and oral language development. This helps us get a foundational understanding of the child so we can best meet their needs at the very start of the school year. Classes are also tentatively planned to ensure a heterogeneous make-up.

Back-to-School night is held during the first two weeks of school. During this time, parents meet with their child’s teacher to learn about curriculum, instruction, social-emotional development, and expectations for the year ahead.

Early intervention services are coordinated on-site at the school, so related service providers are aware of possibly needs of individual students so we can provide intervention as early as possible.
Days are set aside in June for Pre-K teachers to meet with Kindergarten teachers, and Kindergarten teachers to meet with 1st grade teachers, etc. in order to review and transfer student records. Students portfolios are passed on to the next year’s teacher at this time in order to help the new teacher have knowledge, prior to the start of the school year, of the strengths and needs of individual students.

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.

Teacher teams develop and design the end-of-unit assessments and tasks and accompanying rubrics for our curriculum units. Teachers plan these assessments in grade-teams and use grade-level Common Core standards as a guide.

Literacy Benchmark assessments are based on Teacher’s College Reading and Writing Project Independent Reading Level Continuum, Primary Reading Benchmarks, and the Writing Continuum for Informational, Narrative, and Opinion writing. Independent Reading levels are collected and shared with administrators on a monthly basis. Primary Reading Benchmarks are assessed, collected, and analyzed four times per year in November, January, March and June. Writing units of study always being with an “On-Demand” writing prompt in all grades. Teacher teams analyze this writing to set instructional goals for students and revise lesson plans to meet the needs of students. End-of-unit published writing pieces are assessed according the genre-based rubrics in grade-level teams.

A baseline assessment in mathematics is conducted in September for all grades (NYC Performance Assessment Tasks). The results of this baseline in used to inform instruction for groups of students for the fall. A mid-year assessment is conducted to assess student progress toward grade-level standards. A final year-end assessment is conducted in May/June to assess mastery of grade-level math standards. Individual units of study always end with an assessment and performance task that is evaluated according to common rubrics and results are used to plan continued small group instruction for students who did not show mastery of content objectives.

A structured plan is in place for the use of Monday Professional Development time for administrators and instructional coaches to meet with grade teams of teachers to analyze assessment data at every grade level, based on assessments points from the curricula scope and sequences. Instructional coaches lead teachers through looking at student work with protocols, to make informed decisions about continuing instruction for both individual and groups of students.

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

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

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

2018-19 CEP
Schoolwide pool. (Refer to Galaxy for school allocation amounts) references where a related program activity has been described in this plan.

<table>
<thead>
<tr>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>341,634</th>
<th>X</th>
<th>5A,5B,5C, 5D, 5E, 6,8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>20,046</td>
<td>X</td>
<td>5D</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,390,447</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide 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.

**Note:** 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 aim 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. P.S.516, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

P.S. 516 will support parents and families of Title I students by:

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

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

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

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

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

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability
system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning
Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before October 30th of each school year to advise parents of
children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable
sections under the Elementary and Secondary (ESSA) Act;
• schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

### Encouraging School-Level Parental Involvement

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

• holding an annual Title I Parent Curriculum Conference;

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

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

• supporting or hosting Family Day events;

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

• encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

P.S. 516, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with 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 Elementary and Secondary (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;

· arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

· respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

· providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

· involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

· providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

· ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

· ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

· notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

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

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

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

Provide general support to parents by:
· creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

· supporting parental involvement activities as requested by parents;

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

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

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
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</table>

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

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

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

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

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

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

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

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

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

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

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

· become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
· participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

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

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

### III. Student Responsibilities

Student Responsibilities:

· attend school regularly and arrive on time;

· complete my homework and submit all assignments on time;

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

· show respect for myself, other people and property;

· try to resolve disagreements or conflicts peacefully;

· always try my best to learn.
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>
</table>

- This school is (check one):
  - conceptually consolidated (skip part E below)
  - NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

- The direct instruction component of the program will consist of (check all that apply):
  - Before school
  - After school
  - Saturday academy

- Total # of ELLs to be served: 

- Grades to be served by this program (check all that apply):
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12

- Total # of teachers in this program: 

- # of certified ESL/Bilingual teachers: 

- # of content area teachers: 

2018-19 CEP
### 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, Subgroups & Grade Levels Served:

As PS 516 will now serve grades K-5, the Title III program will be utilized to target ELLs in the upper grades. Our current NYSELAT data has revealed that a greater number of ELLs in grades K-2 reach the COMMANDING level. Whereas, a majority of students that are still determined to be ELLs in upper grades show that they tend to linger on a single NYSELAT level much longer. Though the number of ELLs in the upper grades reduces (due to the greater number of children testing out in grades K-2), the need for more opportunities to develop language modalities (listening, speaking, reading, writing) in an authentic setting increases. Based on the current upper elementary ELL population in grades 3 and 4, and enrollment in the program for the past three years, it is anticipated that approximately 30 students will participate in the Title III after school program.

For instruction, there will be a ratio of 1 teacher:7 (approx.) students for each rotating group. Student participants will be selected from grades 4 & 5 based on the ELL's needs for language development. Additionally, eight ESL/BL instructors will teach on a rotating basis - four teaching teaching on the first day of the program after school, four different teachers teaching on the second day of the program.

To harness the greatest points of leverage - authentic language learning and high levels of student interest - ELLs participating in the Title III after school program will be exposed to grade level chapter books and a media counterpart of the same book. For example, ELLs will share in a read aloud of specifically targeted excerpts from Charlotte's Web and will then view a correlating excerpt from the Charlotte's Web movie. Following these two activities, ELLs will participate in character discussion, plot development, etc. to create video and blog materials for PS 516's "Books & Bytes" YouTube channel.

Attendance will be logged on a Google sheet at the beginning of each session.

#### Schedule and Duration:

The Title III program will run for 18 sessions over the course of 9 weeks; with an anticipated start date of Wednesday, October 10, 2018 and an end date of Thursday, December 20th, 2018. These projections are dependent upon funding and teacher availability in the upcoming school year. It is also anticipated that all 30 of the participating ELLs will attend 2 sessions a week making a total of 18 sessions. Sessions will be on Wednesdays and Thursdays from 2:40PM- 4:10PM; beginning 1/9/19 and ending 3/14/19.

#### Language of Instruction:

Direct instruction will be delivered in English, with supplemental native language support provided by bilingual teachers.

#### Teachers:

A total of 6-8 teachers will facilitate the Title III program on a rotating basis, with 3 teachers facilitating 3 small groups each session. Additionally, 2 bilingual staff members will be utilized to translate necessary documents that will be sent home to guardians about the program. Per session funding will be used for teacher planning time and for instructional time, which will total between 60-65% of the budget. Participating teachers hold certifications in TESOL or Dual Language (Spanish/Chinese).
**Part B: Direct Instruction Supplemental Program Information**

Materials:
- Selection of grade-appropriate text/movie pairings
- Art Supplies (including materials and performances)

**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: _______

As we view all teachers as teachers of ELLs and all students learners of English, it is imperative that we provide comprehensive professional development to staff that develops their pedagogy in best practices for teaching ELLs. This includes a major focus on understanding the language acquisition process, comprehensible input, and adjusting and modifying curricula to meet the needs of students. Specifically, in focusing on the development of both receptive and expressive language skills, all teachers participate in professional development that connects to listening, reading (receptive) and speaking, writing (expressive). We are most supported in this work through our partnership with Teacher's College Reading and Writing Project.

All teachers of ELLs (all teachers in our school) work closely with the Teacher's College Reading and Writing Project to support their professional learning throughout the school year in the areas of listening, speaking, reading and writing. This includes over 12 days of on-site staff development with our staff developers that addresses adapting and modifying instructional methods to meet the needs of ELLs in accessing the literacy curriculum. Teachers also attend calendar days at Teacher’s College through the year to further their study of effective practices for literacy instruction. Teachers also participate in and attend professional development sessions offered by our Borough Field Support Center (BFSC) that address ENL instructional strategies, language development, and planning for instruction that considers and addresses language objectives and progressions.

Our ENL and Bilingual Team attend the professional development offerings through the Office of English Language Learners throughout the year as they are announced and become available. Our school’s in-house professional development focuses on building all teachers' pedagogy in supporting language learners, and we dedicate each Election Day PD session to this focus.

Teachers watch videos of effective instruction, modify curriculum to provide entry and access for ELLs, and collaborate to plan for integrated co-teaching with ENL teachers that are paired with each grade team.

Teachers that receive training:
- Teacher's College - entire staff
- BFSC - ENL & Bilingual Teams (Ms. Sullivan, Ms. Nguyen, Ms. Kelly, Ms. Square, Ms. Diamond, Ms. Grande, Ms. Luo)
- CAL Trainings - Bilingual Team (Ms. Square, Ms. Diamond, Ms. Grande, Ms. Luo)

Office of ELLs Trainings: ENL team (listed above), Bilingual team (listed above), and other teachers.

Topics to be covered:
- BFSC Sessions:
  - Making Content Comprehensible for English Language Learners (Summer 2018)
  - Engaging Entering and Emerging ELLs (Summer 2018)
  - Co-teaching in the Integrated ENL Classroom (Summer 2018)
### Part C: Professional Development

- Language Progressions: What Are They and How Do We Use Them? (Fall 2018)
  - Teacher's College Sessions:
  - 12 on-site days at the school with staff developer (Dates TBD for Fall 2018 and Spring 2019).
  - Adapting Reading and Writing Units of Study to Support Classrooms Full of ELLs (September 2018)
  - Amplify! Digital Pedagogy for Today and Tomorrow (October 2018)
  - Provide Culturally Relevant Teaching and Opportunities for Language Development Within Your Reading and Writing Workshop (November 2018)
  - Digital Literacy (December 2018)
  - Making the Most of Word Study Opportunities for Emergent Bilinguals in the K-2 Classroom (February 2019)
  - Yes They Can! Multilingual Learners Engaging in Reading and Writing Workshop (February 2019)

### Office of English Language Learners Sessions:
- TBD as the DOE announces these sessions

Agendas, sign-in sheets, and notes will be kept on file in our school's shared Google Drive. All staff will have access to those materials during and after those sessions.

### 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 & Topics Covered:**

Parent Workshops will focus on engaging and supporting parents in activities that will help them assist their children in literacy work at home. We will also plan for a showcase of the student-created blog and podcast at the end of the program.

**Topics of planned workshops include:**

1. **Brooklyn Public Library:** We plan to take parents to the library and help them register their family/child for a library card. Parents will learn about resources available at the library in their native language that they can use to read with their children at home. (November 2018, 1 session).

2. **Home Connections Through Games:** We've found that it is particularly powerful to help educate families on ways they can be actively involved in their child's learning that are non-threatening. One of the ways to actively involve parents in their child's learning and support practice of concepts and language at home is through games. The right games can zero in on any need or interest a child might have. An educational game night will be hosted at the school, and materials needed to play any of the games will be distributed and sent home with families so they can easily engage with their child at home. (December 2018, 1 session).

3. **Homework:** Homework that is in a different language can be especially daunting for families. In order to teach parents effective strategies for engaging with and supporting their child with homework, we plan to host a meeting to share these strategies with parents. This includes bilingual/picture dictionaries, types of questions to ask children about books to assess their understanding, and types of focused conversations to help develop student's oral language skills (January 2019, 1 session).

**Providers:**
Part D: Parental Engagement Activities
- ENL Team (Ms. Sullivan, Ms. Kelly, Ms. Nguyen)
- Bilingual Team (Ms. Benham, Ms. Square, Ms. Diamond, Ms. Grande, Ms. Luo, Ms. Zhang, Ms. Hinton, Ms. Kong, Ms. Martinez)
- Literacy Coach (Ms. Maddox)
- Math Coach (Ms. Rios)
- Parent Coordinator (Ms. Nieves)
Parent Notification:
- Flyers
- School Website
- Email blasts
Attendance:
Sign in sheets will be signed and logged.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Per diem</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>TOTAL</td>
<td>N/A</td>
<td>N/A</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>15</td>
<td>Brooklyn</td>
<td>516</td>
</tr>
</tbody>
</table>

School Name: Sunset Park Avenues Elementary School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Smith</td>
<td>Jessica Knudson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Maddox</td>
<td>Emily Falanga</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Deanna Abrams</td>
<td>N/A</td>
<td>Raquel Nieves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Skop</td>
<td>N/A</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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>377</td>
<td>159</td>
<td>42.18%</td>
</tr>
</tbody>
</table>

2018-19 CEP
**Part II: ELL Demographics**

A. ELL Programs

<table>
<thead>
<tr>
<th>This school serves the following grades (includes ELLs and non-ELLs)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check all that apply</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>☑</td>
<td>☐</td>
<td>N/A</td>
</tr>
<tr>
<td>DL</td>
<td>☑</td>
<td>☐</td>
<td>Spanish</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑</td>
<td>☐</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>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</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?

   TCRWP Benchmarks for reading are used to assess Letter Identification, Letter-Sound Knowledge, Concepts of Print, and Sight Word Knowledge in English instruction classes. In Spanish Dual Language classes, Estrellita and Senderos is used to monitor the same aforementioned literacy skills. These tools are used in the early primary grades, and also used to assess new-comers, four times per year: September, January, March, and June.

   On a monthly basis, Fountas and Pinnell Running Records (in English and Spanish language classes) are used to assess students' independent reading levels in grades K - 5 throughout the year. This helps monitor decoding and comprehension skills. All of this data is entered into our data management tool we created in Google Drive.

2. What structures do you have in place to support this effort?
Based on the data gained from literacy assessments, small instructional groups and intervention groups - with the Literacy Coach or an ENL teacher - are determined. Students work in small, homogeneous groups focused on specific skill areas for a six-week cycle. At the end of the cycle, students are assessed for progress and new groups are formed based on up-to-date data.

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? We track the progress and success of each ELL student by examining their formal and informal assessments, conferring notes, and state/city test results (i.e. NYSITELL, NYSESLAT, ELA Exam etc.).

4. What structures do you have in place to address interventions once the summative data has been gathered? With the data from the above information, and by considering the four language modalities (listening, speaking, reading, and writing) data is analyzed and evaluated to determine whether to continue interventions as they are, or if changes to instruction are needed to better support language learners in various modalities. Educators will meet as a team to reflect and review what components work and do not work and make amendments to curriculum and instruction as necessary.

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]. Our school aligns our instruction according to the “three tiers of instruction support” described in the RTI model. First, we create rigorous and evidence based core instruction. If learners are struggling after whole group instruction, we then target intentional small groups that need support in specific areas, and teach through targeted activities, experiences, and lessons. If learners continue to struggle after small group instruction, then intensive, individualized instruction is implemented - in addition to whole and small group learning.

   This model of intervention is used across content areas. Administrators, coaches, classroom teachers, and ENL teachers use best practices for integrated teaching time to ensure that each language learner is supported in a fashion that will result in academic and language growth.

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 a small growing school we only have two years of state testing data. Thus, NYSESLAT/NYSITELL results and classroom performance (Fountas & Pinnel levels, math assessments, etc.) are the main resources used to cull information. As the school continues to grow to 5th grade, ELA, Math, Science, and Social Studies state assessments will be included with the two aforementioned sources for a wider analysis.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? After data analysis, ENL teachers meet with classroom teachers on a monthly basis to account for changes that need to take place in order to move learners towards a direction of growth in all four language modalities: listening, speaking, reading, and writing.

---

**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.
The Freestanding ENL program is scheduled using the stand-alone/integrated model. Where ELLs are placed in general education classes heterogeneously and co-taught with an ENL and classroom teacher during integrated minutes. ELLs requiring stand-alone minutes are also pulled out into small groups and provided instruction solely by the ENL teacher. Each ELL receives the appropriate amount of stand-alone and integrated minutes based on their proficiency level and the protocol outlined in CR-154.

b. TBE program. If applicable.
There is no TBE program at PS 516.

c. DL program. If applicable.
ELLs in the Dual Language program are all grouped heterogeneously and receive mandated minutes in two ways:

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)?

   **ENL Instructional Minutes:**
   Based on a student’s proficiency level as per the NYSITELL/NYSESLAT, units of study for stand-alone and integrated ENL are determined. In the Freestanding ENL Program and in the side by side Dual Language programs model (where the English Instructor is NOT TESOL certified), all ENL teachers co-teach with classroom teachers in the general education classroom to supply integrated ENL minutes. Students requiring stand-alone minutes receive pull-out services in small groups with the ENL teacher. In the side by side Dual Language model (where the English Instructor is TESOL certified) and where the teacher provides BOTH English and Spanish instruction, the classroom teacher provides both integrated and stand-alone minutes. This scheduling is determined by both administration and ENL staff.

   **ELA Instructional Minutes:**
   All ELLs receive regular ELA instruction in the classroom setting. At this time, these minutes are supported by integrated co-teaching with the ENL teacher (as stated above).

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   Students in both ENL and Dual Language programs receive core content within and outside of the classroom. ELA and Mathematics are supported each day in the classroom via TCRWS and EngageNY curricula, respectively. Social Studies core content is woven into instruction two periods per week within the classroom. Students receive science core content twice a week outside of the classroom during STEAM cluster periods. All teachers engage in two integrated units of study throughout the year where ELA is taught through content area.

   Teachers in all programs study effective pedagogy for ELLs, including use of visuals, gestures, TPR, etc., to boost comprehensible input for all students.

   With the exception of STEAM periods, content area subjects are taught in English for students in the ENL program, and in English and Spanish for students in the Dual Language program.

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

   Throughout the year Bilingual and ENL teachers assist with the assessment and evaluation of language learners. For students in the Dual Language program, assessments are done in both the HL and target language for all assessments. For students in the ENL program, with HL supports when possible, students are evaluated in the target language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
a. SIFE
We do not currently have any SIFE students. However, our plan will provide for these students to receive after in-school intervention to support additional academic and language development. A structured immersion program will allow for students to receive instruction that is tailored to specifically meet their needs.

b. Newcomer
Newcomers receive daily instruction using methodologies and approaches to foster social and academic language growth, such as: Total Physical Response (TPR), the Whole Language approach, and Communicative Language Teaching (where use of the student’s native language is accepted during these early stages of language development). A wide range of materials to support instruction is regularly used: realia, scaffolded small groups, visual aids, manipulatives, enlarged books, vocabulary cards, various word study activity kits, and books with audio supplements. Newcomers in testing grades receive intervention during the school day via small group instruction and have the opportunity to attend after school sessions to further reinforce learned skills. As a school community, we understand it is a priority that ELLs feel safe and cared for before language learning can occur. The school works to understand the culture, family life, history, educational background, and personal information of each student and their family to help guide Newcomer instruction and how to differentiate to meet each student’s personal needs.

c. Developing
Developing ELLs are supported in their literacy skills as well as their skills in English language acquisition. Again, small groups are utilized to hone in on specific areas of need that developing ELLs may present. Examples of specific small group instruction includes: explicit exploration of text organization, use and development of complex sentences (in writing and speaking), and use of higher order academic language use in reference to core content.

d. Long Term
As this is an elementary school that currently serves ELLs from Kindergarten through 3rd grade, there are no Long Term ELLs. Nonetheless, should the situation arise, a program outline is in place. Long term ELLs will continue to receive academic support through small group intervention, and a continued look at best practices for that Long Term ELL based upon data and performance analysis. A structured immersion instructional program will allow for Long Term ELLs to receive instruction that is tailored specifically to their needs.

e. Former ELLs up to two years after exiting ELL status
As per CR-154, Former ELLs receive .5 units of ENL instruction per week. This instruction takes place inside of the classroom during integrated minutes and the Former ELL receives instruction as appropriate for the variety of language and academic needs that present themselves. Both whole group, small group, and individual conferencing instruction are utilized with Former ELLs to grow both academic and social language, as well as concepts.

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?
ELLs who are also SWDs receive accommodations as appropriate and according to their IEP. ELL-SWDs are currently served through the ICT classroom model. For ELL-SWDs participating in the DL program, where there currently aren’t ICT classroom models in place, when appropriate, a bilingual special education teacher provides academic instruction that supports all academic and language needs as per their IEP.
This particular population is serviced by ENL teachers for both stand-alone and integrated ENL programming as per CR-154 (as outlined above). All teachers of ELL-SWDs follow a standards-based, Common Core aligned curriculum in Literacy, Mathematics, and Content areas. Teachers work in collaboration to plan for and further refine units of study and lessons that incorporate both content and language objectives, in addition to pedagogical techniques that support language access and development for a SWD. For example, TPR, SIOP lesson planning, translanguaging, and visual and gestural supports are all utilized. Technology is also utilized to support learning. This includes but is not limited to: interactive whiteboards, iPads, and Imagine Learning software use.

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?
If an ELL-SWDs has an IEP that requires a specialized placement, such as needing to be placed in an ICT setting, accommodations are made and flexible grouping within the ICT classroom is utilized. The ENL teacher pushes in to the ICT classroom to provide integrated services in small groups and will service an ELL-SWD in stand-alone sessions when
necessary as per CR-154. Again, for ELL-SWDs participating in the DL program, where there currently aren't ICT classroom models in place, when appropriate, a bilingual special education teacher provides academic instruction that supports all of the student's needs as per their IEP. Additionally, ENL and classroom teachers work in collaboration to discuss individual students on a regular basis - weekly, monthly. Using specific, student-centered information, together teachers plan and/or modify instruction to teach ELL-SWDs within their linguistic zone of proximal development, whilst considering appropriate special education modifications.

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.

Based on benchmark assessments - formative and summative - classroom teachers, ENL teachers, bilingual teachers, and intervention teachers establish flexible groups for instruction during integrated push-in instruction in the classroom. Again, using an RTI model, teachers work with small groups of students to target specific groups to support ELLs in ELA, Math and other content areas as needed based on academic data analysis. Small groups are flexible and include ELLs at all proficiency levels, Entering through Commanding. If learners continue to struggle after small group instruction, then intensive, individualized instruction is implemented - in addition to whole and small group learning.

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

Based on current EDAT analysis, steps have been taken to further strengthen the strong momentum that has been established in the speaking and listening modalities for ELLs. This year, a school-wide focus was placed on academic conversation and advancement of academic language. Classroom teachers used new practices and methodology during instruction, engaging in a series of inquiry cycles to increase student discourse.

When considering areas of need for ELLs, EDAT analysis shows the writing modality needs further enhancement. Moving forward, curricula will be considered through the lens of integrated learning, where more hands-on and authentic language learning opportunities will be afforded to ELLs to create rich experiences to both read and write about.

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

Currently open bilingual program.

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

In addition to Title III programs offered to ELLs each school year, a host of other activities and enrichment opportunities are available for ELLs to participate in. Each year ELLs and their families are invited to join "Art Tuesdays" where children create artwork with the art teacher and their guardian after school hours. This year, we also offered ELLs the opportunity to participate in an extra-curricular P.E. program after school. Furthermore, ELLs were given the chance to participate in ELA and Math test prep to help reinforce skills being learned in the classroom after school hours.

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.

Depending on the lesson plan and group of students, specific materials are intentionally selected to help support our ELLs. Some of these materials include: realia, graphic organizers, ELMO document cameras, projectors, interactive white boards, iPads, laptops, Fundations materials, and literacy centers with audio CDs that accompany text. When lesson planning, teachers are expected to consider the visual, tactile and auditory ways to support ELLs.

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

When appropriate, ENL students' native language is used to support their language acquisition - either for reinforcement or preview of specific content and vocabulary. This is facilitated through books in the HL, use of buddy structure throughout the school day and during various times of instruction, use of bilingual dictionaries, and bilingual personnel in the school community.

Students in the Spanish Dual Language program receive supports in the HL as mandated by the program outlines in CR-154. These students have access to English and HL supports on a regular basis.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
As a growing school that will serve students in Kindergarten through fifth grades, teachers are well-versed in understanding what is developmentally appropriate for students in each of these grade levels. Using a standards based curriculum, ELLs are provided instruction in an age-appropriate manner. Teachers make appropriate modifications to grade-level curriculum for the varying ELL proficiency levels as needed. Use of strong visuals, tactile materials, and technological aids like iPads and Imagine Learning software - students are provided with comprehensible input. Again, small group work is utilized by instructors to make classroom content digestible and to help provide entry levels for all ELLs that is appropriate to the grade-level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
PS 516 is not a co-location site.

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).
Following registration for newly admitted students, parents are invited to an orientation in mid-June. During orientation day, parents and students take a guided tour of the school, meet and greet teachers and staff, and are provided informational materials about the school and services available for parents and students. We also hold a "Back to School Night" in mid-September for parents to return again, and meet with their child's teachers and learn specifically about programming and expectations. All of this information is presented in the HL.
For new ELLs that enroll later in the school year, we buddy them up with a classmate that speaks the same language. It is imperative that students feel safe, loved and cared for before learning begins. Parents/Guardians are asked to provide feedback via surveys so the school can learn as much as possible about the new student to help support him/her in order to have a smooth transition.
Staff that support the majority of this work include Raquel Nieves, Parent Coordinator, and the ENL Team, Johanna Kelly, Lan Thanh Nguyen, and Rachael Sullivan.

17. What language electives are offered to ELLs?
As this is an elementary school, we do not currently offer language "electives". However, parents of ELLs can choose to enroll their child in the Spanish Dual Language program.

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)?
   
a. Currently, Kindergarten, 3rd grade, and 4th grade Dual Language classrooms are self-contained models with one teacher in the class that provides both English and Spanish instruction. 1st and 2nd grade Dual Language classrooms are self contained side-by-side models. In the side-by-side model, one teacher provides English instruction and another teacher provides Spanish instruction. For all DL classrooms a 50/50 model for division of language is used; English is used 50% of the week and Spanish is used the other 50% of the week. Aside from times when small group instruction may be homogeneous, EPs and ELLs are integrated throughout the entire learning day. A simultaneous biliteracy program is carried out in all DL classrooms where students are learning to read and write in both English and Spanish.
b. Core content areas are taught equally in Spanish and English.
c. A color-coding system is used for language separation in DL classrooms. Red represents the Spanish language and Blue represents the English language. For example: teachers will use red markers when
writing in Spanish and blue markers when writing in English (on charts and during lessons), red and blue folders are used to help students separate work in Spanish and English, blue and red paper is used for writing in each language, book bins are labeled in red or blue to show which texts are in English and Spanish, etc.

d. Currently, we followed a simultaneous model for emerging and developing literacy.

---

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? A series of professional development sessions throughout the year educate and build pedagogical practices ensuring that all educators are effective teachers of language. This professional development plan incorporates both outside partnerships and in-house opportunities. 

Teacher’s College Reading and Writing Project:
Since September 2013, we’ve partnered with TCRWP to provide our school with extensive professional development in literacy. All teachers at our school, regardless of position or certification, are expected to participate and build knowledge and practice in order to provide more effective and responsive instruction for a largely ELL population. A TC staff developer, works on-site at our school 11 days out of the year. During this time, teachers are released throughout the day to study elements of literacy curriculum and instruction. Teachers work in collaboration to host lab sites, lesson studies, and refine curricula based on collaborative work. In addition to on-site days, we send teachers to participate in "calendar" workshop days at Teacher’s College for a total of 25 days per year. Each classroom teacher and ENL/Bilingual teacher attends a 1 day workshop at Teacher’s College during the school year.

EngageNY Math Collective:
We participate in a cohort of schools who recently adopted the EngageNY mathematics curriculum, led by a math instructional coach. Throughout the year, our teachers work with educators from other cohort schools and participate in rounds of Lesson-Study. Our focus for the year was on boosting language use and the communication of ideas among students. We have 10 days of on-site professional development, and all classroom teachers participate in at least one lesson-study during the course of the school year.

Generation Ready:
We partnered with Generation Ready, to support our continued growth in developing units of study and instructional practices that support ELLs. A staff developer, will be working will all of our K-5 grade teams to design, develop, and implement our Integrated Units. Teachers will work alongside the staff developer, developing content and pedagogical knowledge through planning and preparation, followed by participating in a series of labsites in which specific instructional strategies are modeled. Our staff developer has a strong background in the design of integrated units of study, embedding balanced literacy and TC practices, and effective pedagogy to provide greater access to ELLs while maintaining challenge for all.

DOE Offerings:
Teachers are encouraged to participate and pursue additional professional development opportunities offered through the DOE, this includes the Department of English Language Learners and Students with Disabilities.

CAL:
At various points educators from the Center of Applied Linguistics did whole staff PDs around best instructional practices for language learners.

Conference Days:
City-wide conference days, including Election Day and June Chancellor’s Conference Day, are used to connect instructional focus and language development. Staff explores practices in comprehensible input and integrated co-teaching models during these day-long professional development sessions.

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.

As prescribed by the ELL Policy and Reference Guide and CR-80, 15% of teacher professional development, and and 50% of Bilingual/ENL teacher development, is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. These professional development opportunities include classes from (but are not limited to): DELLSS (pedagogical and compliance related), Estrellita, TCRWP (pertaining specifically to language learners), Brooklyn Borough Field Support Center, and Learning Partners Plus. For record keeping purposes, a record is placed in the teacher’s file in the main office after PD is completed. And in-house PD agendas and sign-in sheets are kept on file in our shared Google Drive.

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?

During all interactions, translation is provided for any language represented in our school community. To continually support our ELL parents we evaluate their needs during PTA meetings, through parent and child surveys, at parent teacher conferences/one-on-one meetings. Agendas and future planning is derived from what we hear from parents during these meetings. Thus, these structures allow for parents to be regularly updated about their child’s progress and for regular parent voice in our school.

To further ELL parent involvement, we use our bilingual school aides, our bilingual paraprofessional staff (representing the Spanish, Chinese, and Arabic languages), and our bilingual teachers to aide in communication. Other languages that staff cannot account for are provided through the DOE’s Translation and Interpretation Unit.

Each meeting with a parent is documented with a sign-in sheet, or teacher log.

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

Parents are often invited to participate in school activities and celebrations such as: Reader’s Theater Presentations (students act out stories), Publishing Celebrations (students share their finalized writing), cultural holiday celebrations, class trips, Cook Shop classes, and other volunteer opportunities at our school.

The first Friday of each calendar month is "First Friday" in which families are invited into their child’s classroom to experience a hands-on learning activity. These classroom visits are often followed by a workshop led by the parent coordinator. Workshops include various topics that parents express interest in; shoe-tying, lice prevention, and other next steps to work with their child at home and further support their learning.

The PTA also regularly coordinates parental involvement activities, including movie nights and parent celebrations to encourage participation of all parents.

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.

At P.S. 516, all children are seen as learners of language and all teachers are seen as instructors of language. Students' and families' native languages are valued and teaching is considered a collaborative effort of parents, teachers and the community. Educational programs help children develop strong literacy and communication skills in both their native and second language.
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, Jill Smith, 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:** P.S. 516 - Sunset Park Avenues  
**School DBN:** 15K516  

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>Jill Smith</td>
<td>Principal</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Jessica Knudson</td>
<td>Assistant Principal</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Raquel Nieves</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Rachael Sullivan</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Deanna Abrams</td>
<td>Parent</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Catherine Maddox</td>
<td>Coach</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Bianca Rios</td>
<td>Coach</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Emily Falanga</td>
<td>School Counselor</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Anita Skop</td>
<td>Superintendent</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Tatayana Ulubabova</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>Other N/A</td>
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<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
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>Raquel</td>
<td>Nieves</td>
<td>Parent Coordinator</td>
<td>No</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.

P.S. 516 uses the Home Language Survey (HLIS) to assess the need for translation and interpretation for our families. At initial personal encounters with families, school personnel provides interpretation in several different languages and/or uses the Translation and Interpretation phone service to communicate with families in their native language. Parents also indicate their preferred language of spoken and written communication on the blue card, which is completed at the time of registration to the school. Preferred language information is entered into ATS by our school secretary and preferred language reports (via RPOB in ATS) are distributed to each classroom for teachers to reference.

Once a list of all languages is determined, the school ensures that all documents are translated in a timely manner by providing time for multi-lingual staff to translate documents on-site. The language breakdown is shared with school aides, who then ensure the correct amount of copies per language - for paper communication - are
photocopied and distributed to correlated families. Common flyers are always prepared and sent home in the three main languages: English, Spanish, and Chinese. For oral communication, our school has English, Spanish and Chinese speakers readily available to both place and receive phone calls. A list of bilingual staff members is posted and kept on file in the main office for both translation and interpretation needs. When making a phone call to a family who speaks a language other than the aforementioned three, all staff members use the over-the-phone services of the Translation and Interpretation Unit.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>229</td>
<td>52.6</td>
<td>229</td>
<td>52.6</td>
</tr>
<tr>
<td>English</td>
<td>148</td>
<td>34</td>
<td>148</td>
<td>34</td>
</tr>
<tr>
<td>Chinese</td>
<td>49</td>
<td>11.2</td>
<td>49</td>
<td>11.2</td>
</tr>
<tr>
<td>Arabic</td>
<td>9</td>
<td>2</td>
<td>9</td>
<td>2</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.

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All languages above 10% are exempted languages.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 DOE and IEP communications and notices</td>
<td>translated immediately upon notice</td>
<td>Translations are provided through the DOE website.</td>
</tr>
</tbody>
</table>
On staff bilingual personnel are allotted translation time to ensure that documentation is translated and delivered in a timely manner.

When bilingual personnel cannot account for a needed language, DOE translation and interpretation unit is utilized, and when necessary "The Big Word" translation company is utilized.

<table>
<thead>
<tr>
<th>Monthly School Calendars</th>
<th>1st of each month</th>
<th>On staff bilingual personnel are allotted translation time to ensure that documentation is translated and delivered in a timely manner.</th>
</tr>
</thead>
</table>
| Monthly Class Newsletters | -field trip permission -slips  
-parent questionnaires  
surveys  
-parent handbooks | 2 weeks prior to event | On staff bilingual personnel are allotted translation time to ensure that documentation is translated and delivered in a timely manner. |
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>Back to School Night</td>
<td>September</td>
<td>On staff bilingual personnel are utilized to translate Spanish and Chinese (and Arabic as needed).</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>Last Tuesday of Each Month, September - June</td>
<td>When necessary, if bilingual school personnel cannot account for a needed language, outside translation services are contracted and utilized.</td>
</tr>
<tr>
<td>Parent Engagement Activities</td>
<td>Every Tuesday Afternoon, September - June</td>
<td>On staff bilingual personnel are utilized to translate Spanish and Chinese (and Arabic as needed).</td>
</tr>
<tr>
<td>Family First Fridays</td>
<td>First Friday of Each Month, September - June</td>
<td>On staff bilingual personnel are utilized to translate Spanish and Chinese (and Arabic as needed).</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>November, March, May</td>
<td>If bilingual school personnel cannot account for a needed language, outside translation services are contracted and utilized.</td>
</tr>
<tr>
<td>SLT Meetings</td>
<td>Second Tuesday of Each Month, September - June</td>
<td>When necessary, if bilingual school personnel cannot account for a needed language, outside translation services are contracted and utilized.</td>
</tr>
</tbody>
</table>
IEP Meetings | Rolling, Ongoing as Needed | On staff bilingual personnel are utilized to translate Spanish, Chinese and Arabic. If bilingual school personnel cannot account for a needed language, outside translation services are contracted and utilized.

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

In the event of an emergency, where parents that speak a LOTE need to be immediately contacted, they are reached in several ways:

Class rosters are with office staff at all times. On this document, parents' preferred language and phone number(s) are available. In addition to these documents, student blue cards, with parents' preferred language and phone number(s) are also portable, accessible, and used if needed. Furthermore, the school's parent coordinator carries a list of all available parent email addresses.

In order to translate pertinent information, bilingual school personnel is first utilized to contact parents through a phone call. If necessary, the DOE translation and interpretation hot line is utilized when staff cannot assist in translation. Additionally, an email blast is sent to parents with pertinent information. Again, school personnel is first utilized to translate written material within the email. If necessary, outside translation is utilized when staff cannot assist in translation.

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.

Preferred parent language information is distributed to classroom teachers and office staff to use in conjunction with the DOE translation and interpretation unit hotline. Furthermore, all staff members receive a letter on how-to use over-the-phone interpretation services and are encouraged to utilized this resource regularly to ensure that all parents have equal access to the use of their native language.

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..)
In addition to ensuring a welcoming environment, parents that speak a LOTE receive information in several ways: multilingual signage throughout the school, by sharing the Parent Bill of Rights in all languages needed and available, by informing families of upcoming neighborhood and educational council events in appropriate language, and by regularly offering support and information about key procedural, protocol, safety, and health related information in the native language. We access all notification documents on the Translation and Interpretation Unit’s intranet site, as necessary.

**Part E: Monitoring Provision of Language Services**

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

We regularly solicit feedback from parents regarding translation and interpretation needs through the DOE parent survey administered each Spring. At the end of conferences, we also provide parents with a form to submit feedback as to the quality and availability of services we provide at the school level. We regularly solicit feedback from parents during our monthly SLT meetings and the parent meetings and workshops our Parent Coordinator leads on a monthly basis.