2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 06M004
School Name: P.S. 004 DUKE ELLINGTON
Principal: ADAM STEVENS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 4 Duke Ellington School

School Number (DBN): 06M004

BEDS Code: 310600010004

Grades Served: Pre K-5

School Address: 500 West 160 Street, New York, NY 10032

Phone Number: (212) 928-0739

Fax: (212) 928-4142

School Contact Person: Adam Stevens

Email Address: asteven2@schools.nyc.gov

Principal:

Daniela Cabral

UFT Chapter Leader:

Orquidea Huerta

Parents’ Association President:

TBD

SLT Chairperson:

N/A

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

N/A

Student Representative(s):

N/A

CBO Representative:

N/A

District Information

Geographical District: 06

Superintendent: Manuel Ramirez

Superintendent's Office Address: 4360 Broadway, Room 419, New York City NY 10027

Superintendent’s Email Address: MRamire4@schools.nyc.gov

Phone Number: (917) 521-3757

Fax: (917) 521-3797

Field Support Center (FSC)
Manhattan Field Support Center  Ms. Yuet Chu

Executive Director: 
333 7th Avenue, New York City, NY 10001

Executive Director’s Office Address: 
YChu@schools.nyc.gov

Executive Director’s Email Address: 
(917) 705-5856 (212) 356-7546

Phone Number: Fax:
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>Adam Stevens</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Daniela Cabral</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>Orquidea Huerta</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Segunda Nunez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
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<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>John Santiago</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Magalis de la Cruz</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Evelyn Ramirez</td>
<td>Member/Parent</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>Bertha Salcedo</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Esther Mortimer</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Francisco Rosario</td>
<td>Member/Teacher</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<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>
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<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>
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<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>
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<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>
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<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>
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<tbody>
<tr>
<td>Our mission is to meet the academic, social, and emotional needs of all our students, including our English Language Learners and Students with Special Needs, through our various educational programs and resources. We seek to foster greater harmony within the school community by challenging all of our students, parents and staff to achieve their fullest potential, instilling in them a love for learning. We envision developing lifelong learners and leaders who will demonstrate respect for themselves, as well as others. Our goal is to create an enriching environment that meets and exceeds the Standards, by providing students and the school community in general, with extensive educational opportunities.</td>
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</tbody>
</table>
opportunies that promote academic achievement along with racial, ethnic, and cultural sensitivity; tolerance; and cooperation.

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.

As per the 2017-2018 Quality Review, our area of celebration is the communication of high expectations to students, staff and parents. School leaders consistently communicate high expectations to the entire staff. Our most recent Principal’s Performance Observation (PPO) also indicates that we have a "well-coordinated student services that align to student needs to support student growth." We have a strong partnership with Columbia Presbyterian Hospital, and through their services we are able to afford our students with additional social and emotional support. Staff also receive professional learning cycles with strategies to help them support the social and emotional needs of the individual students in their class. We adopted the Positive Behavior Interventions and Support (PBIS) system in an effort to promote a culture of mutual respect, as well as a platform of exuding positive characteristics. The PBIS committee developed the PRIDE Matrix (Positive, Respect, Integrity, Determination, and Excellence) as a means by which to improve academic and personal behavior.

Feedback from our 2017-2018 Quality Review states that our school leaders and staff communicate expectations on a consistent basis that are connected to a path to college and career readiness. We also provide stakeholders with professional learning and have a system of accountability for those high expectations. Ongoing feedback is provided to help families understand student progress toward those expectations. We seek to foster greater harmony within the school community by challenging all of our students, parents and staff to achieve their fullest potential; instilling in them a love for learning.

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

P.S. 004 Duke Ellington is an elementary school with 507 students from pre-kindergarten through grade 5. Currently our school population is comprised of 89% Hispanic, 1.15% American Indian or Alaskan Native, 1% Asian and 8% African-American. Boys presently account for 54% of the students enrolled and girls account for 46%. In 2017-2018, the school population comprised of 91% Hispanic, 1.15% American Indian or Alaskan Native, 1% Asian, and 6.87% African-American. Boys account for 54.83% of the students enrolled and girls account for 45.17%. The average attendance rate for the school year 2017-2018 was 92.2% as of June 16, 2018. Even though our students showed progress on the state standardized tests, one of our main challenges last year was the modest performance levels of our ELL/ENL children and Students With Disabilities. One of our school initiatives is to support our ELL/ENL and Special Education scholars in achieving higher levels of English proficiency by expanding the learning opportunities offered to them both in the after school and Saturday Academy programs, tailored specifically to their academic, social and emotional needs.

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

Our 2017-2018 Quality Review indicated Component 1.2 as developing. During our PPO during the 2017-2018 school year, QR Components 2.2: Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels and 4.2: Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning - were identified as Highly-Effective or Effective. Quality Review indicator 1.2: Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products - was still identified as Developing. Although we have made improvements in the areas of 2.2 and 4.2, there remains room for improvement in aligning our
assessments more effectively to our curricula as well as creating more structured professional collaborative efforts to develop teachers on various levels.

This takes us to our main focus for the school year 2018-2019 in more effectively developing teacher pedagogy informed by Danielson Framework for Teaching. In order to Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products, our school will be adopting the ideals from the Handbook for Professional Learning as published by the NYC DOE. We will align our professional development sessions to directly reflect our teachers’ needs from the ADVANCE summary and detail reports. Our intention is to provide more meaningful professional learning opportunities through the creation of genuine professional learning communities and cycles.
School Demographics and Accountability Snapshot for 06M004

Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment (2017-18) | 557 | SIG Recipient (Y/N) | No

Transition Bilingual | YES | Dual Language | YES | Self-Contained English as a Second Language | N/A

Special Education Programs/Number of Students (2015-16)
# Special Classes (ELA) | 39 | # SETSS (ELA) | 70 | # Integrated Collaborative Teaching (ELA) | 52
# Special Classes (Math) | 38 | # SETSS (Math) | 61 | # Integrated Collaborative Teaching (Math) | 52

Economically Disadvantaged Students
- Hispanic or Latino
- American Indian or Alaska Native

Economically Disadvantaged Students with Disabilities
- Hispanic or Latino
- American Indian or Alaska Native

White

Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.2%
- % Hispanic or Latino: 91.2%
- % White: 6%

Student Performance for Elementary and Middle Schools (2017-18)
ELA Performance at levels 3 & 4: 24.6%
Mathematics Performance at levels 3 & 4: 24.9%
Science Performance at levels 3 & 4 (4th Grade): 56%

Overall NYSED Accountability Status (2018-19)
- Reward: No Recognition
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: No
- Focus School Identified by a Focus District: No
- Focus Subgroups: No

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

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

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

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

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

1. Area of Strength:

With an understanding that there was a change in the 2018 NYS English Language Arts (ELA) exam, a two-year comparative review shows a 3 point increase in proficiency.

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<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>Difference</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>49.3%</td>
<td>37.9%</td>
<td>-11.4%</td>
</tr>
<tr>
<td>Level 2</td>
<td>29.1%</td>
<td>37.2%</td>
<td>+8.1%</td>
</tr>
<tr>
<td>Level 3</td>
<td>18.5%</td>
<td>18.6%</td>
<td>+0.1%</td>
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<tr>
<td>Level 4</td>
<td>3.0%</td>
<td>6.3%</td>
<td>+4.1%</td>
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<tr>
<td>Proficient</td>
<td>21.5%</td>
<td>24.9%</td>
<td>+3.4%</td>
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We attribute this change, in part, to our Academic Intervention Services (AIS) after-school programming, which we started earlier in the academic school year (e.g., September 2017), as well as increased the number of days and hours of services (e.g., 5 days/week, 2.5 hours/day). Last year’s program served approximately 200 of our students that were identified as "pushables" or "slipables" as compared to 60 students in prior years. Participating students were identified by reviewing performance data from multiple data points (e.g., NYS exams, BOY assessments, F&P assessments, etc.). We also progress monitored student growth during program participation; administering practice exams and using data to adjust and/or drive instruction. In addition to continuing the after-school and Saturday academic enrichment programs, this year we built AIS into our daily schedule by creating AIS clusters in math, reading and writing.

Our 2017-2018 NYS Office of Bilingual Education and World Languages (OBEWL) Review noted pedagogy and over referral of English Language Learners (ELLs) as areas of concern. It was recommended that we (1) provide teachers support on differentiation and grouping of students; (2) conduct professional learning on the changes to the
Recommendations were implemented in the 2017-2018 school year, and we continue to support teachers with differentiation within the professional learning cycles developed for the 2018-2019 school year. In addition, 2017-2018 saw additional changes, such as (1) support of a bilingual special education specialists from the Regional Special Education Technical Assistance Support Center (RSE-TASC); (2) modification of the language acquisition plan (LAP) for each of our transitional bilingual classes, which better aligned with student needs; and (3) providing professional learning to support teachers in having a better understanding of language acquisition v. language disability, which assisted in reducing the overall referrals by 38%. In 2018-2019 we expand our Dual Language program from Kindergarten only to Kindergarten through grade two. Below you will find a 4-year analysis of student performance on the New York State English as a Second Language Achievement Test (NYESLAT).

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Difference</th>
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<tbody>
<tr>
<td>L5 – Commanding</td>
<td>14.0%</td>
<td>8.0%</td>
<td>15.0%</td>
<td>23.0%</td>
<td>+8.0%</td>
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<tr>
<td>L4 – Expanding</td>
<td>34.7%</td>
<td>30.8%</td>
<td>34.4%</td>
<td>39.5%</td>
<td>+5.1%</td>
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<tr>
<td>L3 – Transitioning</td>
<td>16.8%</td>
<td>31.9%</td>
<td>28.3%</td>
<td>22.0%</td>
<td>-6.3%</td>
</tr>
<tr>
<td>L2 – Emerging</td>
<td>18.7%</td>
<td>21.2%</td>
<td>17.0%</td>
<td>10.2%</td>
<td>-6.8%</td>
</tr>
<tr>
<td>L1 - Entering</td>
<td>16.0%</td>
<td>8.1%</td>
<td>5.3%</td>
<td>5.1%</td>
<td>-0.2%</td>
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</table>

2. Area of Growth:

Our 2017-2018 Quality Review noted **Component 1.2 - Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products** as an area of focus. As a result, administration culled and reviewed next steps provided to teachers as an outgrowth of ADVANCE observations conducted in the 2017-2018 school year. Based on this data, a professional learning plan to provide teachers with meaningful and impactful professional learning was developed. This professional learning cycle will be the vehicle by which to improve instructional practices, as well as increase opportunities for teachers to engage in meaningful collaboration in the planning and preparation of lessons that meet student needs.

In order to better support engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core learning standards, our school focus will be **Charlotte Danielson's Domain 1 - Planning & Preparation** to align our instructional practices to meet the needs of our students. This will enable our instructional staff to deliver lessons that are aligned to the Common Core Standards, as well as provide opportunities for students to be engaged in rigorous instruction that address the needs of various learners. The intent is to elevate our instructional practices; thereby creating an environment filled with opportunities for students to engage in high level intellectual activities and development of critical thinking skills.

**Part 2 – Annual Goal**

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

By June 2019, students in grades 3 through 5 will show progress as indicated by a 5 point decrease of Level 1 proficiency from 38% to 33%, as measured by the 2019 New York State English Language Arts (ELA) exam.
### 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>Instructional Staff, Support Staff, Paraprofessionals</td>
<td>September 2018 through June 2019</td>
<td>AP, Coach, Teacher Leaders, PD Committee</td>
</tr>
</tbody>
</table>

**Professional Learning Community/Professional Learning Cycles with a focus on PLANNING AND PREPARATION**

Through professional learning communities, we will provide faculty and staff with the support necessary to develop and implement effective guided reading instruction. We will also provide professional development to support the effective use of data to differentiate guided reading lessons. Through professional learning communities, teachers will work to analyze student data, identify trends in learning and provide actionable feedback that supports student growth.

Bi-monthly professional learning for teachers on interpreting student data to inform instruction, particularly around forming student groups, eliciting evidence of learning/checking for understanding in order to improve student outcomes.

**Using Data to Differentiate Guided Reading Lessons**

Professional Learning Communities will be used to analyze and disaggregate students’ guided reading data focusing on learning trends, academic strengths and weaknesses. School leaders and instructional coaches will support teachers and facilitate meetings in order to provide the support necessary to help development effective practices.
Weekly progress monitoring of teacher teams analyzing students’ data and creating groups and interventions to support student performance on grade level.

Developing and Implementing Effective Guided Reading Instruction

Consistent feedback in Danielson rubric 3D: Indicators include: • The teacher paying close attention to evidence of student understanding • The teacher circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria.

Actionable Feedback

Actionable feedback dramatically expands the opportunities for professional growth and helps individuals develop their own self-reflection skills. Teachers will receive actionable feedback at least two times per month with a debriefing session after each observation.

Assessments

We will utilize bi-monthly Fountas & Pinnell, as well as monthly STAR reading data to measure student progress. Workshops will include opportunities to determine instructional shifts, administer assessments and support continuous reading progress.

We will continue our evidence based professional learning on Explicit Instruction and focus on Specially Designed Instruction for SWD’s /ENL’s, and the implementation of Balanced Literacy.

Data Meetings and Analysis of data with a special focus for ELL’s and SWD’s.

1. Administer the NYSITELL; the purpose is to assess English language proficiency of new entrants whose home language is a language other than English, as indicated on their Home Language Questionnaire.
2. Based on NYSITELL results, students are categorized into one of four levels (Beginning, Intermediate,
Advanced, and Proficient), which will determine the number of service hours each student will receive.

3. Analyze assessment, as well as the results from the NYSESLAT taken during the previous school year to determine interventions and ensure that such interventions are aligned with the findings to improve their listening, speaking, and reading skills.

4. Student’s data will be analyzed by the RTI Committee for additional interventions.

5. The Special Education Liaison, teachers and supervisor will make sure to look at data to develop Specially Designed Instruction for SWDs to ensure that teachers are executing instruction to assist students meeting their IEP goals by setting short term goals to help meet the measurable annual goals and short term goals.

6. Teachers will be provided additional PD on how to effectively analyze data and use findings to plan effective lesson plans that meet the needs of all students.

7. Literacy Coach will provided targeted support to teachers identified in need of support as per the Advance data.

8. Teacher teams will meet to analyze student work and analyze formative assessments.

9. Teachers will use frequent formative assessments to drive instruction and modify curriculum maps to provide multiple entry points and differentiated tasks.

10. Teachers will also scaffold speaking and listening skills through the implementation of school wide explicit vocabulary instruction to all students improving the level of instruction around tier 2 academic vocabulary and their understanding of academic language.

Supervisors and the Special Education Liaison will continue to assist special education teachers to utilize a system to monitor progress of these short term goals to ensure they will be met. Additionally, F&P, Benchmarks, AR Reports, End of Unit/Chapter Assessments, ELA Simulation etc. will be assessments used to determine progress.

**Curriculum and Instruction Information Nights**

1. We will conduct workshops for the parents to understand the different literacy assessments and we will model best practices for parents to use at home with their students. Parents will engage in
workshops with and without their child to practice skills with school staff as partners to learning. The goal is that parents will be able to know their child’s current level as well as their child’s learning goals for that student by the end of the year. The goal is that parents will be able to take their children to the library or bookstore and help their child select books that they can read on their independent reading level.

We will provide parents with workshops on Balanced Literacy: Guided Reading, Independent Reading, Shared Reading, Read-A-Louds, Phonics, Phonemic Awareness, and Vocabulary Development and give parent’s resources to share with their child at home.

**School Awards Assemblies**

1. We assess the students monthly to monitor their progress so every month during our awards assemblies, students are recognized for their improvements in guided reading levels. This will motivate parents to play an intricate part in improving their children’s reading skills.

<table>
<thead>
<tr>
<th>School Awards Assemblies</th>
<th>Students, Instructional Staff</th>
<th>Monthly throughout the year</th>
<th>AP, Coach, Special Population Instructors</th>
</tr>
</thead>
</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.

Our instructional team will hold curriculum and instruction sessions (three times per school year) for our parents and students during the Tuesday Parent Engagement time allotment. The sessions will be led by classroom teachers as well as the leadership/administrative team. The sessions will focus on informing our families about the core Standards that students will be responsible for throughout the year to successfully move onto their next grade level.

In addition, parents will have an opportunity to learn about the curriculum that the school uses such as Journeys/Senderios, STAR Reading, iReady, and Fundations/Estrellitas. This will allow parents to familiarize themselves with what their children are doing in school and ultimately better equip parents to support them at home. Parents will also be able to familiarize themselves with the Balanced Literacy Model. This will allow them to support their children at home with Literacy.

**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
- Assistant Principal(s)
- Coach
• Consultants
• Teacher Leaders
• Professional Learning/Professional Learning Community
• Grade Collaborative Planning Sessions
• ADVANCE Data
• NYC School Survey

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>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<td>X</td>
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<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.

The mid-year benchmark will be conducted in February, 2019. The mid-point benchmark will indicate that there will be a 3 point decrease of Level 1 proficiency from 38% to 35% as measured by an ELA interim exam.

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

- On-line assessments (Renaissance Learning – STAR Early Literacy, STAR Reading, AR, iReady)
- End of chapter/unit exams in Journeys
- F&P running records – 6 week cycles

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. Area of Strength:

Below is a three year attendance trend for our school.

<table>
<thead>
<tr>
<th></th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 YTD</td>
<td>93.3%</td>
<td>93.7%</td>
<td>93.5%</td>
<td>93.1%</td>
<td>92.8%</td>
<td>92.6%</td>
<td>92.5%</td>
<td>92.5%</td>
<td>92.3%</td>
<td>91.9%</td>
</tr>
<tr>
<td>2016-17 YTD</td>
<td>93.6%</td>
<td>93.4%</td>
<td>93.2%</td>
<td>92.7%</td>
<td>92.5%</td>
<td>92.3%</td>
<td>92.2%</td>
<td>92.1%</td>
<td>92.1%</td>
<td>91.7%</td>
</tr>
<tr>
<td>2017-18 YTD</td>
<td>93.7%</td>
<td>93.7%</td>
<td>93.3%</td>
<td>93.0%</td>
<td>92.3%</td>
<td>92.2%</td>
<td>91.8%</td>
<td>91.8%</td>
<td>91.8%</td>
<td>91.4%</td>
</tr>
<tr>
<td>2018-19 YTD</td>
<td>91.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

As a school community, we know that attendance improves when students and parents are engaged in meaningful and positive ways. When students improve their attendance rates, they also improve their academic prospects and chances for graduating. Our attendance committee meetings on a weekly basis to monitor student attendance, and highlights those students and classes with perfect (or most improved) attendance. We also implemented an incentive-based system to encourage student attendance during periods where we have historically seen a decline. This collective approach has assisted us in maintaining an average attendance rate of 90+%.

According to our 2017-2018 Quality Review (QR), as well as our 2017-2018 Principal Practice Observation (PPO), QR Indicator 3.4 - Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations was an area of celebration for our school community. Evidence to support the PROFICIENT rating on QR Indicator 3.4, and its impact on establishing a culture for learning that communicates high expectations to staff include, "The principal publishes a weekly newsletter to communicate high expectations to staff. In a December newsletter, the principal highlighted the expectation that teachers must use multiple strategies to check for understanding. This was supported by professional development on December eleven entitled How to Engage Students. The professional development was designed to support assessment as defined in the Danielson Framework for Teaching. The newsletter also stated that teachers should be using data to drive instruction. This expectation was supported by a running records analysis conducted by the assistant principals and the coaches. Teachers have stated that expectations are communicated and supported by training and professional development thus allowing them to improve their pedagogy. Communicated expectations and support are followed up by frequent cycles of classroom observations to determine implementation, as well as non-evaluative and evaluative visits from the principal and coaches."

Although there is an overall positive school culture, we want to ensure we continue to recognize and celebrate students’ academic and behavioral excellence; thereby further promoting positive attitudes as well as academic achievement. We continue efforts in our Positive Behavior Interventions and Supports (PBIS) school-wide system to
further develop a positive culture for school stakeholders. A review of the Online Occurrence Reporting System (OORs) data shows a 55% decline in student incidents reported within the 2017-2018 school year. We contribute this decline to our school community celebrating positive behavior via our PBIS system on a daily, weekly and monthly basis using Knight Notes, incentives, assemblies, certificates, etc. This decline in behavioral concerns supports additional time on task for student engagement in classroom instruction.

### ORRS Incidents

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2016-2017</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1</td>
<td>4</td>
<td>-3</td>
</tr>
<tr>
<td>Level 2</td>
<td>3</td>
<td>11</td>
<td>-8</td>
</tr>
<tr>
<td>Level 3</td>
<td>4</td>
<td>14</td>
<td>-10</td>
</tr>
<tr>
<td>Level 4</td>
<td>8</td>
<td>3</td>
<td>+5</td>
</tr>
<tr>
<td>Level 5</td>
<td>2</td>
<td>1</td>
<td>+1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>33</td>
<td>-15</td>
</tr>
</tbody>
</table>

2. Area of Growth:

Although we received a PROFICIENT rating on our 2017-2018 Quality Review for Indicator **1.4 - How safe and inclusive is the school while supporting social-emotional growth?** and **3.4 - How clearly are high expectations communicated to students and staff?**, we saw a 1.47% decline in the element scores for the Supportive Environment component on the 2017-2018 New York City School Survey. As a result, there is a need to acknowledge and celebrate students’ academic and behavioral excellence to promote positive attitudes, as well as academic achievement. We will continue our efforts in Year 2 of our PBIS program to further develop a positive school culture for our staff, students and parents alike.

### 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.

**Goal #2:**

By June 2019, student attendance will increase by 2 points which will create a progression from 91% to 93%. This will be measured by our attendance records in Automate The Schools (ATS) system.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s) 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>Students, Parents, Teachers</td>
<td>September 2018-June 2019</td>
<td>Administrators, Parent Coordinator, Attendance Teacher, Pupil Accounting Secretary, Social Worker, Family Worker</td>
</tr>
<tr>
<td>Students, Parents, Teachers</td>
<td>September 2018-June 2019</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Students, Parents, Teachers</td>
<td>September 2018-February 2019</td>
<td></td>
</tr>
<tr>
<td>Students, Parents, Teachers</td>
<td>September 2018-June 2019</td>
<td></td>
</tr>
</tbody>
</table>

### systems

1. Attendance Committee will meet weekly to monitor attendance and make any necessary adjustments.
2. Attendance Committee will follow up with families via telephone on a daily basis regarding students who are absent and/or late.
3. Attendance Committee will review attendance records daily to monitor continued growth (e.g., an increase from 91% to 92% student attendance).
4. PBIS Committee will meet monthly to encourage positive behavior and reduce the number of incidents reported in OORS.

### INCENTIVES/Award Ceremonies

1. Incentives are provided to students to encourage positive behaviors, and minimize incidents that will result in out of school time.
2. Award ceremonies are conducted on a monthly basis to celebrate student attendance, behavior and academic accomplishments.

<table>
<thead>
<tr>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS committee, Teacher Leaders, Administrators</td>
</tr>
<tr>
<td>Administration, Borough Support Staff</td>
</tr>
</tbody>
</table>

### Professional LEARNING

1. Professional learning will be provided on a monthly basis and will include character

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Administration, Borough Support Staff</td>
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### Communication

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<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Daily calls to families via SchoolMessenger regarding absences and lateness.</td>
<td>Students, Parents</td>
<td>September 2018 through June 2019</td>
<td>Administrators, Parent Coordinator, Social Worker, Family Worker, Teachers</td>
</tr>
<tr>
<td>2. Daily in-person and telephone conversations regarding the importance of attending school on a daily basis and arriving on time.</td>
<td>Students, Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Weekly interactions with parents during Parent Engagement to discuss ways in which the school can partner with them to address social-emotional needs that prevent consistent attendance.</td>
<td>Students, Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Monthly newsletters to families which highlights improved and perfect attendance.</td>
<td>Students, Parents</td>
<td></td>
<td></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.

In order to engage our families in our efforts, we will celebrate through various award ceremonies, as well as celebrations that incorporate families as integral parts of the process. In collaboration with our on-site mental health partner, we will provide monthly parent workshops on strategies they can use at home to support the academic, social and emotional of their child(ren). In addition, the school has partnered with our local library to enroll families in the New York Public Library Culture Pass program. We also work with our families to apply for IDNYC, which provides families with free memberships to cultural institutions. Participating in these programs provides families with opportunities to visit cultural institutions throughout the city for free. The free admissions include approximately 40 museums, botanical gardens and zoos throughout the city. There will also be a monthly newsletter sent out on a timely basis to inform the community of our successes. This will provide our parents and students traditional as well as non-traditional forms of learning.

### 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
- Assistant Principals
- Coach
- Consultants
- Teacher Leaders
- Professional Learning/Professional Learning Community
- Parent Coordinator
- Parent Teacher Association (PTA)

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, student attendance will increase by 1 point which will create a progression from 91% to 92%. This will be measured by monitoring daily attendance records.

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

- Effective implementation of PBIS strategies
- Analysis of PBIS program and ORRS reports (to monitor impact of program on student behavior)
- Analysis of year-to-date attendance data to address trends
- Award recommendations

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

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

Part 1 – Needs Assessment

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

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

1. Area of Strength:

With an understanding that there was a change in the 2018 NYS Math exam, a two-year comparative review shows a 3.7 point increase in proficiency.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>48.9%</td>
<td>44.3%</td>
<td>-4.6%</td>
</tr>
<tr>
<td>Level 2</td>
<td>29.8%</td>
<td>28.6%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>Level 3</td>
<td>15.7%</td>
<td>17.9%</td>
<td>+2.2%</td>
</tr>
<tr>
<td>Level 4</td>
<td>5.6%</td>
<td>7.1%</td>
<td>+1.5%</td>
</tr>
<tr>
<td>Proficient</td>
<td>21.3%</td>
<td>25.0%</td>
<td>+3.7%</td>
</tr>
</tbody>
</table>

Similar to our gains in ELA, we attribute this change, in part, to our Academic Intervention Services (AIS) after-school programming; which was started earlier in the academic school year (e.g., September 2017), as well as increased the number of days and hours of services (e.g., 5 days/week, 2.5 hours/day). Last year's program served approximately 200 of our students that were identified as "pushables" or "slipables" as compared to 60 students in prior years. Student selection to participate in the after-school and Saturday academies was based on a review of performance data from multiple data points (e.g., NYS exams, BOY assessments, practice exams, iReady instructional reports, etc.). Progress monitoring was also embedded in programming to ensure the use of data to drive instruction. After-school and Saturday Academy organizational structures will continue in the 2018-2019 school year. In addition, this year we built AIS directly into our daily schedule by creating AIS clusters in math, reading and writing.

We continue our efforts to create an environment of collaboration to further improve pedagogy. Quality Review Indicator 4.2 - Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning was an area of celebration on our 2017-2018 PPO and rated proficient in our 2017-2018 QR. Evidence to support the PROFICIENT rating on QR Indicator 4.2, and its impact on engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning was noted as:
Teachers use beginning-of-the-year assessments across grades to determine progress and also assure that student performance is aligned with the school goals which include decreasing Level one performance in math. For example, after analyzing these assessments, it was evident that students in the testing grades were struggling with fractions. As a result, pacing calendars were adjusted to include more lessons on fractions earlier in the year to provide more time for exposure and further assessments. Teachers also discovered that students across grades were struggling with short response questions. This was based on looking at prior State exams, beginning-of-the-year and middle-of-the-year assessments. As a result, literacy has been implemented across all contents to provide students with more exposure to writing. This was evident in lesson and unit plans reviewed. Consultants were also hired to provide additional supports to the teachers.

Rubrics are used to provide feedback to students to ensure that they are aware of their learning steps and progress. A sample writing rubric from a grade-one class was reviewed. It covered areas including, did the picture tell a story, topic generation, letter attempts, and letter sounds. The student work was rated from a blank face which represented below expectations, to two eyes, a smiley face and a face with a huge smile which represented mastery. The student received a two-eyed face in the area of, the picture tells a story and able to generate a topic. Feedback to the student included, “Your picture really expresses how you feel. You are working very hard to form your letters correctly. Next time make sure you put spaces between your words so the reader can read it.” An additional example was evident on a grade-three math rubric. The student was being rated from one to three. The student received a three for “Evidence of understanding task is shown, numerator and denominator are accurate, and work is correct.” Feedback to the student included, “Evidence of the task is correct. Be careful when shading, be sure you are accurate with the number to be shaded.” Rubrics used to provide actionable feedback were evident in most classes visited.

2. Area of Growth:

Our 2017-2018 Quality Review noted Component 1.2 - Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products as an area of focus. As a result, administration culled and reviewed next steps provided to teachers as an outgrowth of ADVANCE observations conducted in the 2017-2018 school year. Based on this data, a professional learning plan to provide teachers with meaningful and impactful professional learning was developed. This professional learning cycle will be the vehicle by which to improve instructional practices, as well as increase opportunities for teachers to engage in meaningful collaboration in the planning and preparation of lessons that meet student needs.

In order to better support engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core learning standards, our school focus will be Charlotte Danielson’s Domain 1 - Planning & Preparation to align our instructional practices to meet the needs of our students. This will enable our instructional staff to deliver lessons that are aligned to the Common Core Standards, as well as provide opportunities for students to be engaged in rigorous instruction that address the needs of various learners. The intent is to elevate our instructional practices; thereby creating an environment filled with opportunities for students to engage in high level intellectual activities and development of critical thinking skills.
## 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.

<table>
<thead>
<tr>
<th>Goal #3:</th>
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<tbody>
<tr>
<td>By June 2019, students in grades 3-5 will show progress as indicated by a 5 point decrease in Level 1 proficiency from 44% to 39% on the 2019 NY State Math Exam.</td>
</tr>
</tbody>
</table>
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Teachers</td>
<td>Monthly; September 2018 through June 2019</td>
<td>Principal, Assistant Principals, Coaches, Teacher Leaders</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>Teachers, Instructional Support Staff, Service Providers, Paraprofessionals</td>
<td>Weekly; September 2018 through June 2019</td>
<td>AP, Coach, Teacher Leaders, Administration</td>
</tr>
</tbody>
</table>

### Evidence-based instructional programs, professional development and or systems and structures need to impact change

1. Teachers visit classrooms at their grade level, a grade level above and below them to facilitate curriculum spiraling through content areas and grade levels.
2. Teachers will visit other schools, both elementary and middle, to share information, best practices and observe other teachers beyond their grade level with similar student populations and content areas.
3. Teachers participate in monthly inquiry team meetings to plan, schedule, and provide feedback for lesson studies. This practice creates the forum for teachers to collaborate and develop a shared understanding of what high-quality instruction looks like.

### Systems to impact change

1. Google Drive – Provision for continued access to PLC documents and resources.

### 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).

1. Coach will work directly with teachers to address professional learning needs, specifically for
subgroups (e.g., overage, STH, ELLs, etc.) as informed by lesson studies.

2. Teachers will focus on the needs of students with special needs and ELLS during lesson studies in order to improve teacher practices.

3. As informed by lesson studies, teachers learn and develop best practices; and be able to share evidence based strategies with colleagues during grade team meetings as well as Monday professional learning.

4. Conduct surveys amongst teachers to track the success of the cycles of professional learning.

5. Teachers will also be able to share new learning on Tuesdays, during parent engagement time.

6. Horizontal and vertical alignment of curriculum maps.

7. After school and Saturday programs will be created to offer additional academic services that target specific student populations such as ELLs and SWDs.

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**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.

Our instructional team will hold curriculum and instruction sessions, three times per school year, for our parents and students during the Tuesday Parent Engagement time allotment. The sessions will be led by classroom teachers as well as the leadership/administrative team. The sessions will focus on informing our families about the core Standards that students will be responsible for throughout the year to successfully move onto their next grade level.

In addition, parents will have an opportunity to learn about the curriculum that the school uses such as Go Math!, STAR Math and iReady. This will allow parents to familiarize themselves with what their children are doing in school and ultimately better equip parents to support them at home. Parents will also be able to familiarize themselves with the Workshop Model, to facilitate their ability to support their child(ren) at home with Math.

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

- Principal
- Assistant Principal(s)
- Coaches
- Teacher Leaders
- Parent Coordinator
- PTA
- Professional Learning/Professional Learning Committee

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

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

Part 5 – Progress Monitoring

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

The mid-year benchmark will be conducted in February, 2019. The mid-point benchmark will indicate that there will be a 3 point decrease of Level 1 proficiency from 44% to 41% as measured by an internal interim Math exam.

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

- On-line assessments (Renaissance Learning – STAR Math, iReady)
- End of chapter/unit exams in Go Math!
- Performance Based Assessments in Go Math!

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

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

Part 1 – Needs Assessment

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

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

1. Area of Strength

Our 2018-2019 Principal Practice Observation (PPO) rated QR Component 4.1 - Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection as HIGHLY EFFECTIVE/EFFECTIVE, while our 2017-2018 QR provided a rating of PROFICIENT. PPO feedback cited, that support and evaluation of teachers "is done through the use of the Danielson Framework and analysis of students’ work. Completion of required observation of staff are organized via a yearlong observation calendar and there is evidence that the observation process elevate school-wide instructional practices, promotes professional growth and reflection and improves academic achievement. Structures to support distributive leadership are in place. Instructional coach and the peer collaborative teachers support the needs of the staff. Grade leaders also provide support in guiding their grade level collaborative planning sessions." While QR feedback cited that the principal "uses Advance observation reports to conduct formal observations of teachers and provide support and articulate instructional expectations. An example was evident in an observation report of a teacher from last October. The teacher was rated developing under the area of using assessment in instruction. The principal stated, 'Students appear to be only partially aware of the assessment criteria; the teacher monitors student learning for the class as a whole.' The principal stated that instructional expectations include all teachers must incorporate checks for understanding as a form of assessment. To support this expectation, feedback included, 'Consider using a checklist to track student responses. There must be a strong connection between teacher monitoring of students’ learning progress.' This level of feedback was evident in all observations reviewed."

During the 2017-2018 school year, we implemented a system in which the administrative team modeled structures, protocols and/or practices (e.g., data analysis, looking at student work, item analysis, etc.) to grade team leaders during weekly grade team leader meetings. This practice, which builds capacity and allows grade team leaders to turnkey information at their respective grade team meetings, will be continued within the 2018-2019 school year. In addition, during the 2018-2019 school year, the professional learning cycles were developed based on a review of ADVANCE data from 2017-2018 observations, established goals, as well feedback from the initial planning conferences (IPC). As a result we facilitate two 4-week cycles of professional learning simultaneously at the same time; assigning teachers to a cycle based on their specific needs.

2. Area of Growth

During the 2017-2018 school year, we received a rating of INEFFECTIVE on our Principal Practice Observation (PPO) and a DEVELOPING rating on our Quality Review in Component 1.2 - Pedagogy. Feedback from the PPO indicated a need to "monitor and evaluate pedagogical practices to ensure expected instructional practices such as explicit teaching, workshop model, instructional grouping, instructional planning model, checking for understanding, and
progress monitoring are consistently visible and reflected during daily lessons." To address this need, we have modified the way in which we deliver professional learning, as well as partnered with specialists to provide more targeted professional learning opportunities. In addition, we determined that **Charlotte Danielson’s Domain 1 - Planning & Preparation** should be a focus for developing pedagogy with our teachers. This will enable instructional staff to deliver lessons that are aligned to the Common Core Standards, as well as provide opportunities for students to be engaged in rigorous instruction that address the needs of various learners.

### Part 2 – Annual Goal

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

<table>
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<th>Goal #4:</th>
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<tbody>
<tr>
<td>By June 2019, there will be a 25 point increase in the number of teachers who receive an EFFECTIVE rating within Component 1e as measured by the Advance rubric; a progression from 14% to 39%.</td>
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</tbody>
</table>
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Evidence-based instructional programs, professional learning, and/or systems and structures needed to impact change.</th>
<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>
</table>
| 1. Professional Learning (PL) sessions will be facilitated in 4-week cycles. The school’s PL Committee will meet monthly to differentiate and plan professional learning cycles.  
2. Bi-monthly professional development for teachers on interpreting student data to inform instruction, particularly around forming student groups, eliciting evidence of learning/checking for understanding in order to improve student outcomes. | Teachers, Instructional Support Staff, Assistant Teachers | Monthly, September 2018 through June 2019 | Administration, Coach, Teacher Leaders, Consultants |

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<tr>
<th>Systems and structures needed to impact change</th>
<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>
</table>
| 1. Administration will engage all teachers in purposeful school-wide data conversation, informed by formative assessments and other mid point assessments to track student progress school-wide.  
2. Grade teams meet on a weekly basis to review curriculum and plan collaboratively.  
3. The administrative team meet with grade team leaders on a weekly basis where they model school protocols and practices to support team leaders to turnkey information to their respective grade teams.  
4. Instructional walk-throughs, peer inter-visitations, and model classroom visits are in place to further support the development of teacher pedagogy.  
5. Weekly progress monitoring of teacher teams analyzing students’ data and creating groups and interventions to support student performance on grade level. | Teachers, Instructional Support Staff, Paraprofessionals, School Aides | September 2018 through June 2019 | Administration, Coach, Teacher Leaders, Consultants |
### 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).

1. Specialists and Literacy Coach will work directly with school administration to provide content specific professional learning regarding subgroups as informed by data.
2. Strategies to address the needs of students with disabilities and ELLs will be embedded in professional learning cycles.
3. Professional learning session will include instructional strategies (e.g., extended time on task, differentiated instruction, visual aids, manipulatives, multi-media supports, etc.) to address the needs of students with disabilities, English language learners, and other high-need student subgroups.

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<thead>
<tr>
<th>Administration, Coaches, Teachers</th>
<th>Monthly, September 2018 through June 2019</th>
<th>Borough Field Support Center, Administration, Literacy Coach</th>
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Administration will engage in an ongoing cycle of observations and actionable feedback to teachers with specific next steps to improve instructional practices, which have a direct impact on student growth.

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<th>Administration, Coaches, Teachers</th>
<th>Monthly, September 2018 through June 2019</th>
<th>Administration</th>
</tr>
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### 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.

Families will be invited to volunteer in our school community in a variety of capacities that include, but are not limited: Lunchroom Assistant, Classroom Assistant, Classroom Captain, Office/Library Assistant, Book Fair Assistant, Field Trip Chaperon, PRIDE Pantry Assistant, PTA Member, SLT Member, etc. to encourage and promote parent leadership and engagement. Our SLT members will regularly reach out to the parents and the community to keep them abreast of school goals and initiatives.

### Part 4 – Budget and Resource Alignment

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

- Principal
- Assistant Principal(s)
- Literacy Coach
- Teachers
- Teacher Leaders
- Parent Coordinator
- PTA
- SLT
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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Part 5 – Progress Monitoring

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

By February 2019, there will be a 13 point increase in the number of teachers who receive an EFFECTIVE rating within Component 1E as measured by the Advance rubric; a progression from 14% to 27%.

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

- Agendas
- Sign-in sheets
- Facilitator attachments
- Reflections/Workshop feedback
- PD plan/ calendar

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. Area of Strength:

   Strong parent involvement has been evident throughout the years at our school and is continuing to show upward movement. We have created events and activities that involve our parents and community on various levels. With the support of our parent coordinator, we have seen more participation and involvement of our parents and the community. We also create opportunities for rewarding our students by involving our parents on incentive trips and raffle drawings to further promote positive inclusion of our parents within our school community.

   The 2017-2018 New York City School Survey indicates that 89% of our families say they are likely to attend general school meetings or school events, while 94% said they are like to attend regularly scheduled parent-teacher conferences. Effectively partnering with families to support student success (Indicator 3.4) was an area of celebration in our 2017-2018 Quality Review. For example, to support parent engagement we provide opportunities for parents to attend workshops on curriculum, college and career readiness, nutrition, etc. The school also hosts events such as Coffee with the Principal and Town Hall meetings as additional opportunities to provide information and address parent concerns.

   2. Area of Growth:

   Although we have seen parent involvement increase in our school, there still is a need for parents to not only be informed of the academic aspects of our institution, but to ingratiate themselves in order to foster a strong school community based on trust. We intend to create more interactions through information sessions on how to access grades, monitor their child’s progress and connect with the classroom teachers on a regular basis to further encourage academic excellence of our students. The focus is to improve attendance at parent teacher conferences, improve the school community and create a positive school culture. Communication with parents will be in their native language and interpreters will be provided during family workshops and parent teacher conferences to ensure that all of our families feel welcome at our school.

Baseline Data - 200 of 592 parents (34% ) attended our first Family Night/Parent Teacher Conference for the 2018-2019 school year in comparison to 254 out of 609 parents (42%) attending our September Family Night/Parent Teacher-Conference.

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.
Goal #5:

By June 2019, we will have a 10% increase in attendance at school-wide events as evidenced by parent engagement logs from our family and community events.
### 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>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</th>
<th><strong>Target Group(s) Who will be targeted?</strong></th>
<th><strong>Timeline What is the start and end date?</strong></th>
<th><strong>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</strong></th>
</tr>
</thead>
</table>
| 1. Monthly parent workshops to teach and model skills that families can utilize at home to support their child(ren).  
2. Increase communication with our parents in their home language through emails, phone calls, informational fliers and letters backpacked home with our students.  
3. Learning Walks during “Open Schools Week” by grade and cluster subjects, in order to improve parental involvement in students’ academic profiles. Attendance quantified by the Parent Coordinator.  
4. Monthly PBIS assemblies open to parent input and engagement to strengthen impact on school culture.  
5. Engagement will also be improved using the following:  
  - Principal’s Honor Roll/ Attendance Assemblies  
  - National Honor Society Assemblies  
  - Parent workshops aligned to curricular Initiative  
  - Progress Report sent to parents  
  - Family Night/ Parent Teacher Conferences  
  - Grade Assemblies | Staff | September 2018 through June 2019; quarterly as scheduled | Teachers, Parent Coordinator, PBIS Coach, Parents, Coach and Administration |

**Systems and structures needed to impact change**

1. Inform all stakeholders of correlation between positive school culture and improving attendance of parent conferences for the 2018-2019 school year. To increase participation, students whose parents attend all parent teacher conferences will be rewarded with PBIS Knight Notes as an incentive.  
2. School Information sessions for parents.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Parents, Staff, Students</td>
<td>September 2018 through June 2019; quarterly as scheduled</td>
<td>Parent Coordinator, PBIS Coach, Administration, Staff and Students</td>
</tr>
</tbody>
</table>
3. Student performances at assemblies with specific PBIS monthly virtue themes to promote positive school community.
4. Award assemblies and “Ellington P.R.I.D.E” performances from our students will be held before and throughout the parent teacher conferences.
5. The Scholastic Book fair will be open before and throughout parent teacher conferences. This service will provide our school community of parents and children motivation to increase literacy and build a sense of community.

### 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).

1. Compile resources for parent conferences, teaching students with disabilities, English language learners, and other high-need student subgroups how to select and speak to their work.
2. Students and parents involved in PBIS and performance assemblies will utilize social/emotional skills learned, as well as academic objectives involved in collaboration and share in assembly.
3. Parent surveys and parent learning walks.
4. Workshops for parents to support them in understanding the progress reports sent home with report cards, which provides an update on how students are making progress towards established IEP goals.

### Systems and structures needed to impact change

Tuesday Parent Engagement time will be utilized to facilitate ongoing conversations about student progress.

| Staff and students | September 2018 through June 2019; quarterly as scheduled | Parent Coordinator, PBIS Coach, Administration, Staff and Students |

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### 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.

- Community League of The Heights (CLOTH)
- Food Bank for New York City

### Part 4 – Budget and Resource Alignment

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

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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, our parent involvement data for open school afternoon and evening will have increased by 5 points as evidenced by comparing attendance at November 2018 parent teacher conferences to November 2017 parent teacher conferences.

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

- Parents Meetings
- Assemblies and workshops sign-in sheets
- Informal and formal parent surveys and reflections

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students who performed far below level in the State Standardized Tests and NYC Performance Tasks.</td>
<td>1. One daily period of small group instruction during Guided Reading and Learning Center time, with activities designed according to the students’ specific needs.</td>
<td>Small Group and One-to-One</td>
<td>During the school day, after school, and Saturday programs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Use of Accelerated and A-Z Reading programs (two motivating online independent reading programs) to assess students’ progress in a consistent basis, through a series of post story reading and vocabulary quizzes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Use of the intervention Wilson Reading Program for one-to one and small group instruction, during pullout sessions and after school programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who performed far below level in the State Standardized Tests</td>
<td>1. One daily period of differentiated instruction using Math Centers, which include Accelerated Math and IXL; two</td>
<td>Small Group and One-to- One</td>
<td>During the school day, after school, and Saturday programs.</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Students who performed far below level as per the Monthly Portfolio Tasks and Unit Tests</strong></th>
<th><strong>1. Science Lab activities and experiments to complement and support the formal instruction.</strong></th>
<th><strong>Small Group</strong></th>
<th><strong>During School Day</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Students who performed far below level as per the Monthly Portfolio Tasks and Unit Tests</td>
<td>1. Science Lab activities and experiments to complement and support the formal instruction.</td>
<td>Small Group</td>
<td>During School Day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students who performed far below level as per the Monthly Portfolio Tasks and Unit Tests</td>
<td>1. Use of manipulatives to enhance students’ comprehension. 2. Team Research Projects</td>
<td>Small Group</td>
<td>During School Day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students who present challenging and unmotivated behaviors, as per teachers’ observations</td>
<td>1. At risk students are seen together with mandated students in small groups of no more than three, and on a one-to-one basis by our Guidance Counselor. Through the use of games, discussions, and role-playing</td>
<td>Small Group and One-to-One</td>
<td>During School Day</td>
</tr>
</tbody>
</table>
activities, they receive counseling according to their specific emotional and social needs.

2. After a screening process, students are seen in a one-to-one basis by the school psychologist and social workers to receive counseling services according to their specific needs.

3. Referrals are submitted by the teachers for at-risk students to receive outside therapy and psychiatric services through our partnership with Columbia Presbyterian Hospital and their in-house psychiatric.
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:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>There are currently 76 Students in Temporary Housing attending our school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>There are currently 76 Students in Temporary Housing attending our school.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Students in temporary housing can receive such items as school uniforms, school supplies, etc. at the beginning of the school year or when they enter in school. Members of the school based support team will monitor STH to offer them, as well as their parents, at-risk counseling services, as needed. STH are also eligible to receive services from our on-site campus food pantry program -- Ellington PRIDE Pantry on a monthly basis.

<p>| Part B: FOR NON-TITLE I SCHOOLS                                                            | N/A                                                                       |
|-------------------------------------------------------------------------------------------|                                                                          |
| 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). |                                                                          |
| 2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. |                                                                          |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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 <a href="#">STH liaison</a>.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Section 8: Title I Program Information

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

Part 1: Title I Status

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

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

1. We are constantly in search of highly qualified teachers through job fairs and recruitment services, such as International Teachers and Teaching Fellow Programs. We have established partnerships with several universities and colleges for their students to complete their fieldwork, such as Fordham University and City College. In this way, we can identify possible candidates to become part of our staff.
2. When we hire partially qualified teachers in license areas of need, we require them to register in a college program to finish the requirements for their respective licenses. Once they receive their final course grades, we reimburse their tuition as an incentive for them to complete the requirements to become highly qualified teachers. We have developed a rigorous scrutiny process to fill up vacancies, which includes an extensive interview with several members of the administrative staff and a demonstrative lesson.
3. All our new teachers have mentors from their respective programs, as well as an internal mentors or buddy teachers, who help them with the establishment of daily routines and the planning of rigorous and engaging lessons.
4. We carefully look at the teachers’ program preference sheets, seniority list, final ratings, and formal and informal observations to make decisions about the teacher's assignments and retention status.
5. Using this analysis we also determine specific teachers' needs for additional professional development and training that assist them to become highly effective teachers. This states the background for our Annual Professional Development Plan, which is adjusted through the year based on the teacher's observations, learning walks, and discussions during the weekly grade data/planning sessions. An instructional coach and additional assistant principal will be hired to facilitate this process.

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).

1. The school has developed a professional learning plan based on the needs determined by the teachers’ observations and Charlotte Danielson’s Framework for Teaching. This plan will be differentiated according to the specific teachers’ needs. We expect that the multiple opportunities for specific and differentiated staff development will affect in a positive way the effectiveness of our teachers, resulting in them becoming highly qualified educators with an extensive repertoire of strategies to develop each student’s potential.
2. This plan includes weekly planning sessions to develop and discuss curriculum activities aligned to the Common Core Learning Standards, and weekly training sessions about teaching strategies focusing on the different components of Danielson’s Framework for Teaching. Teachers will be also sent outside of the school to receive additional training and professional development according to their needs, as a way to differentiate the professional development based on the different levels of proficiency.

3. Using an analysis of the data gathered through the teachers’ observations, students’ progress reports, and parents and teachers’ surveys, we have developed a schedule of professional development activities that include a diversity of topics such as:

- Questioning techniques w/ in-class demos and videos
- Guided Reading
- ESL Strategies and Techniques
- Technology uses including programs available which align with the curriculum.
- Reading Reform practices & techniques and include in-class observations
- How to effectively administer and use Running Records
- How to more effectively implement and structure the “mini-lesson” to differentiated tasks initiation.
- How to “Unpack” Journeys, including all of the supportive texts within the package.
- Depth of Knowledge [DOK] wheel and incorporating it into lessons
- CCLS Aligned Portfolio Pieces

4. We will group teachers into different cohorts depending of their specific needs. These different cohorts will participate in learning walks, inter-classroom visitations, study groups, and demonstrative lesson pertinent to their areas of continued growth. There will be also one-to-one sessions for teachers, especially the one under a teacher improvement plan (TIP).

5. The school principal and other administrators will also attend to workshops and staff development sessions according to their specific needs and areas of supervision such as Math Department, Bilingual Department, Special Education, Testing, etc. In addition to the monthly staff development sessions and study groups offered by District 6, they will also attend to outside training sessions according to the mentioned supervision areas.

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).
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.).

1. Our Pre-K teacher uses a Common Core aligned curriculum and similar teaching strategies and methodologies, as the rest of our classroom teachers to impart instruction. She participates in all the staff development activities and training sessions, as well. In this way, we guarantee the continuity of programs, teaching approaches, and students’ expectations. The curricular program used for our pre-kindergarten teacher is Core Knowledge. As stated in their website, **Core Knowledge Language Arts Preschool (CKLA Preschool)** is a comprehensive English Language Arts curriculum designed to prepare young children for later reading success by building foundational language and literacy skills.

2. CKLA Preschool materials and instruction provide explicit, systematic support for developing young children’s language, literacy, and content knowledge within the context of developmentally-appropriate early childhood settings. CKLA Preschool is fully aligned with the New York State Foundation for the Common Core Standards for Communication and Literacy. This program provides excellent preparation for young children who will be entering a Kindergarten classroom implementing the Core Knowledge Language Arts Kindergarten curriculum. The literacy skills, vocabulary, and content knowledge developed in CKLA Preschool are explicitly designed to provide a foundation for the skills and content taught in CKLA Kindergarten classrooms.* Additionally, CKLA Preschool can be used as a stand-alone preschool language arts curriculum that comprises part of a comprehensive preschool curriculum—regardless of subsequent content and method of instruction.

3. Each day of CKLA Preschool instruction is designed to be engaging and appropriate for students ages four and five years who are enrolled in early childhood programs. Complete plans are provided for 45 minutes of daily instructional time that is designed to be implemented within activity contexts that already exist in most early childhood settings. In addition to explicit instruction in early language and literacy skills, CKLA Preschool develops students’ knowledge of content areas—including social studies and science—by consistently exposing students to rich, developmentally appropriate texts and activities over the course of a school year. CKLA Preschool is organized into seven domain-based units of instruction addressing both fiction and nonfiction content. Each domain-based unit focuses on an area of content knowledge that is foundational to children’s later learning. By studying each of these domains over a period of approximately twenty instructional days, students are given many opportunities to develop the vocabulary and content knowledge that will later determine their academic success, particularly reading success.

As we do with the all the students in our school, the pre-kindergarten teacher will perform formative and summative assessments to determine the progress of the children and their needs for early intervention. Our school based supporting team discuss the needs of these kids and the appropriate actions to take including at-risk intervention services and/or informal and formal learning evaluations.

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.
At P.S. 4 we strive to ensure that all members of the school community are heard and take part in the decision process as follows:

1. We begin the year by forming a Measure of Student Learning Committee (MOSL) integrated by administrators and teacher representatives, which decides the New York City mandated assessments required by law, as well as any other additional methods of students’ evaluation for the year.
2. We also created lead teacher positions by grade, who participate in the decision making process during their meetings with the administration and their respective constituencies.
3. There is also a consultation committee, comprised of teachers, paraprofessionals, and other staff members, who meet in a monthly basis with the administration to express their concerns and offer ideas in reference to assessments, progress monitoring and several other issues.
4. The School Leadership Team (SLT), which is comprised of parents, teachers, and administrators, meets on a monthly basis. They ensure that programs, initiatives, and school policies, including assessment, are developed following an inclusive model; where all the members of the school community are represented and actively participate in the decision-making process.
5. School will develop a series of Town Hall meetings with the principal for parents and teachers to guarantee that everyone is heard.
6. The MOSL committee, with the support of administration, collectively determine the NYC assessment tools to measure students’ progress and determine the teacher's final ratings, teacher evaluate assessment data in their weekly common grade data/planning sessions.
7. At that time, decisions about other appropriate assessment instruments, such as A-Z Reading, IXL, Accelerated Reading and Math, iReady, etc. are made. They will present their suggestions to the administration and SLT members, in order to make the final decisions and acquire respective and appropriate assessments tools. The teacher will continue receiving professional development by an external consultant about the establishment of more effective ways and protocols to analyze data and make adjustment to their teaching styles and curriculum to improve the students’ performance. This consultant will also assist in the desegregation and posterior analysis of our benchmark tests; which will be offered in a quarterly basis.

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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 (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$374,362</td>
<td>X</td>
<td>Section 8</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$76,437</td>
<td>X</td>
<td>Section 8</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$24,526</td>
<td>X</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td>X</td>
<td>Section 5</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,353,811</td>
<td>X</td>
<td>Section 5</td>
<td></td>
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<td>Section 6</td>
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<td>Section 7</td>
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<td></td>
<td></td>
<td></td>
<td>Section 8</td>
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</tr>
</tbody>
</table>

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

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

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

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
• **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

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

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

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

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

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

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

---

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 4 Duke Ellington School</td>
</tr>
</tbody>
</table>

**Parent Involvement Policy (PIP) 2018-2019**

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

2. Our school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents, to improve the academic quality of our 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.

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.

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

Parental Involvement and School Quality

To increase and improve parent involvement and school quality, our school will:

• actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program, as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
• engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
• ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies, as described in our Parent Involvement Policy and the School-Parent Compact;
• support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
• maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide and coordinate parent workshops, based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home. These trainings will occur during the Tuesday extended Day Parent engagement sessions, as well as other determined days, as per the needs analyzed by or PTA and SLT members.
• provide opportunities for parents to help them understand the accountability system, ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report;
• host the required Annual Title I Parent Meeting on or before October 30, 2018 to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;
• in addition to the extended day Tuesday Parent Engagement sessions, we will schedule additional parent 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 afford parents opportunities 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 children’s academic needs and what parents can do to help.

Encouraging School-Level Parental Involvement

2018-19 CEP

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Our 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-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster 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 updating web publication in a periodic fashion, 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 practical in the languages that parents can understand.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS 4 THE DUKE ELLINGTON SCHOOL</strong></td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
</tr>
<tr>
<td><strong>SCHOOL-PARENT COMPACT</strong></td>
</tr>
</tbody>
</table>

Our school, 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 and Assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

### I. School Responsibilities: Supporting Home-School Relationships

**Support home-school relationships and improve communication by:**
• conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed, as well as how this Compact is related;
• convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program, to inform them of the school’s Title I status and funded programs and their right to be involved;
• arranging additional meetings at other flexible times, during the morning, afternoon, or 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, making sure that it is sent to parents of participating children in a format and to the extent practical 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 and during 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 Every Student Succeeds Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs.

II. Parent/Guardian Responsibilities

II- Parent/Guardian Responsibilities:
- monitor my child’s attendance and ensure that he/she 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 he/she is reading each day (for a minimum of 20 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 in order to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent-Teacher Association or serve to the extent possible on advisory groups, such as Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child.

III. Student Responsibilities

III-Student Responsibilities:

1. Attend school regularly and arrive on time;
2. Complete my homework and submit all assignments on time;
3. Follow the school rules and be responsible for my actions;
4. Show respect for myself, other people and property;
5. Try to resolve disagreements or conflicts peacefully;
6. 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:

1. 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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

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

3. Parent engagement and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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 58
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: ______

The Saturday ELL Enrichment Academy (9am-12pm) and the Weekday ELL after school academy will support English language learners by enabling them to interconnect world cultures thru Mythology specifically through all modalities including reading, writing, listening and speaking. The scholars will participate in social emotional development activities toward attaining academic English by collaborating in an all-inclusive, enriching environment where the English language is experienced.

The scholars will improve academic English aptitude with direct academic English instruction using the following components;

- The Saturday Academy/After School ELL Academy will be filled with supportive academic English instruction and with enrichment activities to support language development through reading, writing and performing written work for better English proficiency.
- The Readers Theater Curriculum will be used to motivate reading and fluency for our English language learners and without realizing it the scholars will be participating in a cooperative learning experience which helps further develop communication skills with their peers.
- The scholars will “experience” the curriculum and be active participants in their own education, thus forming a personal connection to the text.
- As the students read from the Readers Theater Curriculum books, they hear the words both spoken and performed.

Our English Language Learners in grades 2-5 that have not attained the exemplar of the commanding proficiency level as a subgroup, will be exposed to enriching literature study with multi-leveled scripts based on traditional genres from around the world. Scholars will be exposed to comparisons to authentic literature that enable cross-text analysis. The Readers Theater Curriculum will be utilized as Instructional materials to offer support to increase ELL students' fluency. Furthermore, the scholars will be exposed to sharing written work to increase their oral proficiency as cooperative peer interactions make reading meaningful and enjoyable. The performance aspect of the supplemental ELL Academy will assist scholars by exposing them to multi-leveled roles in a single script to allow diverse students to learn and perform together.

There is also an aspect from the Readers Theater Curriculum where ELL Academy will assist in developing foundational, reading, and language arts skills actively, effectively, and enjoyably.

The Readers Theater World Myths Kits will be used as the primary curriculum materials. These multi-leveled scripts for Grades 2-5 provide authentic contexts for Common Core practice by using the Mythology platform incorporating exposure to a diverse collection of cultures from around the world.

- Each script contains roles at a range of reading levels.
- Students learn by reading, speaking, and listening.
- Scripts help teach grammar, punctuation, and more.
Part B: Direct Instruction Supplemental Program Information

Based on the data, the Saturday ELL academy/After School Weekday Academy will address the following data points for supplemental instruction:

The Saturday and after school Academy will be filled with supportive academic English instruction and with enrichment activities to support language development through reading, writing and performing written work to develop and enhance public speaking skills. The Curriculum will be used to motivate reading and fluency for our English language learners by participating in a cooperative learning experience which helps further develop social, emotional and communication skills with their peers. The scholars will experience the curriculum be active participants in their own education, thus forming a personal connection to the text.

As the students read from the Readers Theater Curriculum books, they hear the words both spoken and performed. This process will improve their reading fluency through oral reinforcement and will most definitely increase their comprehension of the course material. The certified ENL/Bilingual P.S. 4 teachers working in concert with the parents will focus on improving academic English by referring to the previous year’s NYSESLAT data (reading, writing, listening and speaking modalities) and frame the language development with an original mythological play of their own.

The Mythological play will be based on their experience of the myths studied with specific focus on virtues being shared and strong components of writing a myth/fiction piece. From their writing the students will be expected to work in cohorts to dramatize their writing in the form of a short theatrical performance to be shared at the concluding Saturday academy in front of their parents and community.

This will give their written work a powerful voice with supplemental enriching activities like the culminating “ELL Theater Fest” that will not only warrant academic achievement in core academic areas but will have a resounding positive effect on the personal lives of our culturally diverse ELL scholars and their families. The Saturday academy will have scheduled dates where the Parent coordinator will invite the scholar’s parent’s to work with their respective children and help foster a stronger connection to the valuable meaning of language and culture.

There will be 4 classes of 20 plus students each; one third grade class, one fourth grade classes, one fifth grade class and one second grade class of ENL scholars. The duration of the academy is a total number of 12-15 Saturday three-hour sessions running form December 3, 2018 to April 3, 2019. The after school ELL academy will begin in late October and run till March. Both teachers and students will be in attendance for the entire program.

During the first hour students will receive instruction from the Readers Theater World Myths curriculum. Using this program, students will be engaged in reading at their independent level. They will have the opportunity to develop fluency by using expressiveness, intonation, and inflection, and further enhance comprehension of what they are reading. During the second hour, students will receive guided reading and writing instruction using center activities and projects from A-Z Reading as well as referring to the data reflected in NYSESLAT test scores.

The enrichment ELL Academy budgets four certified Bilingual/ENL teachers and a ENL/SBL licensed supervisor for the 12-15 weeks at an allocation of 20,000. The educational materials are the Readers Theater World Myths Curriculum, priced at $4,000.

All invited ELL students will be invited to the program through letters in English and Spanish; which will be collected and maintained on file. Class rosters will be prepared to take attendance.
Part B: Direct Instruction Supplemental Program Information

appropriately. A progress reports containing the improvement on the students’ reading levels will be sent home at the end of the end of the program.

There will be a projected number of students as follows:
Entering Level-21
Emerging Level-23
Transitional level-23
Expanding Level-23

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:

Teachers in the program will receive professional development from the ELL Coordinator as well as from the ELL Committee, covering Readers Theater World Myths curriculum and aspects of the programs execution. Ongoing professional development throughout the year for all teachers of ELLs will include monthly 1 hour presentations from the MFSC ELL Team Coach covering:

- Language Objectives
- SIOP
- Differentiation

Given the fact that our school has a significant number of ELL’s we have been training all staff members: teachers, cluster teachers and paraprofessionals on ENL methodology. Teachers that work with ELL’s are receiving extensive training in the Journeys Curriculum and all it's components, as well as other areas. The main focus for the year is on ENL practices and methodologies and the use of data to differentiate instruction. Lead teachers have been identified on each grade in order to facilitate the communication process between the administration and the staff. Each lead teacher conducts two grade planning sessions per week with his/her entire grade. They are also responsible to submit a weekly Literacy and Math Plan in a predetermined template to the administration. This provides uniformity and continuity in the students learning process.

With the assistance of the MFSC and our ENL Team, we look to engage all faculty to enhance the scope of their pedagogical practice by using differentiation in their ENL methodology instruction. We would MFSC staff to support the title III teachers that work with ELL’s on the different stages of language acquisition and what students can do at each level. One of our focuses through this professional Development is to train teachers on how to use the SIOP Model to incorporate specific language and content objectives in their planning.

This professional development will be conducted on one Monday a month from 2:30 to 3:40.
Part C: Professional Development

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: ____

The Saturday academy will have scheduled monthly dates where the Parent coordinator will invite the scholar’s parent’s to work with their respective children and help foster a stronger connection to the valuable meaning of language and culture. This will give the students written work a powerful voice with supplemental enriching activities like the culminating “ELL Theater Fest” that will not only warrant academic achievement in core academic areas but will have a resounding positive effect on the personal lives of our culturally diverse ELL scholars and their families. The ELL Academy Supervisor will work alongside with the parent coordinator and PTA president. The parent coordinator will facilitate activities that include:

- Number of parents expected to participate is 90
- Total number of two-hour sessions- 8
- These classes will be given on Saturdays from 9:00 to 12:00

Parents will be notified in writing through mail in English and Spanish. Posters will be visible at all main entrances and parent's corner in the school.

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>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th></th>
</tr>
</thead>
</table>

<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>Supplies and materials 2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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>06</td>
<td>Manhattan</td>
<td>004</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td>PS 4 Duke Ellington School</td>
</tr>
</tbody>
</table>

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>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Adam Stevens</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Luisa Martin</td>
</tr>
<tr>
<td>Coach</td>
<td>Tiffany Richards</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Altagracia Estrella</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>F. Pizano</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>D. Cabral</td>
</tr>
<tr>
<td>Parent</td>
<td>S. Nunez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>R. Salce</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>D. Nunez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Minerva Cortorreal</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Seleny Nazario</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Manuel Ramirez</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>L. Nuez (Teacher)</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>Certification Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>4</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>8</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>2</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>611</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>266</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>43.54%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>2016-2017</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
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<td>8</td>
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<td>TBE</td>
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<td>TBE</td>
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</tr>
<tr>
<td>DL</td>
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<td>2017-2018</td>
<td>1</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>DL</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   PS 4 The Duke Ellington School uses a battery of tests to measure and monitor the progress of all the students, including ELLs, as follows:

   2. What structures do you have in place to support this effort?
   The school provides teachers with a pacing calendar for all the curricular materials that include specific dates to perform all the formative and summative assessments mentioned before. They meet in a weekly basis as a grade during a common planning session of two periods, to analyze all this data and plan their lessons accordingly.

   Each teacher is encouraged to have a data binder with the results and analysis of these assessments; which is used to facilitate the establishment of students' individual goals and the monitor of them through individual one to one conferences. All these
grades and information are entered in "Skedula"; an online data-based program that offers ongoing progress reports to parents and students.

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?

As described before PS 4 uses the following formative and summative assessments to determine baseline, progress and areas of need:

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

Once the summative data is gathered and analyzed during the common grade planning sessions, teachers use the information to establish flexible learning groups that help them to differentiate the instruction during the lesson.

In addition, the school has determined a scheduled an "intervention-center time" period for ELA and Math, where students are homogeneously grouped according to their needs. During these periods (one for Language Arts and one for Math) children receive remedial instruction in their own classrooms through learning activities according to their specific needs. The Language Arts centers include the five strands of language: phonemic awareness, phonics, vocabulary development, fluency and reading comprehension. Correspondingly, the math centers include the strands of number sense and numeration, measurement, probability and statistics, geometry and algebra.

Each one of the center activities are culminated with an accountable sheet that helps teachers to determine the students' progress and the needs for additional intervention.

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.]

Tier I- As mentioned before, our school has implemented the curricula from Senderos/ and Journeys, Go Math, Amplify Science and Passport to Social Studies with additional supporting and enhancing performance based tasks from Engage New York. All these programs are aligned to the Common Core Learning Standards and offer a rigorous and robust curriculum that satisfies the demands of high standards established by the state. The data collected through the baseline, formative and summative assessment tools offered by these programs is used to universally screen students and group them accordingly to receive differentiated instruction during the lessons. The baseline test is offered at the beginning of the school year; followed by unit tests and performance based assessment tasks (PBA). The offering of a common core aligned curriculum with differentiated activities in a daily and consistently basis through the scheduling of a school wide pacing calendar can be considered our first tier of intervention for all our students including our ELLs, as per our Response to Intervention plan.

Within this Tier I, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” receive supplemental instruction during the school day in the regular classroom through the use of differentiated activities and center time tasks. All these programs contain a strong component for ELLs that offers scaffolding activities for English language learners that help teachers to differentiate the instruction, as a medium to offer intervention, as part of our school wide Response to Intervention plan. It is our goal to continue offering professional development opportunities to teachers that make them experts on the use of the different intervention components to prepare our students to fulfill the demands of the Common Core Learning Standards.

Tier II- As mentioned before, along with the differentiation of the instruction during the lesson, as per the data collected, the students' schedules accommodate one daily period of additional intervention in math and one in ELA called "center time" that can be considered our Tier II of intervention. These centers offer a more strategic and intense intervention instruction
according to the specific students’ needs; as reflected in the different stands assessed during our monthly and quarterly exams. Our Tier II intervention strategy is designed to offer struggling students, including ELL children a series of center activities in Reading and Math to address their particular needs. There are two periods of center time in the pre-designed teachers’ schedules to perform these center activities, as per our school policies. These center activities are designed taking into consideration the various language proficiency levels of our students, as analyzed by the EDAT NYSES LAT test report.

Tier III- The Tier III intervention is structured as a series of pull out programs to deal in a more individual basis with struggling students. We measure the progress of these intervention programs through a series of periodic assessment as described before. We use this data to make educational decisions about our ELL’s instruction and services; as well as whether or not consider a referral for special education services.

Our intervention team members take into account language development and background. We constantly monitor the student’s data to place those who are at risk for academic difficulties to receive intervention from the beginning of the year in September. All ELL students are invited to an after school and an action plan is determined according to their literacy skills.

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].)

EDAT Findings
Implication or Possible Reason
Action Plan
Low proficiency in English
-ELL after school and Saturday Academy for all students in bilingual classes and high-risk freestanding ENLs

Some former ELLs in monolingual setting are not considered ELLs anymore but are still struggling with academic language

- Focus on vocabulary development during instructional time and after school
- Explicit teaching of vocabulary
Students in monolingual settings are not familiarized with the NYSES LAT test
- More NYSES LAT test practice for Bilingual and Free standing classes
Students are not transferring their speaking abilities into reading and writing.
- Need more accountable talk opportunities with some accountability. Ex. Take notes before speaking
- A/R reports before taking tests
First grade students have more years of school. First grade students have higher degree of motivation.

- More emphasis on project for grades 2 to 4 to keep students interested.

Students in 4th grade pay more attention to the Science test than the NYSES LAT
- More NYSES LAT test practice for Bilingual and Free standing classes in fourth grade
Students are not writing in an consistently basis.
- Implement units of study with emphasis on interim writing pieces in between portfolio projects.

Teachers in lower grades do not offer enough opportunities for open discussions.
- Train teachers in the use of more structured opportunities for turn and talk and discussion techniques.
- State and independent consultant for lower grades.

Teachers are not paying enough attention to NYSES LAT data.
- More training in the use of EDAT data.
10. Only 5 children scored low in the reading modality. However, 154 out of 246 scored mid (62%) Teachers are not paying enough attention to NYSESLAT data.
- More training in the use of EDAT data.
- More professional development about the NYSESLAT modalities and kinds of questions.

11. 163 out of 246 (66%) students scored low or mid in the writing modality. Only 34 scored high and they were EX and TR Teachers are not paying enough attention to NYSESLAT data.
- More training in the use of EDAT data.
- More professional development about the NYSESLAT modalities and kinds of questions.

12. 134 out of 246 students scored low and mid in the speaking part Teachers are not paying enough attention to NYSESLAT data.
- More training in the use of EDAT data.
- More professional development about the NYSESLAT modalities and kinds of questions.

13. 68 ELLs performed at level 1 and 2 in the ELA test. Only 8 performed at level 3 and they were EX and CM Students are not reading with fluency to develop stamina and comprehension.
- Accelerated Reading-sustained silent period
- ELL Academy with emphasis in reading fluency and vocabulary development.

14. From 246 ELLs, 160 (86%) are different levels of risk in comparison with non-ELLs with only 48%. Teachers need to pay more attention to factors of risk as per EDAT report and differentiate the lessons accordingly.
- More training in the use of EDAT
- Guided reading and centers
- Senderos in Spanish to practice the reading skills and transfer them into ENL using guided reading and centers.

15. Higher number of ELLs at risk are in the self-contained and ICT classes.

Teachers in self-contained and ICT are not using enough data to differentiate instruction.
- Data analysis cycle meetings
- Individual data meetings with teachers.
- Training on the use of data to present explicit instruction lessons. (Consultant)

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
At the beginning of the year a baseline test is offered in all the subjects to determine students' levels, needs of intervention and initial grouping in the classroom to receive differentiated instructions, as prescribed by the curriculum programs. In addition, the results of the state tests ELA, Math and NYSESLAT tests are analyzed by our data specialist and presented to the teachers during the initial common grade weekly planning meetings and professional development sessions. It is during these meetings that the focus standards for ELA and Math are established school wide.

After that, teachers hold weekly common planning sessions per grade, where formative and summative assessment data is analyzed and instructional decision are made; to adjust the curricular pacing calendars and enhance lessons. The purpose is to attack students' deficiencies and establish intervention goals, as per the data analyzed.

State standardized tests simulations and quarterly monitoring progress assessments are offered school wide, as described before. The results of these test are also analyzed by our data specialist and a report is presented to teachers during these
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.

       PS 4 will have the following 'Freestanding' ENL classes:

   b. TBE program. *If applicable.*

       PS 4 offers a Late Exit Transitional Bilingual Program to students whose parents selected bilingual programs, where children develop skills in their home language as they learn English as follows:

   c. DL program. *If applicable.*

       PS 4 will start a pilot Two-Way Dual Language Program (DL program) in two kindergarten classes this school year 2017-2018. In this way we will start facing off our actual transitional bilingual program in kindergarten by replacing it with a DL program. We will be incrementing the DL model one grade at a time each subsequent school year. It will take five years to complete the complete transformation of our actual TBE model into a DL model.

       Our Two-Way Dual Language Program integrates Spanish proficient students (ELL's) who are learning English with English proficient students who are learning Spanish. They will receive all the instruction in English and Spanish in the same classroom to develop academic progress aligned to grade appropriate curriculum and linguistic proficiency in both languages as follows:

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)?

       The school looks at the result of the NYSESLAT-NYSITELL scores and the parent program selection forms to group the students into the different programs, as explained before: Freestanding, TBE and DL.

       Program schedules are prepared and given to teachers reflecting the number of minutes of Home Language and ENL instruction to be taught. These minutes and the needed support of ENL certified teachers are determined according to the students' levels as per the mandates of Part 154 guidelines:
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.

   Our school ensures curricula is aligned to the Common Core and makes purposeful decisions aimed at building instructional coherence across the school to promote college and career readiness for all students.

   Students in the Transitional Bilingual (TBE) Model receive instruction as follows:
   Students in the Freestanding ENL Classes receive instruction as follows:
   Students in the Two-Way Dual Language Program receive instruction as follows:

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

   "Senderos" program offers a complete battery of baseline, progress monitoring and summative assessments in Spanish to determine the students' language proficiency in their home language. These assessments will be performed in a consistent basis throughout the year. We also use the assessments from "Estrellita" which offer baseline, as well as progress monitoring tests. These assessments are just for the students that are at the initial stages of native language acquisition: decoding/syllabication level. The students that can read in their native language are assessed through "Senderos" and teacher made tests in every content area in accordance with the LAP. We use Accelerated Reader in English and native language as our independent reader indicator.

   In Mathematics, we are using Go Math and the curriculum and assessment is all in their native language. The New York City Performance Mathematics assessment is also given in their native language as well as the Science and Mathematics State tests along with ELE (El Examen de Lectura en Espanol).

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

   ELL and SWD use the same rigorous curriculum as the other classes. Teachers are mandated to differentiate instruction to address each child's particular needs and levels. Literacy and Math Centers have been created to support instruction in ELA following the Florida Center for Reading Research methodology. A specific period of a day is being scheduled in each teacher's program to guarantee the implementation of this policy.

   a) SIFE Students- Besides the regular programs described before, SIFE students receive an extra period of ELA/Math instruction in small group through a “pull-out” program. They are also participating of a Saturday Academy program receiving instruction in ELA and Math.

   b) Newcomer ELL’s (less than 3 years) - Besides the regular programs described before, new immigrant students with less than three years in the system, participate in a Saturday Academy program receiving instruction in ELA and Math. They are also receiving native language instruction and ESL after school twice a week after school.

   c) ELL’s receiving services 4 to 6 years- Besides the regular programs described before, ELLs with 5 to 6 years also participate of a Saturday Academy program receiving instruction in ELA and Math.

   d) Long term ELL’s (more than 6 years) - We have two long term ELL’s this year. Besides the regular programs described
before, this students receive an additional period of intervention from a reading specialist every day. They also participate in a 3 hour Saturday Academy program receiving instruction in ELA and Math from November till March 2014.

e) ELL’s with Special Needs-Besides the regular programs described before, ELL’s with Special Needs receive small group instruction in ELA and Math through a Saturday Academy program.

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans. We make every effort to determine which accommodations are most suitable and beneficial for each ELL at the beginning of the school year. ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated with the exception of the NYSESLAT.

Testing accommodations for ELL students on the NYS ELA and content-area assessments include the following:

Some ELLs are eligible for a one-time exemption from the New York State English Language Arts Exam in grades 3 to 8.

Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments.

• Separate location (all exams)

• Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.

Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words.

• Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously.

• Oral translations for low incidence languages are not allowed for English Language Arts examinations. We may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.

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?

ELL and SWD students use the same materials as the rest of the classes. Teachers are mandated to differentiate instruction to address each child's particular needs and levels.

Differentiates Literacy and Math centers have been created to support instruction in ELA following the Florida Center for Reading Research methodology. A specific period of a day is being scheduled in each teacher’s program to guarantee the implementation of this policy.

Ready Gen, Go Math, Harcourt Science, passport to Social Studies and "Senderos" (Journeys) are implemented in all the classes as explained before. All these curricular programs contain specific lessons, tasks and components that help teachers to differentiate the instruction according to the students’ levels and needs.
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?

ELL and SWD students in a least restrictive environment are placed in Integrated Co-Teaching (ICT) classes with two teachers to ensure that instruction is differentiated according to their levels and specific needs. One of the ICT teachers is fully certified in Special Education and works diligently and collaboratively with the other teacher to meet the student’s IEP goals.

The school makes sure that the special education students have as many opportunities with their non-disabled peers during the school day. Some of the periods are in the morning for breakfast, during lunchtime and physical education. In addition, we make sure that they attend all trips and assemblies together. We also look at their IEP’s as well as teacher opinion and stream the special education students that are ready to transition back into regular education classes. Streaming special education students has resulted with an increase of ICT classes where students get to spend their entire day with their non-disabled peers. We continue to look for as many opportunities to have the disabled students spend as much time as possible with their non-disabled peers.

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

We will continue the Implementation of Ready Gen, "Senderos", Journeys, Go Math, Harcourt Science and Passport to Social Studies Programs for our ELLs- These curricular programs are aligned to the CCLS. By maintaining the fidelity to the strategies, and tasks suggested by the programs we will guarantee a rigorous instruction that engages students in critical thinking, as required by the standards. Each unit of study presented by these programs will culminate with a CCLS aligned portfolio task and/or project that will require students to collect, analyze, and present evidence to support their claims. We will use the scaffolding and modified activities for English Language Learners and SWD suggested by these programs to address the needs of these two particular subgroups and offer differentiated instruction.

In addition to the daily lessons conducted as part of these programs, teachers are required to perform daily guided reading and guided math activities; as part of a daily centers period. During these two daily periods, students will be grouped according to their specific needs to work on pre-designed Literacy and Math center activities that help them to overcome their difficulties and assist them in working on their problematic areas, including online programs such as A-Z Reading, Accelerated Reading, Accelerated Math, Rally, and IXL; a math skills practice program.

Our students, including ELL’s and SWD receive several intervention programs, as indicated below:
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) Students who present challenging and unmotivated behaviors, as per teachers’ observations will receive the following intervention:

1. At risk ELL students are seen together with mandated students in small groups of no more than three, and on a one-to-one basis by our Guidance Counselor. Through the use of games, discussions, and role-playing activities, they receive counseling according to their specific emotional and social needs.

2. After a screening process, ELL students are seen in a one-to-one basis by the school psychologist and social workers to receive counseling services according to their specific needs.

3. Referrals are submitted by the teachers of ELL students to receive outside therapy and psychiatric services through our partnership with Columbia Presbyterian Hospital and their in-house psychiatric: Small Group and One-to-One or during school day

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Through the analysis of our data, we were able to recognize the need to find a more structured program to teach Spanish home language reading and writing; so the ELL students in the TBE classes would develop stronger foundational language skills in their own language. In this way, the transferring of the language skills into the target language (English) would be smoother and faster. That is the reason why we adopted the "Senderos" program in these classes with the Journeys counterpart guided reading libraries to teach ENL. These guided reading libraries in English will continue with the same thematic unit students study in the home language, as well as the same reading skills.

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

As explained before, we will continue next year with the implementation of the three models of bilingual programs: TBE, ENL, and DL.

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

Equal access to Common Core aligned curriculum is afforded to all the students at PS4 regardless their language acquisition levels and/or learning disabilities, as follows:

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.

School Curriculum including ELL students:

We also provide our ELL's with ELA and MATH center activities in an everyday basis which sometimes are performed using the following online programs: IXL, Myon, Accelerated Reader, English in a Flash, and A-Z Reading.

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

Our Bilingual Classes have received the support of having a Spanish speaker teacher who translates, summarize or preview the lesson according to the mandated periods of LAP instruction. We also acquired the guided reading libraries in Spanish to offer additional support.

In addition Math instruction is being taught in Spanish using Go Math's Spanish version. Students in Free Standing ENL have also access to books in their native language related to the topics discussed in class. They are also provided with dictionaries and glossaries as well as reference books in Spanish.

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

All our curricular programs contain a "built-in" assessment that includes baseline, progress monitoring and summative test. These assessment diagnose students’ levels in order to differentiate the instruction during lessons. This data is used in conjunction with Accelerated Reading and Accelerated Math online tests; which we use to establish baselines, monitor the progress of the children in a quarterly fashion and establish and update students' individual learning goals in ELA and Math.

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?

We do not share the building with any other school.

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).

P.S. 4 does not offer any additional program for newly enrolled students before they start the school year. or during the year, other than the differentiation strategies and Literacy and Math Center activities explained before.
17. What language electives are offered to ELLs?
   We do not offer any elective language to students.

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)?

PS 4 will start a pilot Two-Way Dual Language Program (DL program) in two kindergarten classes this school year 2017-2018. In this way we will start facing off our actual transitional bilingual program in kindergarten by replacing it with a DL program. We will be incrementing the DL model one grade at a time each subsequent school year. It will take five years to complete the complete transformation of our actual TBE model into a DL model.

Our Two-Way Dual Language Program integrates Spanish proficient students (ELL’s) who are learning English with English proficient students who are learning Spanish. They will receive all the instruction in English and Spanish in the same classroom to develop academic progress aligned to grade appropriate curriculum and linguistic proficiency in both languages as follows:

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**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?

   Our main focus for the year is on ENL practices and methodologies and the use of data to differentiate instruction, especially the use of the SIOP model.

   **What Is the SIOP Model?**

   The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

   The SIOP Model consists of eight interrelated components:
   - Lesson Preparation
   - Building Background
   - Comprehensible Input
   - Strategies
   - Interaction
   - Practice/Application
   - Lesson Delivery
   - Review & Assessment

   Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

   **Who benefits from SIOP instruction?**

   As the number of English learners increases in schools across the United States, educators are seeking effective ways to help them succeed in K-12 ESL, content area, and bilingual classrooms. Research shows that when teachers fully implement the
SIOP Model, English learners' academic performance improves. Learn about the SIOP Model research base. In addition, teachers report that SIOP-based teaching benefits all students, not just those who are learning English as an additional language. SIOP instruction also benefits students learning content through another language. CAL has conducted research on adapting the SIOP Model for use in two-way immersion (dual language) programs.

We will be focusing this year in the use of language and content objective; which is one of the main components of the SIOP model as explained before.

The content objective tells what students will learn during the lesson. Example: “Today you will learn about the causes of the American Revolution.”

The language objective tells how the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing, or listening. Example: You will be able to explain the connection between the French and Indian War and the American Revolution.

Other Sample Content and Language Objectives
Content Objective: “Students will find the lowest common multiple (LCM) of 2 or more numbers.”

Language Objective: “You will write the steps used to solve the problems.”

We have hired the services of an independent consultant for Fordham University to perform a series of ongoing training sessions during the entire school year to train all our teachers in the use of this useful strategy; which is going to be one of our main initiatives for next year.

Other staff development opportunities include:
In addition, we will continue with our weekly grade common planning sessions, where teachers look at students data and the curriculum pacing calendars to plan activities according to the students' needs. During common planning sessions, teachers use the CCLS to develop activities accordingly that demand high order thinking strategies as described by the Depth of Knowledge. Teachers also access Engage New York in a continuous basis for additional support and ideas on planning instructional tasks aligned to the CCLS.

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 explained before, under new CR Regulation Part 154, we will be offering 15% of total hours of ELL-specific PD for all teachers and 50% total hours ELL-specific PD FOR Bilingual Education and ENL teachers.

The 2017-2018 professional development committee has planned a series of workshops that are closely related to the identification of ENL students and how to offer instruction following the mandates of Part 154 as follows:

1. SIOP Model
2. Using the NYSESLAT data to differentiate instruction
3. Using the data EDAT report to identify growth and proficiency levels
4. Aligning the core curriculum in ENL/Bilingual Classroom
5. Bloom's Taxonomy for ELL’S- High order thinking questioning
6. A-Z Reading/RAZ Kids
8. Baseline Performance Tasks
9. Organizing and planning implementation of center activities
10. Examining students work for grouping

For each one of these professional development opportunities, agendas are distributed and attendance is collected. These agendas and attendance sheets are maintain in the schools' professional development binder, as well as in the ELL binder for the year.

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?

As part of the the Part 154 mandates, PS 4 encourages teachers to meet with the parents or guardians of English language learners at least once a year during the parent involvement days on Tuesdays. These meetings have the specific purpose of discussing students' language proficiency levels, goals, progress monitoring and action plans. These meetings are in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings.

This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child’s language development in all content areas in English and in the child’s home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter or translator in the language or mode of communication the parent or guardian best understands. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting. In some cases it is necessary to contact the office of translation services via phone to ask for simultaneous translation in the needed language through a conferee call.

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

One of our main goals is to increase parental involvement. We know that the success of our students depends on the coordination of efforts among parents, teachers, and students. Since PS 4 strongly believes in parental involvement, we encourage and welcome parents to become active participants of their children’s education. We established an open communication with the parents throughout the school year with parent workshops, newsletter, assemblies, letters, and after school events. Translation is available in Spanish and Creole.

Parents were surveyed and asked about their needs and ideas. This survey was the foundation to design our parent involvement activities this year. These activities can be summarized as follows:

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. All the necessary information was presented before.
**Part V: ELL Identification Attestation**

**Principal Certification**

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Stevens</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Luisa Martin</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Denise Nunez</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>J. Cantu</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Segunda Nunez</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>D. Cabral</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>R. Salce</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>J Williams</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>J. Williams</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Altagracia Estrella</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Manuel Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alice Cohen</td>
<td>Field Support Center Staff</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alice Cohen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luis Gomez</td>
<td>Other Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Esther Mortimer</td>
<td>Other Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Lisnerva Nuez</td>
<td>Other Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 06M004  School Name: The Duke Ellington school  Superintendent: Manuel Ramirez

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>Gilberto</td>
<td>Batiz</td>
<td>Assistant Principal</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

As per the adult preferred language report from ATS (RAPL), 65% of our parents prefer to communicate in Spanish; 34% in English; and .3% in Arabic.3% in Chinese and .4% in French. We have also used the Home Language Identification Survey (HLIS), emergency cards, parent’s surveys, parents meetings and workshops to determine the preferred language of communication of our parents.

We measure and assess the effectiveness of our programs through our Annual Parent Survey, as well as informal interviews and meetings with parents. Last year parents filled out the Annual Parent Survey and indicated that they were pleased with the translation program we have in our school.

We make sure that all the information parents receive from the school is properly translated into a language they could understand; mostly English and Spanish. There is a small number of parents who also receive oral information in French through one of our staff members who is fluent in that language. We have used the services offered by the NYC Translation and Interpretation Unit for parents who speak in Chinese and Arab.
Parents have expressed their satisfaction with our Parent Coordinators, who are constantly in contact with them in a language they understand.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>244</td>
<td>34%</td>
<td>244</td>
<td>34%</td>
</tr>
<tr>
<td>Spanish</td>
<td>466</td>
<td>65%</td>
<td>466</td>
<td>65%</td>
</tr>
<tr>
<td>Arab</td>
<td>3</td>
<td>.3%</td>
<td>3</td>
<td>.3%</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>.4%</td>
<td>4</td>
<td>.4%</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>.3%</td>
<td>3</td>
<td>.3%</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.

| Spanish- 65% |

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>Report Cards</td>
<td>End of November</td>
<td>A copy of the translated version is offered by the NYC Translation and Interpretation Unit; which is provided to parents in the language of preference.</td>
</tr>
<tr>
<td></td>
<td>Beginning of March</td>
<td></td>
</tr>
<tr>
<td></td>
<td>End of June</td>
<td></td>
</tr>
<tr>
<td>Progress Reports</td>
<td>End of October</td>
<td>Progress reports are translated into Spanish In-house.</td>
</tr>
<tr>
<td></td>
<td>End of December</td>
<td>We will send this new progress report to the NYC Translation and Interpretation Unit for its proper translation into French, Arab and Chinese.</td>
</tr>
<tr>
<td></td>
<td>End of February</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid May</td>
<td></td>
</tr>
</tbody>
</table>
Parent Notification Letters | Ongoing | They are translated into Spanish In-house.
Whenever is necessary, we contact the NYC Translation and Interpretation Unit for simultaneous translation on a conference call mode.

Calendars | Monthly | School Parents calendar is translated into Spanish In-house.
We will send this new progress report to the NYC Translation and Interpretation Unit for its proper translation into French, Arab and Chinese.

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>Teacher and Parent Conferences</td>
<td>November, March</td>
<td>Paraprofessional, school aides and other supporting staff who speak Spanish and/or French are assigned to all the classes to offer interpretation services in Spanish. Less common languages such as Arab, Chinese are addressed through simultaneous translation on a conference call with the NYC Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>September, June</td>
<td>Paraprofessional, school aides and other supporting staff who speak Spanish and/or French are assigned to all the classes to offer interpretation services in Spanish. Less common languages such as Arab, Chinese are addressed through simultaneous translation on a conference call with the NYC Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>ELL Annual Progress report Meeting</td>
<td>Ongoing</td>
<td>Paraprofessional, school aides and other supporting staff who speak Spanish and/or French are assigned to</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Communication is offered in English and Spanish through the in-house staff. Be aware that we have more than 50 staff members who speak fluent Spanish and English. The other less common languages parents will be called through the NYC Translation and Interpretation Unit.

**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.

Chancellor's regulation A-663 is presented to teachers during the first day of school professional development and it is an integral part of our staff handbook. All teachers and staff members receive the number of the NYC Translation and Interpretation Unit, as well as the process to require simultaneous translation through a conference call. A poster is also placed in visible location in the main office with this procedure.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The primary language spoken by the parent of each student is determined within 30 days of student enrollment. If such language is not English, our school ensures that parents get language assistance in order to communicate effectively by providing translation and interpretation services. Parents sometimes rely on a relative or an adult friend for interpretation services for their group or one to one meetings with different staff members. All parent notification letters are translated in house by the Parent Coordinator.
If the parents wish to be contacted in a language not spoken or written by a school staff member, our school contacts the Translation and Interpretation Unit to acquire these services. We provide parents with a large multi-language poster in a visible place in the main office, so they may find their language and identify it for us, so we can make the necessary steps to serve them in their language of preference.

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?

After each parent workshop, a survey is distributed to determine the quality and satisfaction of the parents regarding the school translation protocols. Feedback is used to adjust these procedures and add additional services.