2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M130
School Name: P.S. 130 HERNANDO DE SOTO
Principal: RENNY FONG
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 130 Manhattan – Hernando DeSoto
School Number (DBN): 02M130
BEDS Code: 310200010130
Grades Served: Pre-K to Grade 5
School Address: 143 Baxter Street, Manhattan, NY 10013
School Contact Person: Renny Fong
Phone Number: 212-226-8072
Fax: 212-431-5524
Email Address: rfong@schools.nyc.gov
Principal: Renny Fong
UFT Chapter Leader: WaiMei Roseman
Parents’ Association President: Nathaniel Conan
SLT Chairperson: Nathaniel Conan
Title I Parent Representative (or Parent Advisory Council Chairperson): Nathaniel Conan
Student Representative(s): N/A
CBO Representative: N/A

District Information

Geographical District: 2
Superintendent: Bonnie Laboy
Superintendent’s Office Address: 333 7th Avenue, Room 713, New York, NY 10001
Superintendent’s Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3739
Fax: 212-356-7514

Field Support Center (FSC)

FSC: Manhattan
Executive Director: Yuet Chu
Executive Director's Office Address: 333 7th Avenue, 8th Floor, New York, NY 10001

Executive Director's Email Address: ychu@schools.nyc.gov

Phone Number: (212) 356-7564
Fax: (917) 339-1765
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>Renny Fong</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Wai Mei Roseman</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Nathaniel Conan/ Leslie Ng</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Nathaniel Conan</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Beena Thomas</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Rosalind Lee-Nelson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Leslie Ng</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Winnie Fung</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Pinkie Huang</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Kenneth Mendez</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Ana Oquendo</td>
<td>Member/ Teacher</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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</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
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<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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<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

1. **What is your school’s mission statement?**

   Public School 130 Manhattan, the Hernando De Soto School, fully embraces its vision and mission for PS 130, “Excellence in Education – Enrichment for all Children.” PS 130 aims to be a diverse and inclusive learning community of students, families, and educators dedicated to the pursuit of learning and excellence in education. The school is grounded in the belief that effort creates ability. Every individual has the right to an education that empowers, shaping society as participatory citizens. We take a whole child approach to education, providing each student with academic rigor, meaningful experiences, and unique opportunities. All stakeholders strive to maintain a school culture rooted in hard work, respect, and responsibility, made possible by a positive, safe, and nurturing environment. We
support the potential for growth and success in each and every member of our community. PS 130 has a tremendous team working together for our students, as we have a very supportive administration, colleagues, and parent body.

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

PS 130 is located right in the heart of Chinatown and Little Italy. One of the first things people often ask is, “How do you get there?” There are numerous ways, as there are trains that go to Canal Street and Grand Street and buses that go to Bowery Street and Centre Street. Just as there are numerous ways of physically getting to PS 130, when it comes to educating our students, we’ve come to realize that there are many ways of reaching our students, in order to ensure they receive the best education that we can deliver. Not only do we provide our inquisitive young minds with strong academics and a rigorous curriculum, but we also believe in enriching and inspiring them with the arts through music, dance, and the visual arts. We have arts programs at every grade level from Pre-Kindergarten to the Fifth Grade, through partnerships with organizations such as National Dance Institute, Inside Broadway, The 3rd Street Music School, Rosie's Theater Kids, and Dancing Classrooms. They provide an immense learning experience for all of our students, as the arts instill confidence, self-discipline, hard work, and pride. We also have a school Lion Dance Club that studies this traditional Chinese dance, and performs for the neighborhood’s Lunar New Year Parade and other activities throughout the year. Some of our students who struggle academically really shine when it comes to the arts. Often, the confidence and discipline that students gain from the arts can carry over and create a more positive attitude in their academic learning. We have also pushed to integrate technology into our learning, both for our students and our staff.

We are a Title I school, and in terms of our student body makeup, about 87.27% of our students are Asian, 5.61% Hispanic, 2.8% White, 0.82% Black, 0.12% American Indian or Alaskan Native, and 3.39% multi-racial. It is important to us that all students see themselves represented in the school experience and curriculum, and have exposure to other cultures. In this, our arts programs also play a critical role, as students study the music, dance, and history of many ethnic groups and nations. For instance, National Dance Institute focuses around an annual theme, some of which have recently included Harlem, China, Africa, Stevie Wonder, Rivers, and Advocacy. Our Dancing Classrooms Partnership exposes students to some of the traditional dances of South America, Western Europe, and North America. Finally, many of our students had the opportunity to perform onstage at the historic Apollo Theater in Harlem last year, with both Young People's Chorus and our in-house vocal group, the Voices of 130.

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

Even though 16% of our student population is labeled as Limited English Proficient (based on NYSESLAT achievement), over 60% of our students come from homes where English is not the primary language. Therefore, our students still need a significant amount of language and literacy support in the classroom. Our ENL service providers work in both a push-in and pull-out model, depending upon the needs of students in the class.

This year, we also have one ICT classroom on every grade level, from K-5. Opening ICT classes has allowed for us to increase the time that our SWD population spends in the classroom with general education peers, because they can be supported by a special education teacher in the classroom rather than leaving the room for SETSS. Of course, the needs of our SWD population are very diverse: some require only academic support, while others benefit from related services and counseling.

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.

This past school year, we made the most progress in the element of Rigorous Instruction. A review of the progress report data and state and city assessment reports of our lowest third population indicates that many of these students had been previous ELLs with learning challenges. We incorporated the writing units from the Teachers' College Reading and Writing Project (TCRWP), and saw notable gains in student achievement across all grade levels.
and subgroups. In terms of State Accountability, our school has been designated as a Reward School each year since School Year 2014-15, based on student achievement and progress.

With higher expectations and more rigorous learning standards, continued support for former ELLs is evidently needed as well as differentiated instructional practices to address their challenges. This year, our professional development is focused around fully incorporating the TCRWP curriculum in both reading and writing. We are including our SETSS and ENL providers in this work so that they will be able to better support student learning and achievement. We are focusing on increasing collaboration amongst teachers, as the TCRWP professional development centers around "lab sites" and classroom intervisitations. Finally, we now have one lower grade teacher designated as a NYC "Model Teacher", and an upper-grade teacher designated as a NYC "Peer Collaborative Teacher", as well as an in-house literacy coach who has been a teacher at PS 130 for over 17 years. We anticipate that these structures and new roles will help to support teachers as they fully take on a rigorous new curriculum.

Our instructional focus for the school year 2018-19 continues to be: The PS 130 Community will ensure that instruction is rigorous by developing and implementing a responsive, cohesive curriculum that is data-driven, inclusive, and engaging.
**School Demographics and Accountability Snapshot for 02M130**

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05</th>
<th>Total Enrollment (2017-18)</th>
<th>913</th>
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</thead>
<tbody>
<tr>
<td>SIG Recipient (Y/N)</td>
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<td>No</td>
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</table>

<table>
<thead>
<tr>
<th>English Language Learner Programs (2018-19)</th>
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<tbody>
<tr>
<td>Transitional Bilingual</td>
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<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
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</thead>
<tbody>
<tr>
<td># Special Classes (ELA)</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
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<tr>
<td>Types and Number of Special Classes (2018-19)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td># Visual Arts</td>
</tr>
<tr>
<td># Foreign Language</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>% Title I Population</td>
</tr>
<tr>
<td>% Free Lunch</td>
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<tr>
<td>% Limited English Proficient</td>
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</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native:
  - 0.1% Black or African American: 1.0%
  - 4.8% Hispanic or Latino: 87.4%
  - 3.3% White: 3.5%

### Personnel (2015-16)

- Years Principal Assigned to School (2018-19): 4.15
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching with Fewer Than 3 Years of Experience: 15%

### School Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: 82.3%
- Mathematics Performance at levels 3 & 4: 88.3%

### Student Performance for High Schools (2016-17)

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- History Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

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

- Reward: Yes Recognition
- In Good Standing: Yes Local Assistance Plan
- Focus District: Yes Focus School Identified by a Focus District
- Priority School: No Focus Subgroups

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>YES</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>YES</td>
<td>Limited English Proficient</td>
<td>YES</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
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#### Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
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<tbody>
<tr>
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<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
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#### Science (2016-17)

<table>
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<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
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<tr>
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#### Graduation (2016-17)

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

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

Part 1 – Needs Assessment

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

With our commitment to working to improve the performance of all of our students, including our students with special needs and our English Language Learners, we understand the need to monitor student progress for each child throughout the year.

Based on the 2018 NYS Assessment Data for all Grades (3, 4, 5), 82% of our students achieved a Level 3 or 4 in ELA, and 88% of our students achieved a Level 3 or 4 in Math. Our goal is to continue our “Exceeding Target” in our School Quality Guide in terms of student progress and student achievement.

Following our most recent Principal Performance Review (PPR), both our Superintendent and Deputy Superintendent strongly suggested that we fully implement the Teachers’ College Reading and Writing Project Curriculum as a way to reach all learners and to ensure instruction is both rigorous and differentiated enough to meet the needs of all learners.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 55% of students in grades K-5 will meet or exceed grade level proficiency in literacy as assessed and demonstrated by their Fountas and Pinnell (F&amp;P) Levels.</td>
</tr>
</tbody>
</table>
## Part 3a – Action Plan

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

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

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

### Students
- Teachers will administer F&Ps at least three times a year for each student and set actionable learning goals for students.
- Teachers will submit monitoring reports to supervisors.

<table>
<thead>
<tr>
<th>Students</th>
<th>September-May</th>
<th>Teachers</th>
</tr>
</thead>
</table>

### Students
- Teacher teams on each grade will have regular meetings to align curriculum and continue to build on understanding and knowledge about the Next Generation Learning Standards, along with the NYC Scope and Sequence for Social Studies and Science, and implement Teachers College Reading and Writing units of study.
- Teachers will use rubrics and anchor papers to analyze student work and share best practices and strategies.
- Teachers will incorporate the use of technology into their lessons to engage students in their learning.

<table>
<thead>
<tr>
<th>Students</th>
<th>September-June</th>
<th>Teachers, Literacy Coach</th>
</tr>
</thead>
</table>

### At-Risk Students, English Language Learners
- Providing Response to Intervention and at-risk intervention differentiation services
- Targeted instruction for identified groups of students. An Extended School Day Program to provide additional instructional time for targeted small groups.

<table>
<thead>
<tr>
<th>At-Risk Students, English Language Learners</th>
<th>September-June</th>
<th>Teachers, Service Providers, Administrative Team</th>
</tr>
</thead>
</table>

### Parents
- Parent classroom orientations for every grade (PreK-5) are conducted in September to inform parents of expectations and curriculum.
- In addition to Parent-Teacher conferences, progress report meetings are held throughout the year, especially for at-risk students. Translations are provided, as necessary.

<table>
<thead>
<tr>
<th>Parents</th>
<th>September-December</th>
<th>Teachers, Administrative Team</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.

Teachers will provide parent classroom orientations for every grade (PreK-5) in September to inform parents of expectations and curriculum. Teachers will have ongoing communication with parents to inform them about classroom instruction. Some of this communication includes classroom newsletters with images of exemplars and student work samples, as well as communicating unit goals and target skills. Many teachers also send home "book marks" for students that indicate their personal reading levels and goals with high-leverage skills and strategies to work on in order to move onto the next text band. Administrators maintain an "open door" policy to meet with parents who have questions or are concerned about how to help their children at home. Finally, feedback on homework is a way that many teachers can quickly and consistently communicate with parents about what their child is doing well, and what they could do to improve.

Part 4 – Budget and Resource Alignment

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

Teachers, TCRWP Professional Development and Per Diem time (as needed for Calendar Days and in-house consultant work), F&P Assessments, Technology Equipment/Upgrades, Software (E-subscriptions), Interactive Whiteboards, Document Cameras, Per Session for Extended School Day Program and Professional Development, Per Diem time for MOSL Work (as needed), Guided Reading Books, Reading/Test Preparation Books, in-house literacy consultant, model teacher, peer collaborative teacher

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

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

Part 5 – Progress Monitoring

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

By February 2019, teachers will have conducted at least two F&P assessments for each student in Grades K-5. Grade level teams will meet regularly to monitor students’ performance in performance task assessments, review student work samples, and set unit goals and student learning targets. At least 30% of students in grades K-5 will meet or exceed grade level proficiency in literacy as assessed and demonstrated by their F&P Levels.

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

F&P Reading Assessments will be conducted and entered in an online monitoring sheet so we can see the percentage of students who have met or exceeded grade level proficiency in literacy.

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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

In order to fulfill our mission statement of "Excellence in Education" and "Enrichment for all Children," and continue building on the success of this philosophy, we need to ensure that all of our students continue to participate in the arts programs that we offer. Through parent participation and collaboration with cultural organizations that are facilitated by our Arts Coordinator, students are able to demonstrate and showcase their enthusiasm for learning to their peers and the greater school community.

The arts education goal for the New York City Department of Education (NYCDOE) is to “provide all public school students with universal access to a high quality arts education. Fulfillment of this mission will lead students to discover the lifelong enjoyment and wonder inherent in dance, music, theater, and visual arts.” We believe that involvement in the arts enriches student learning across the curriculum and facilitates the establishment of a positive and supportive school culture where students feel safe and supported. The arts help students develop their ability to express themselves and build skills and knowledge in a diversity of forms. We believe that our strong commitment to the arts contributes to our success.

According to our 2016-2017 School Quality Snapshot, our student attendance rate was 98%. We believe that greater enjoyment and engagement in school leads to this high level of attendance. 94% of responding parents indicated that the school offered enough extracurricular programs to keep their child interested in school, and we earned a score of "Excellent" in the metric of Supportive Environment. Finally, we feel that our strong attendance rate, engagement in school activities, and differentiated teaching contributed to our score of "Excellent" in "Closing the Learning Gap" for our SWD population.

As indicated in our 2014-15 Quality Review, “High expectations are communicated through verbal and written school-wide systems support a rigorous learning environment where accountability is reciprocal among all members of the community that focus on a culture of college and career readiness.”

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 100% of students in Pre-K to 5 will have participated in the performing arts, visual arts, or music in order to develop their creativity and flourish in a safe and supportive environment, and students will continue to meet or exceed our current performance levels in English Language Arts (ELA) and Math. We will keep track of this by conducting grade meetings and ensuring each class has agreed to participate in the arts through sign-up sheets and through our Arts Coordinator working with all of our classes and partnerships.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>September-June</td>
<td>Teachers, Arts Coordinator, Administrative Team</td>
</tr>
</tbody>
</table>

All students in Pre-K to 5, including our ENLs and SWDs, will work with various Arts Organizations in the performing arts. The following arts partnerships are provided during the school day: Inside Broadway for Pre-K, K and Grade 2; Third Street Music School’s In-School Violin Program for Grade 3; the National Dance Institute for Grades 1 and 4; Rosie’s Theater Kids and Dancing Classrooms for Grade 5; Young People’s Chorus for Grade 3, 4 and 5 (Parents Association Grants). In addition, we offer after school arts programs for the students - School Chorus, Fife and Drum Corps, and Lion Dance Club (Grants) and in-school Music and Art lessons provided by cluster teachers (Fair Student Funding). Attendance will be taken in order to keep track of students who are participating.

Parents are invited to school performances and class celebrations on a regular basis so that parents can see what the children are learning and the positive impact that the arts are having on their children’s progress in learning English.

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.

Teachers will provide parent classroom orientations for every grade (Pre K-5) in September to inform parents of expectations and curriculum, and to establish communication and relationship with parents. Teachers discuss social-emotional learning with parents, introducing the method used (RULER method, restorative circles, etc.) Principal displays "Mood Meter" on his office door and desk and discusses this tool with parents at PA General Meetings and other gatherings: namely, the importance of parents monitoring their own feelings and reacting appropriately, so that all adults in the community are able to model this skill for children. Teachers have ongoing communication with families on how they can support their children. Guidance counselor and school based support team will outreach to families, as needed.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, Scheduling Adjustments for Performances. Parents Association will help fund the arts partnerships in the school so that every class and every child is able to participate in all the various arts programs.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I TA</th>
<th>Title II, Part A</th>
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</tr>
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<tr>
<td>X</td>
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</tbody>
</table>

### Part 5 – Progress Monitoring

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

Arts residency partnership programs start in October 2018 and end by June 2019. School sponsored and in-house music programs start in September 2018 and end by June 2019. By February 2019, 50% of our students will have performed in a school-wide celebration as indicated by class sign-up sheets and student participation in extracurricular activities such as Voices of 130 (school chorus), Drum and Fife, or Lion Dance.

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

Attendance is used to keep track of how many students have participated in school-wide celebrations.

#### 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.

In order to achieve continual improvement in best teaching practices and student learning, teachers need to engage collaboratively in sustained professional learning, using an inquiry approach that promotes shared leadership and focuses on improved student learning. Teachers and educators need to reflect on professional practice, collaborate and share ideas, and set learning targets so that students can achieve academic success. As a school, we work towards building teacher capacity and building upon best practices. Our school has an in-house literacy coach, who meets with teachers (either on a sign-up basis or based on classroom visitations/supervisor feedback) to plan for instruction and to monitor student data. This year we have also added a Model Teacher and Peer Collaborative Teacher with the goal of increasing opportunities for classroom intervisitations and peer learning.

In terms of The Framework for Great Schools, schools need to engage in cycles of learning in order to support student learning and improve teaching. Last year, 100% of our teachers participated in at least two Cycles of Learning with colleagues, engaging in a self-selected area of professional study.

Part 2 – Annual Goal

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

By June 2019, 100% of teachers will have engaged in professional learning with the Teachers College Reading and Writing Project and at least two cycles of learning, collaborating in teacher teams to analyze student work, set learning targets, monitor student learning, and differentiate instruction in order to strengthen and deepen understanding about teaching and learning. Teams will present their progress through data analysis and reflection on best practices as an inquiry project during June professional development.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) 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>School-wide professional learning opportunities will be offered on a weekly basis during Monday Professional Learning block.</td>
<td>Teachers</td>
<td>September-June</td>
<td>Administrative Team, Teachers, Literacy Coach</td>
</tr>
<tr>
<td>● Grade level teams will meet and common planning sessions will occur on a regular basis.</td>
<td>Teachers</td>
<td>September-June</td>
<td>Administrative Team, Teachers, Literacy Coach, Model Teacher, Peer Collaborative Teacher</td>
</tr>
<tr>
<td>● Grade Team Specialists (Literacy, Math, and Data) will meet for so that trends may be analyzed vertically across the grades.</td>
<td>Teachers</td>
<td>September-June</td>
<td>Administrative Team, Teachers, Literacy Coach, Model Teacher, Peer Collaborative Teacher</td>
</tr>
<tr>
<td>Classroom coaching is provided by our literacy coach, assistant principals, and teacher mentors to help support our teachers, especially our newer staff.</td>
<td>Teachers</td>
<td>September-June</td>
<td>Administrative Team, Teachers, Literacy Coach, Model Teacher, Peer Collaborative Teacher</td>
</tr>
<tr>
<td>Strategies that will be put in place to address the needs of students with disabilities, English Language Learners, and other high-need student subgroups:</td>
<td>Students</td>
<td>September-June</td>
<td>Administrative Team, Support Staff, Teachers, Literacy Coach, Model Teacher, Peer Collaborative Teacher</td>
</tr>
<tr>
<td>● Ensure that students receive mandated services</td>
<td>Students</td>
<td>September-June</td>
<td>Administrative Team, Support Staff, Teachers, Literacy Coach, Model Teacher, Peer Collaborative Teacher</td>
</tr>
<tr>
<td>● Differentiated instruction</td>
<td>Students</td>
<td>September-June</td>
<td>Administrative Team, Support Staff, Teachers, Literacy Coach, Model Teacher, Peer Collaborative Teacher</td>
</tr>
<tr>
<td>● Classroom inter-visitations to learn best practices</td>
<td>Students</td>
<td>September-June</td>
<td>Administrative Team, Support Staff, Teachers, Literacy Coach, Model Teacher, Peer Collaborative Teacher</td>
</tr>
<tr>
<td>● Extended school day program to work with students in small group instruction</td>
<td>Students</td>
<td>September-June</td>
<td>Administrative Team, Support Staff, Teachers, Literacy Coach, Model Teacher, Peer Collaborative Teacher</td>
</tr>
<tr>
<td>New teacher staff development meetings are offered after school by school leaders to share best practices.</td>
<td>New Teachers</td>
<td>September-June</td>
<td>Teacher Leaders, Administrative Team, Teachers, Literacy Coach</td>
</tr>
<tr>
<td>Parents are invited to orientations where teachers inform parents about classroom expectations and curriculum. Teachers will meet with Parents during Family Engagement to further discuss student learning and expectations with parents. Administrative team will address parents through backpacked letters, as well as speaking with parents during Parent Association meetings and parent-teacher conferences. Parent Coordinator organizes parent workshops to educate parents on</td>
<td>Parents</td>
<td>September-June</td>
<td>Teachers, Administrative Team, Parent Coordinator</td>
</tr>
</tbody>
</table>
working with their children on learning, both in academics and social-emotional learning.

3b – Parent and Family Engagement

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

Parents are invited to orientations where teachers inform parents about classroom expectations and curriculum. Teachers will meet with Parents during Family Engagement to further discuss student learning and expectations with parents. Administrative team will address parents through backpacked letters, as well as speaking with parents during Parent Association meetings and parent-teacher conferences. Parent Coordinator organizes parent workshops to educate parents on working with their children on learning, both in academics and social-emotional 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.

Professional Development Days for Teachers, Literacy Coach, Teacher Leaders, Mentors, Schedule Adjustments to free up teachers for inter-visitations and professional learning.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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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.

Attendance sheets will be taken and agendas provided for professional development meetings, including new teacher support meetings. Feedback from staff and administration, as well as school observations will be used to plan and organize support professional development. By February 2019, teachers will engage in professional development around student data and norming.

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

Attendance sheets and agendas will be reviewed to assess progress, as well as online surveys.

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

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

#### Part 1 – Needs Assessment

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

In order to articulate clear expectations for teacher practice, the school leadership (principal and assistant principals) needs to engage in classroom observations and provide actionable feedback to teachers. Charlotte Danielson’s Framework for Teaching is research-based and provides a common language for teachers and administrators to build upon. As indicated by Quality Review indicator 4.1, learning outcomes must be analyzed in order to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection.

#### Part 2 – Annual Goal

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

By June 2019, school leadership will conduct classroom observations and use the Danielson Framework for Teaching to support teachers in their instruction and professional growth. As a result, we will meet or exceed the current number of teachers rated as “highly effective” in their “Measures of Teacher Practice” end-of-year evaluations.
Part 3a – Action Plan

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

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

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</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept.-Oct.</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept.-May</td>
<td>Administrative Team, School Leadership</td>
</tr>
<tr>
<td>Staff</td>
<td>Sept.-June</td>
<td>Principal, Administrative Team</td>
</tr>
<tr>
<td>ENLs, SWDs, and G&amp;T Students</td>
<td>Sept-June</td>
<td>Teachers, Administrative Team</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept-June</td>
<td>Administrative Team, Teachers, School Leadership, Parents Association</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Teachers and administration will keep parents informed through backpacked letters, newsletters, and online communications throughout the school year. Parent-teacher conferences are held so that parents can further discuss goals and strategies in working with their children.

Part 4 – Budget and Resource Alignment

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

Advance system of teacher evaluation and development, Principal, Assistant Principals, All Teaching Staff. Funds will be used for purchasing resources for classrooms and teachers, as well as providing professional development and
learning opportunities for teachers. New teachers receive mentoring and coaching to support them in developing best practices.

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

**Part 5 – Progress Monitoring**

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

By February 2019, 50% of classroom observations will be completed and include actionable feedback for teachers to improve their pedagogy. Teachers will meet with the observing administrator and/or literacy coach to clarify next steps (as needed), and an administrator or peer coach will be available to conduct subsequent non-evaluative follow-up visits to help the teacher determine whether the actions taken are effective for their students.

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

Advance Observations

**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.

According to our latest School Survey, 96% of our parents who took the survey either strongly agree or agree that the school keeps them informed about what their child is learning. We strive to keep very strong ties with our families and the community. This year, we would like to explore new opportunities to connect with our community, via suggestions from our Thrive NYC point-person, local businesses, and community fixtures such as libraries, museums, health organizations, and NYPD.

Part 2 – Annual Goal

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

By June 2019, PS 130 will have maintained high levels of parent satisfaction as evidenced by over 90% satisfaction in the NYC School Survey.
## 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, SIF, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientations to inform parents of eligible ELLs of program offerings, choices, expectations and curriculum. Orientations are conducted in both English and Chinese. If parents are unable to attend the orientation meeting, an individual meeting is set up for the parent to receive the information.</td>
<td>Parents, Teachers</td>
<td>September</td>
<td>ESL Staff, Parent Coordinator</td>
</tr>
<tr>
<td>All notices from the school regarding services are provided to parents in the parents’ home language.</td>
<td>Parents</td>
<td>September-June</td>
<td>Office Staff, Parent Coordinator, and ESL Staff</td>
</tr>
<tr>
<td>Parents are invited to school performances and class celebrations on a regular basis so that parents can see what the children are learning and the positive impact that the arts are having on their children’s progress in learning English.</td>
<td>Parents</td>
<td>December 2018, February 2019, April 2019, and various other dates September 2018 - June 2019 depending upon class and grade level.</td>
<td>Teachers, Arts Coordinator, Music Teacher, Administrative Staff</td>
</tr>
<tr>
<td>Workshops and seminars are offered for parents to learn parenting skills and ways to help their children at home, in coordination with Charles B. Wang Community Health Center.</td>
<td>Parents</td>
<td>September-June, depending upon schedule of Charles B. Wang Community Health Center</td>
<td>Parent Coordinator, ESL Staff</td>
</tr>
<tr>
<td>Our Meet the Teachers-Family Night held in the beginning of the year encourage teachers and parents to collaborate and communicate with each other through establishing a connection and encouraging a strong partnership through focusing on the learning and achievement of our students.</td>
<td>Parents, Teachers</td>
<td>September 2018 and May 2019</td>
<td>Administrative Team, Parent Coordinator, Staff</td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

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

| Chinese Planning Council, Immigration Social Services, Eternity 1, Charles B. Wang Community Health Center, NYCPL (Mulberry Street) |

### 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.

ENL Providers, Parent Coordinator, Translators/Translations. Funds will be used to provide for interpreters and translations of notices, so that parents feel supported and connected with the school. Parent workshops are offered with translators so that more parents can participate.

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

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

### 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, 100% of families will have been invited to at least one school event and/or have received outreach from their child’s teachers and provide feedback through parent-teacher meetings, school surveys, and exit tickets.

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

School Surveys

**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><strong>English Language Arts (ELA)</strong></td>
<td>• Scores at or below 2 for a NYS ELA exam</td>
<td>• Strategies such as guided reading, shared reading, interactive writing/writers’ workshop</td>
<td>Small group and/or one-to-one intervention is provided in all settings</td>
<td>During the school day and after school on Thursdays from December until the end of March</td>
</tr>
<tr>
<td></td>
<td>• Teacher recommendation/input regarding student needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• DRA Levels/ Fountas and Pinnell Benchmark Assessment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Report card indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Classroom performance (classwork, homework, class participation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instructional Support Team recommendation (psychologist, teacher, counselor, speech therapist, administrator, or parent concern)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Diagnostic assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Classroom assessment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• ESL performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attendance records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Other student records/evaluations (health, disciplinary records, family issues)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>In addition to above criteria:</td>
<td>Programs such as Extended School Day, AIS pull-out services</td>
<td>Small group and/or one-to-one intervention is provided in all settings</td>
<td>During the school day and after school on Thursdays from December until the end of March</td>
</tr>
<tr>
<td></td>
<td>• Scores at or below 2 for a NYS Math exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Math in Focus/district math assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Same as ELA</td>
<td>Programs such as Extended School Day, AIS pull-out services</td>
<td>Small group and/or one-to-one intervention is provided</td>
<td>During the school day and after school on Thursdays from December until the end of March</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>----------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Same as ELA</td>
<td>Programs such as Extended School Day, AIS pull-out services</td>
<td>Small group and/or one-to-one intervention is provided</td>
<td>During the school day and after school on Thursdays from December until the end of March</td>
</tr>
</tbody>
</table>
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | • Attendance records  
  • Other student records/evaluations (health, disciplinary records, family issues)  
  • Classroom performance (class work, homework, class participation)  
  • Instructional Support Team recommendation (psychologist, teacher, counselor, speech therapist, administrator, or parent concern)  
  • Teacher recommendation/input regarding student needs | Counseling | Individual and/or small group | During the school day |
## Section 7: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

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

   | 8 |

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

   Academic Programs & educational support services, Basic/emergency supplies, Counseling services, Parental involvement

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

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

   N/A

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

<table>
<thead>
<tr>
<th>N/A</th>
<th></th>
</tr>
</thead>
</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.

- All staff currently working at the school are highly qualified and appropriately certified.
- We are currently using Title I funds earmarked for the purpose of supporting continued professional growth. School leaders are working with staff members on individual goals which will enhance their performance as teachers.
- Teachers are released for a number of professional development days for guided work on Common Core State Standards and planning through sub coverage which is funded through Title I.
- A technology specialist/teacher supports and assists teachers with technology and connectivity issues, as well as leads seminars and workshops for staff to improve their technology skills on an ongoing basis.

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).

- Released time professional development will be provided for all teachers to align curriculum to the Common Core State Standards and to analyze student work through calibration and norming, so that student work can be assessed and evaluated consistently. Half-day and/or full-day sessions are scheduled. Administrators are also in attendance at these sessions whenever possible.
- Mentor/buddy teachers are provided for all newly assigned teachers to our school. This is to help teachers acclimate themselves to our school culture, understand expectations, and to maintain the consistency of teaching practices that have been established over the years that have enabled our school to achieve its high level of accomplishment.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A
3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

- There is vertical alignment of the curriculum with the Common Core State Standards so that everyone is aware of the expectations of each grade. Grade team leaders from each grade meet jointly on an on-going basis for professional development and to turnkey with their respective grades.
- Parent orientations are held at the beginning of each school year for each class. Parents are given the opportunity to meet with the teacher for a more personal Q&A session.
- Articulation cards with student information (i.e. present services received, needs, strengths, things to work on, etc.) are completed for each child. Information is used to help with placement decisions by teachers to facilitate best match for each child (learning style with teaching style)

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Teacher teams are actively and regularly engaged in developing units of study and performance tasks as well as the rubrics they will use to measure achievements within the units. Calibration meetings are held where teachers look at student work and decide on what each level will look like. Work samples of each level (1-4) are archived for reference. Teacher-made assessments are used to inform instruction.
- Based on their work together, teacher teams make requests for professional development support from the literacy coach and/or supervisors. Professional development sessions are scheduled to address needs.

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

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Schoolwide pool.</th>
<th>consolidated. Indicate in <strong>Column B</strong>, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Column A</strong></td>
<td><strong>Column B</strong> Section Reference(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verify with an (X)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>482,382.00</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5A, 5C, 5E</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>55,793.00</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>18,126.00</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5A, 5E</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>4,589,525.00</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5A, 5B, 5C, 5D, 5E</td>
<td></td>
</tr>
</tbody>
</table>

#### Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. <strong>P.S 130</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS 130 Manhattan</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

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

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

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

**School-Parent Compact (SPC)**

**PS 130 Manhattan**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

---

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

Provide general support to parents by:

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

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

● sharing and communicating best practices for effective communication, collaboration and partnering will 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 (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

---

**II. Parent/Guardian Responsibilities**

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

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

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

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

● set limits to the amount of time my child watches television or plays video games;
promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

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

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: _______

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

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

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

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

An after school ENL enrichment program for ELLs in the 1st, 2nd, 3rd, 4th, and 5th grades is provided for additional language development support. We anticipate that there will be a total of 90 ELLs served. We believe that small group instruction will support with targeting the specific needs of our ELLs, which is in alignment with the school's current instructional focus of ensuring that instruction is rigorous through the development and implementation of a responsive, cohesive curriculum that is data-driven, inclusive, and engaging.

ELL students in Grades 3-5 will meet once a week on Thursdays from 2:45pm - 4:15pm from approximately the middle of November through March (about 15 sessions). They will be organized into groups as follows: one group for Grade 3/4 entering/emerging students; one group for Grade 3/4 transitioning/expanding students; one group for Grade 5 entering/emerging students; and one group for Grade 5 transitioning/expanding students - a total of 4 groups, each in its own classroom with no more than 12 students per group, and taught by ENL-certified teachers who will provide targeted instruction in English Language Arts (Reading, Writing, Listening, and Speaking). Students' placement into groups will be determined by most recent language proficiency levels (as per analysis of the 2018 NYSESLAT results). In addition to the NYSESLAT data, students' current F&P independent reading levels, state ELA exam results (identifying those ELL students who scored lower than a level 3 on the state ELA test), class work, and teacher observations will also be considered when addressing students' needs through carefully planned lessons and activities.

ELLs in Grades 1 and 2 will meet once a week on Wednesdays from 2:45pm - 4:15pm from January through mid-May (about 14 sessions). There will be approximately 8 groups, with no more than 10 students in each group. Students at the entering/emerging levels in grades 1 and 2 will be placed in one group, and there will be several groups (separated by Grade 1 & 2) of students at the transitioning/expanding level. Each group will be in its own classroom and supported by an ENL-certified teacher for enrichment and targeted instruction in literacy. All ELLs will be invited to participate in this program; teachers in the program will collaborate with the ELL's day-time classroom teachers to access & analyze data (NYSESLAT, F&P independent reading levels, class work and observations).

Student goals will be determined by use of the New Language Arts progressions and Common-Core expectations, in alignment with students' current English proficiency level, independent reading level, and feedback from classroom teachers. All ENL teachers will be appropriately State Certified in ENL. Teachers will be using a Balanced Literacy Approach, where teachers will support the group through shared readings, guided reading, and writing, along with listening and speaking through questioning and discussion. Instruction will be given in English, with home language support provided when needed. (Bilingual texts in Chinese and English, ordered through ChinaSprout, will be made available to support vocabulary acquisition and reading comprehension.) The trade books (fiction and non-fiction) that are used (via ChinaSprout and Scholastic) will help teachers model strategies to help students make connections between literary and informational texts, reader and text, vocabulary and text, and the various themes presented in the text. All of this works towards helping our ELLs with increasing their academic vocabulary and building up their reading comprehension. Authentic literature (read-a-louds
Part B: Direct Instruction Supplemental Program Information

and book sets) will help familiarize students with language, vocabulary, and author's purpose. Fiction and nonfiction reading materials and the use of accountable talk will help our ELLs develop their speaking and listening skills. Bilingual dictionaries will also be purchased to support students’ vocabulary development and language usage.

Take-home listening aids (audio books and CDs purchased through Lakeshore Learning) will be made available for students along with online subscription resources (Time4Kids, Scholastic News, Reading A-Z, Discovery Education, BrainPop) to continue strengthening their listening comprehension skills outside of school. Use of technology resources and collaborative games will also support with enhancing students’ literacy abilities. Common-Core ELA kits were purchased (via Learning Resources) as the main source of materials for this program. These kits contain a variety of resources (games, vocabulary activities, picture supports, comprehension boards, writing prompt cards, etc.) that will aid teachers in providing students the necessary content and strategies in multiple ways, and enable students to experience language through a variety of rich and engaging avenues. These kits will serve as supplemental materials that are distinct from those used for daily instruction.

We will also have a 5-hour, one-day Saturday Institute on March 23 (9:00am - 2:00pm) to give our 4th grade ELLs additional exposure to literacy. Approximately 20 students will receive targeted coaching in small groups (10 students per group) by 2 ENL teachers to develop academic English literacy strategies and skills identified as areas of need by their classroom teachers, based on classroom assessments and teacher observations.

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: 

Since a majority of our students are ELLs or former ELLs, one Tuesday afternoon hour-long meeting time (2:45 - 3:45pm) every 2 months, starting in November (11/27, 1/29, 3/26, 5/28 for a total of 4 sessions - at no cost to the program) will be devoted to addressing the needs of English Language Learners in the school. As the school has recently adopted the Teacher's College Reading & Writing Project as its new literacy curriculum, the focus of these sessions will be to create language objectives and incorporate ENL strategies into TC Units of Study in both reading and writing across grades K-5 to best meet the needs of ELLs. The 4 sessions will be facilitated by the two assigned TC staff developers (one for K-2, one for 3-5); also available to support will be Assistant Principal, Beena Thomas, who has experience in working with large ELL populations and has completed Fordham University's TESOL Institute, along with the school's in-house literacy coach, Danielle Cannistraci and the two knowledgeable, experienced ENL/AIS staff members, Judy King-Hui and Kathy Kwong. (11/27: Advanced Literacies; 1/29: TCRWP - Language Objectives and differentiating for ELLs; 3/26: Writing; 5/28: Vocabulary & Content-Focused Instruction).

The teachers who are working the Extended School Day program on Wednesdays and Thursdays will be invited to participate in an ELL book study Professional Learning community, to be facilitated by Assistant Principal Beena Thomas. Title III teachers would be invited to participate (paid per session) in five or six after school meetings on Fridays from 2:45-4:15pm in January-February (1/11, 1/18, 1/25, 2/1, 2/8 and possibly 2/15). Professional texts have been purchased;
Part C: Professional Development

titles include "English Language Learners, Day by Day K-6", "Literacy Instruction for English Language Learners", "ESL Teaching: Principles for Success", and "Scaffolding in ELLs: The Primary Comprehension Toolkit". Participants will be able to voice their preference of text, and the book to be studied will be selected based on coming to a consensus around a common need. Findings from this PLC will be shared by Title III teachers via the school's weekly school e-newsletter and/or presented during a Monday PD session to the entire staff (either February 25 or March 4).

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: _____

During our Parent Association meetings (two Thursday mornings, 8:45-9:45am, each semester in the student cafeteria or auditorium), time is set aside for parents of English Language Learners to be given strategies on how to help their children in developing their academic English skills in reading, writing, speaking, and listening across content areas. Our two ENL service providers (Judy King-Hui & Kathy Kwong), all of whom speak the native language of many families, will support with delivering this content to the parent audience. Topics will focus on both literacy and math; the first meeting (January 17, 8:45 - 9:45am) will address the topics of using visual supports, vocabulary acquisition, and questioning and discussion, and reading strategies, and the second meeting (April 11, 8:45 - 9:45am) will deal with problem-solving in math, mathematical practice standards, test-taking strategies and tips, and social-emotional learning. We also provide time for parents to ask questions about school curriculum. Translators are provided at these meetings.

All notifications to parents are sent via backpack in English/Chinese or English/Spanish throughout the year. Parents will be surveyed in November (during Parent-teacher conference days) for their preferences of topics they would be interested in attending workshops for. Workshops for ELL parents will be coordinated by the Parent Coordinator, Diane Chong and planned for the following school year..

Our Parent Coordinator is working with the Charles B. Wang Community Health Center so that we can host parent workshops. We are planning on holding an hour-long workshop (during the school day) on ADHD and Student Focus in November and another one on Behavior Management in February. Translators will be available at these parent workshops. These workshops are planned in collaboration with the Parent Association and will be provided at no cost to the program.

At all meetings and workshops, attendance will be taken, agendas will be distributed, and all materials will be available in both English and Chinese (Spanish also, if needed). Copies will be maintained in a binder by our ELL coordinator/ENL service providers.
### Part E: Budget

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

**Allocation Amount:** $_____

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>130</td>
</tr>
</tbody>
</table>

School Name: Public School 130 Hernando De Soto

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>Renny Fong</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Beena Thomas</td>
</tr>
<tr>
<td>Coach</td>
<td>Danielle Cannistraci</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td>Judy King Hui</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Debra Zaslow</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Donna Sung/ELA</td>
</tr>
<tr>
<td>Parent</td>
<td>Nathaniel Conan</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Diane Chong</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Jeanne Louie Wong</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Bonnie Laboy</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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>15</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>6</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>16</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>928</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>145</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>15.63%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) [Yes] [No]
  If yes, indicate language(s): Chinese
- Dual language program (DL) [Yes] [No]
  If yes, indicate language(s):
- Freestanding ENL [Yes] [No]

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2016-17)</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>
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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?

We use the Fountas and Pinnell (F&P) assessment system (running records, comprehension), NYC Performance Tasks, and teacher-made assessments to assess the early literacy skills of our ELLs. We have found that our systematic approach to teaching literacy and language to our ELLs through a blend of ENL and Balanced Literacy has enabled our ELLs to acquire English language skills very quickly. Most students enter with limited or no English language skills and have an F&P independent reading level that is barely recordable (-A). By the end of the year, most of our young ELLs have reached F&P independent reading levels comparable to their English proficient peers (levels C-E).

Teachers use the data gathered from assessments (F&P, running records, baseline tasks, end-of-unit performance tasks, writing pieces) to inform their instructional planning of unit goals, specific lessons, small groups, and individual student goals. These forms of assessment data have helped teachers provide targeted, Common Core-aligned instruction to students to meet their unique needs and monitor their progress throughout the school year.
2. **What structures do you have in place to support this effort?**

This year, we implemented a Title III ENL after-school program for ELLs in grades 1 and 2 as a way of providing these students with additional, targeted language support and strengthening their skills in listening, speaking, reading, and writing. Enhancing these specific skills was a goal in preparation for the NYSESLAT, as well as supporting their growth in independent reading.

While our older ELLs tend to progress well, it does take them a little more time to reach the standards of the grade they are attending, particularly in reading and writing. For this reason, we are providing consistent support throughout the year for all of our ELLs on grades 3-5 in an extended school day program, with a focus on reading and writing as well as opportunities to “rehearse” their listening and speaking skills through our performing arts program offerings throughout the grades.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

We evaluate the success of our programs for ELLs by how well our ELLs transition into the mainstream. This is measured through teacher evaluation and an assortment of assessments (both formal and informal), parent feedback and student reflections and presentations.

In addition, we track all of our ELL students' progress by monitoring their F&P reading levels and writing samples, as well as keeping portfolios for their content area instruction. We administer the NYC ELA and MATH Performance Tasks and the ELL Periodic Assessment at the beginning and end of year to monitor students’ progress. On our most recent School Quality Guide (2015-16), the average proficiency rating of ELLs in the "Closing the Achievement Gap Metrics" was meeting targets in ELA and exceeding targets in MATH.

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

Teachers meet in their grade teams to look at the summative assessments & corresponding rubrics to then norm their scoring practices. Once assessments have been graded, all data is entered into our school-based Google monitoring documents. The beginning-of-year assessment data gives teachers a snapshot of their students' strengths and areas of need, which supports the formation of small groups and the planning of targeted instruction. Throughout the year, as teachers monitor growth via running records, pre- and post-unit assessments, etc. instruction and small groups are adjusted accordingly. Those students who are found to be making minimal to no progress are referred to the coach, ENL teachers and members of the RTI team, who analyze student work and current instructional strategies and make suggestions for remediation and additional support.

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.]

We use teacher-created assessments, teacher observations and conferring notes as well as F&P results to guide instruction for ELLs. Teachers meet together with their ENL support teachers to analyze results - identify which ELLs continue to struggle academically (e.g. low scores on unit assessments and writing tasks, showing little to no progress in moving up F&P levels, etc.) and to determine steps to take as per the RTI framework in the following manner:

- **Tier 1 - Classroom:** Explicit instruction based on NYSITELL, NYSESLAT, and F&P assessment results with a differentiation in content and product, a focus on oral language development and supporting literacy skills and content knowledge all year long through pairs, small groups, buddy/partnerships; addressing all modalities (listening/speaking, reading/writing) throughout the day; conducting on-going assessments (such as observations of students, running records, conferencing, etc.).

- **Tier 2 - Targeted Instruction based on language needs of students in a small group with knowledgeable/certified school personnel (group size should be no more than 1:6 or 1:8).** Remediation of skills/strategies daily. If students are still struggling, we will look at the students' background, strengths, and weaknesses, home environment, and note behaviors associated with a learning disability and behaviors associated with language acquisition for a second language. Assessments at this tier will also include the Wilson reading system. RTI teachers will consult with classroom teachers to discuss data and plan next steps.

- **Tier 3 - Individual Intensive Intervention is given in groups of 1:1 or 1:2.** Student progress is monitored more frequently
If the ELL continues to struggle (as indicated by data monitoring and analysis of student work), a referral may be necessary.

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

   Our ELLs are making fair progress by making movement from one proficiency level to the next. The NYSITELL and NYSESLET data indicate that many of our students are able to achieve results at the Expanding and Commanding levels in the earlier grades (K-3) - this confirms the value we place on strong literacy support in all grades, particularly in establishing a literacy foundation as early as possible.

   Close analysis of the ELL subgroup's performance on the State ELA & MATH exams enables us to determine targeted supports for ELLs in literacy and math, e.g. vocabulary, visuals, supplemental writing resources, etc.

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

   The instructional reports released to schools in June provide valuable information in terms of how each class in Grades 3, 4, and 5 performed (in comparison to NYC averages as well as the previous year’s percentages) on each question and standard on the NYC ELA and MATH Exams. This information is shared with teachers to inform their planning of targeted instruction for all students.

   In addition, as previously mentioned, we have set up Google documents for each grade, into which teachers enter all assessment data throughout the year. Performance levels can be calculated based on this data, which helps teachers form small groups, set targeted goals, and plan specific strategies and skills to teach towards progress.

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### 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.

      Instruction is delivered via dually certified classroom teachers (Common Branches and either ENL or bilingual Chinese) wherever possible to provide continuity of instruction within the classroom and to minimize disruption to the classroom by pull-out teachers. In addition, push-in ENL teachers provide additional support to students who need more individualized and/or small group instruction.

      In classrooms where there is an ENL-licensed teacher, the grouping of students is heterogeneous (mixed proficiency levels). Students at the command level are placed in monolingual classes and provided with integrated ENL supports in ELA/content areas - these students are either pulled out by ENL support teachers and grouped with similar students from other classes, or an ENL-licensed teacher will push-in to the classroom and provide such students with additional support.

      Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.

      Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area). All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

   b. TBE program. *If applicable.*

      The only children in a transitional Chinese bilingual program are our self-contained special needs children. We are currently the District 2 barrier-free site for one self-contained Chinese bilingual special classes - a bridge grades K-2
This class is staffed with a teacher who is dually certified in special education and bilingual/ENL education. The content areas of math and science are taught using HLA, and great emphasis is placed on literacy through ELA and all content areas.

TBE programs are designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievement. As students (all ELLs) develop English language skills, time in the home language decreases. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English with home language supports.

c. DL program. If applicable.

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

For our ENL program, we are doing the following:
Children who are placed with classroom teachers with dual certification in ENL and Common Branches receive more than their mandated number of instructional minutes in ENL (360 minutes for students at the Entering and Emerging levels) and 180 minutes for Transitional and Expanding students. Teachers use ENL methodology and appropriate balanced literacy strategies whenever they work with the children so they are getting ENL support throughout the day.
For children who cannot be placed into self-contained classrooms (due to class size and registers), they are placed with teachers who have a great deal of experience working with second language learners. We look at the proficiency levels of each child, group them accordingly and have scheduled certified ENL staff to work with children for their mandated number of instructional minutes each day as push-in ENL teachers - if space and conditions allow. Entering and emerging-level students meet with ENL teachers for at least 360 minutes per week (usually a double period per day) while transitioning and expanding-level students meet with ENL teachers for at least 180 minutes per week (or one period per day). ENL teachers are assigned to work with specific grades and classes to allow them to plan with the classroom teachers more effectively.
Children have access to native language materials through the school library and Internet sources as needed.

Students in the transitional bilingual program are serviced by their own classroom teachers, who are dually certified in bilingual education and special education. Native language is used to help with understanding and comprehension, particularly in the content areas of math and science. Vocabulary, visuals, models, oral explanations are all strategies used to help students make meaning of texts and the world and culture around them.

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.

Content area instruction is delivered to students in English, using ENL methodology, and is infused into our literacy block, as we do with the other populations (special needs, general education, and G&T). Students learn content and vocabulary in context as they are engaged in shared reading lessons. Visual aids (video clips, SMART boards, pictures, Internet resources, etc.) are used to help children understand the materials. In addition, children learn to do research (in books, via computer programs and the Internet), work in groups, make oral presentations and role-play to enrich and improve their language development. Our balanced literacy approach supports teachers in making content comprehensible via many different ways in order to foster language development among our ELLs. Lessons in our Math in Focus curriculum put emphasis on vocabulary and effective strategies to help with problem solving. Science and social studies content are mostly embedded in the curriculum goals. Native language support will enhance this and other content area learning.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All of our ELLs (with the exception of the children in the special education special classes) are in an ENL-only program; as a result, they will not be evaluated in their native language. For the special education students, the bilingual special education teacher provides them with teacher-made assessments that are appropriate to the abilities and needs of the special needs students they serve. In the past, when we have had students in grade 3 in our Transitional Bilingual Education program - the
students had to take the Chinese reading test this year, which gave us some insight into their understanding of their native language in literacy-based tasks.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

a. Children who are SIFE are given additional support through one-to-one intervention during the day and support through our extended school day program. Their progress is monitored and we have on-going contact with the home through our bilingual school staff.

b. We have dually certified teachers on most grades (either ENL/Common Branches or Bilingual Chinese/Common Branches) as well as Chinese bilingual educational assistants assigned where the majority of our new arrivals are (lower grades). Children receive most of their ENL instruction within their own classrooms, thereby increasing continuity of instruction. Teachers use ENL strategies in the content areas to help children learn. Bilingual staff are available to support the children as needed and to increase parent involvement by providing translations for parents at school meetings, events and classroom celebrations. In addition, these children are given ample support in language development and test-taking strategies through our extended school day program.

c. Most of our developing students are also students who have exhibited some other difficulties in learning. Additional targeted instruction with ENL specialists is given, either through individual or small group service, as well as at-risk services with intervention specialists, depending on the need. Progress is monitored and discussed at the AIS and PPT meetings. Parents are kept apprised of their children’s progress as well, in some cases, after exhausting all school resources, there may be a need to have an evaluation made to see if there are other issues.

d. We are a K-5 school and do not have ELL students longer than 6 years.

e. We have many teachers who are experienced in working with ELLs and have attended professional development specifically targeted for teachers of ELLs in the mainstream classroom. Many of these teachers have also previously served as ENL teachers, using formerly recognized city ancillary ENL licenses or who are finishing up coursework towards their ENL certification. They are all cognizant of the needs of ELLs and work closely with our current ENL staff and ENL supervisor to provide support to our former ELLs. All former ELLs are given the necessary testing accommodations (extended time, separate location) up to two years after reaching proficiency. Those who need additional support are included in after school extended school day programs for intervention.

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?

Some instructional strategies would include the usage of the following:

- Word Study Strategies such as Wilson Fundations – to tackle phonetics, how to build words and to recognize the patterns in various sounds/digraphs/blends; teaching of root words – understanding root words can help students scaffold their knowledge – e.g. civis = civil, civilization, citizen, civilized, etc.; teaching of prefixes and suffixes – understanding these can serve as a context clue for students in finding out the meaning of what they’re reading; sight words/high frequency words word center – to help students memorize and build on words that they would see often and would need to use often.

- Context clue strategies can help a student in figuring out unknown words such as reading the sentence before and/or after to provide more meaning; synonym key words (and, like, such as, also); antonym key words (unlike, however, but, although, even though), etc.

- Teaching of nonfiction text features helps students understand what each element is and how they can aid students in thinking deeper and finding more information about a topic (such as captions/labels, subheadings/subtitles, glossary, table of content, index; special words – bold, underlined, italicized, etc.).
- Teaching various balanced literacy strategies such as character mapping, story sketching, and cooperative group discussions to scaffold ELLs/SWDs’ learning.

Some grade level materials would include the usage of technology:
- Raz-kids: provides leveled texts for students, allows them to move according to their reading level
- Brainpop.com or brainpopjr.com – both sites come with videos that would provide extra scaffolding in video form, brainpopjr would be geared towards the younger population/ELLs/SWDs
- Discoveryeducation.com – also a site that provides teacher-led videos that would help the students in gaining supplemental information about topics

Some grade level materials would include:
- Usage of guided reading books that would target a student’s needs in building knowledge as well as the development of the various strategies mentioned above (appropriately leveled, high-interest topics)
- Usage of nonfiction texts and fiction texts that are paired on the same topic – this would help students understand where writers/authors receive their ideas from, also helps students make a connection of real life and the text.

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?

Curriculum flexibility allows both classroom teachers and ELL/SETSS instructors to provide students with frequent exposure to the same topic, even if the students are pulled out from their regular classes. This would allow ENL/SETSS teachers to support the students in areas where they are having issues with as well as provide students with more information on the same topic that the general education teachers are working on. Differentiated texts/experiences/graphic organizers can be provided through this flexibility. As a school, we ensure that flexible programming is used to maximize time spent with non-disabled peers through a heterogeneous mix of students in each class.

Instructional flexibility allows the ENL/SETSS teachers to analyze what the students’ weaknesses are and to provide targeted instruction so as to build on this particular area and to help a student understand what he/she needs to do. In addition, this would provide general education teachers as well as ENL/SWD teachers better insight on how to serve the students in a more efficient/effective manner. Also, if the teachers feel that ELLs/SWDs require more instruction on a particular topic, the ENL/SETSS teachers can provide more opportunities in targeted practice.

Scheduling flexibility allows the teachers (both general education and ENL/SETSS) to target a student’s needs. Through the usage of open communication and collaboration, teachers would work together during push-in sessions so that they can provide leveled texts and differentiation while teaching the same topic in small groups. Pull-out sessions would also allow for targeted instruction as well as minimizing any sort of distractions that might impede a SWD from understanding what needs to be done. In addition, this provides the students with the opportunity to ask questions on anything they are confused about within class.

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.

In analyzing our ELL data in ELA, math, and science, we found that our ELL students were relatively strong in their content knowledge while understandably much weaker in ELA. Also, an analysis of our NYSESLAT data reveals that our students are weaker in the modalities of reading and writing. Our targeted intervention for all of the ELL subgroups, as a result, focuses on English language development skills, with an emphasis on reading and writing. The materials used will be both fiction and non-fiction, so as to address some of the content weaknesses as well during their intervention programs, including test prep. While Social Studies data is no longer available (the State no longer gives the Social Studies exam), we do not have data other than classroom assessments to determine weaknesses and strengths in Social Studies. We address social studies needs within our non-fiction intervention, since Social studies content is imbedded into our teacher-created literacy units. Native language support in the content areas will enhance understanding.

For students in Grades 1 and 2, the newly-established Title III after school program (1½ hours, once a week, in January through
May; students are in groups of no more than 10 students with an ENL-certified teacher) will continue to provide our younger ELLs with supplemental experiences to support growth in listening, speaking, reading and writing through games and other hands-on activities.

For our 3rd, 4th and 5th grade ELL students, the intervention services are provided in English, using ENL strategies, through Title III funds in an extended school day program that will meet 1.5 hours, once a week (Thursdays) from mid-November through the end of March, just before the testing period begins. The classes are organized in homogeneous proficiency groups of no more than 12-15 students each.

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

A school-wide goal is to show more evidence of rigor and data-driven differentiation in instruction, with a whole-school concentration on writing. We will have at least one teacher on each grade who will be attending writing professional development through Teachers' College. Grade teams will utilize newly-purchased TC writing units to enhance our existing literacy units. We are also looking to continue our practice of all teachers engaging in at least 2 cycles of learning during our Monday PD times to enhance their own professional learning around topics of interest. In addition, to further the work begun in collaboration with an external math consultant to improve pedagogical practices in math and challenge students’ thinking through rigorous problem solving, teachers will continue to align current math curriculum with Common Core standards and incorporate rich tasks and more engaging, hands-on activities.

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

We do not plan to discontinue any program or service.

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

All ELLs have equal access to all school programs. Our school has a very strong emphasis on the arts as a venue to motivate children to come to school and to provide a means for children to learn and practice language and social skills. Every child in every grade from Pre-K through Grade 5, regardless of learning ability (special needs, ELL, general education or Gifted & Talented), has the privilege of participating in an arts residency program (visual/fine arts, dance, theater, and music) that is linked to improving academic performance skills and content knowledge (reading, writing, speaking, listening, math, social studies, and science). These programs are part of the children’s school day.

We have ELLs in our Gifted and Talented Program who are receiving support and doing well in the program. Our school-sponsored after arts school programs include chorus, instrumental music, ballroom dance club, photo club, yearbook club, and lion dance club and are held on days alternate to our academic intervention programs (Wednesdays and Fridays) to allow children who have to attend the academic extended school day to participate in the extra-curricular activities. These programs have contributed to the success of our school and have increased parent involvement tremendously.

In addition, ELLs in the 3rd, 4th and 5th grade are provided with an opportunity to attend an extended school day program to improve their English language skills in reading, writing, speaking and listening. This supplemental program is offered on Wednesdays/Thursdays for 1.5 hours. The Title III ENL supplemental, after school program is open to all ELLs in Grades 1 and 2 for 1.5 hours a week (January through May).

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.

Content area instruction is in English, using appropriate ENL methodology. Native language can be used to help with better understanding of content area material. We use many high-interest, low vocabulary books (as well as picture books) for language development and to teach social studies and science. Students have access to listening centers as instructional tools in the classroom. SMART/Promethean boards, computers, Internet access, and document cameras are in all classrooms to allow for visual/interactive and independent learning which engage and motivate second language learners to access content in various ways and practice what they have learned. In addition to a 36-station computer lab that is accessible to ELL students, there are mobile laptop carts that classroom teachers and ENL specialists can use with their students.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
We have many teachers and support staff who speak and/or read Chinese and who provide native language support as necessary (e.g., explaining directions in the native language to students who need it so that they can understand what to do in class, providing notes to parents in Chinese to explain homework assignments for home support, etc.). The bilingual special needs classroom delivers language support as per the children’s IEPs.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Students are grouped by both grade level and age (as appropriate) with some consideration given to last grade completed. Teachers use ENL strategies and materials and resources that are high interest/low vocabulary but grade/age appropriate to teach content instruction. Because we have many teachers who are dually certified ESL/Common Branches, ELLs in those classes receive ENL support all day long in their own classrooms. Flexible scheduling allows for out-of-classroom personnel to push-in or pull-out of classrooms to provide extra support.

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 are not a co-located school and do not share our 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).
We have tri-lingual staff in the main office (English, Chinese, and Spanish) who are able to explain to parents their program choices for the children at the time of registration.
• We also have parent orientations at the beginning of the school year and individual meetings with new admits as they come in to register throughout the year.
• Parents are given the brochure with the program choice information and are given an opportunity to view the orientation video in the language of the parents.
• They also have the opportunity to meet with the Principal and/or ENL coordinator to answer any questions and an opportunity to visit the classrooms.
• A parents’ school handbook is given to every parent. The handbook outlines school policies, procedures, programs and contact numbers of key people in the school (principal, assistant principals, guidance counselors, programs, parent coordinator, Parents Association, IEP team, nurse, etc.) for parents’ reference. The handbook is provided in both English and Chinese.

- New incoming students engage in self-awareness activities, e.g. "getting to know You" projects when they first arrive in their classrooms. The various arts programs offered here allow them to express themselves creatively. Collaborative group work within classrooms supports new students with peer modeling of language.

The school provides staff with the necessary materials and information to share with families of ELLs and which will enable them to help ELLs transition from elementary school to middle school. In addition, materials and letters are translated into the children’s home language with the information they need. Bilingual staff members are available to assist teachers when they meet with parents on a one-to-one basis during school hours and/or to assist in translation on the telephone as needed. Our guidance counselor is active in the middle school admissions process and familiar with the SEMS system and is available to assist teachers and parents with making informed decisions about their children’s future schooling experiences.

17. What language electives are offered to ELLs?
N/A

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

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

Even though our numbers indicate that we have only about 16% who are current ELLs, we have many students who may have passed the required assessments but still need English language support. Because of this, all of our professional development has been specifically designed to include considerations for second language learners for all personnel – common branch teachers, ENL teachers, bilingual teachers, guidance counselors, secretaries, parent coordinators. We have been engaged in school-wide child study inquiry work, focused on how to differentiate instruction for students with different learning styles and taking into account their language development, whether they are struggling students or our "high-fliers."

We will use our Monday professional development time, Tuesday parent engagement and professional responsibilities time, as well as weekly grade-level meetings for teachers to work together to learn more about ENL-related methodologies and resources.

Mondays are designated as professional development days for professional learning for staff. Links to professional development opportunities are also provided to staff via our weekly staff newsletter, email, and postings. Workshops and visits to successful ENL classrooms are arranged for the ENL and Bilingual staff as requested or necessary. We keep ourselves informed of opportunities and trainings offered through the Department of English Language Learners and Student Support (DELLSS). We had several ENL teachers participate in our District’s ENL Leads meetings as well as the Kellogg/Asian American Federation grant-related workshops and intervisitations at the various participating schools. These teachers then turnkey the information they learned from these opportunities to their fellow staff members. To the extent possible, we look at making arrangements for ENL teachers and providers and Bilingual staff to attend citywide or State-sponsored workshops and/or conferences on Bilingual Education and ENL and look at differentiated instruction as it relates to ELLs. Workshops offered by the DELLSS are attended by our ENL providers and some classroom teachers, depending on availability during the school year.

All of these PD opportunities will ensure that teachers deliver high-quality, Common-core aligned instruction to their students.

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.

Monday PD sessions, as well as Tuesday’s professional responsibility time, are utilized to provide staff with learning opportunities to support the various types of learners in their classrooms. Learning cycles allow for teachers across grades and subjects to collaborate in determining and trying out new strategies, as well as in sharing of best practices already occurring in classrooms.

ENL-specific meetings are also held throughout the year to discuss specific topics, such as NYSESLAT, vocabulary & visual supports. use of data, technology, and assessments to drive instructional decisions, etc.

In addition, one common prep grade meeting each month (45 minutes/period) is devoted to looking at the student work of ELLs and former ELLs and discussing and sharing best practices. Meetings are documented by minutes and/or Google Documents. Teachers are able to share with each other successful strategies that are being implemented with ELLs in their classrooms at these sessions and a plan of action for next steps are recorded. Teachers are expected to try out these suggested next steps and report back as to the results at the next session. In addition, new teacher support meetings are held to help teachers understand how to work with ELLs in their classrooms.
The total number of hours in these sessions exceed the minimum ELL training hours required for both general education and special education staff. Agendas, attendance and minutes are recorded at each meeting and are uploaded into electronic folders (organized by grade and by content/subject/topic) located on the sidebar of our weekly e-newsletter that is sent to the entire staff by our Principal. These documents and folders are accessible to everyone on our staff.

### 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.

   ENL support teachers maintain consistent contact with families to keep them updated of their children’s progress in regards to language development. They meet with families during additional conferences and meetings, especially during the designated Tuesday parent engagement time block. Report cards and additional progress reports go home quarterly to delineate students’ growth and areas for improvement in all content areas, including grades for speaking, listening and language, academic and personal behaviors, and social-emotional development.

   Records are kept for individual meetings with ELL parents, as well as outreach to ensure parent needs are accommodated by entering them into iLog (Intervention Log) through the NYCDOE ATS system. Logs/attendance/minutes are kept for all meetings, phone calls, and written correspondence.

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

   Parent involvement at our school has been excellent. Almost 99% of our parents, including parents of ELLs, attend both the fall and spring Parent Teacher conferences. Parent Association meetings are generally very well attended by parents of ELLs and former ELLs. This can be attributed to the fact that we include a parenting segment (i.e., how to be more involved in their child's education, what kinds of questions to ask at Parent Teacher conferences, how to prepare their children for middle school admission, how to access their children’s information on the NYC Schools account/STARS, etc.) at each of the meetings. Translation services are always available. The Parent Coordinator is present for virtually all meetings and makes herself available to address parents one-on-one regarding specific needs. Parents of ELLs are also very involved with class celebrations, trips and school events where they can see how well the children are learning.

### 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.

In addition to the rigorous academic program that we offer, we have an extensive performing arts program in dance, music and theater for all of our students. These programs are especially helpful in developing the English language proficiency and the academic performance of our ELL students. They allow ELLs to learn through hands-on experiences and to demonstrate what they have learned through performances and celebrations. As a result, many of our ELLs have scored exceptionally well in their content areas as well as on the standardized exams.
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, Renny Fong, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** PS 130 Hernando De Soto  
**School DBN:** 02M130

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renny Fong</td>
<td>Principal</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Beena Thomas</td>
<td>Assistant Principal</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Diane Chong</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Judy King Hui</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Nathaniel Conan</td>
<td>Parent</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Donna Sung</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Danielle Cannistraci</td>
<td>Coach</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Debra Zaslow</td>
<td>School Counselor</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Bonnie Laboy</td>
<td>Superintendent</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Jeanne Louie Wong</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td></td>
<td>Other Related Service Provider</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 02M130  School Name: PS 130 Manhattan Hernando De Soto  Superintendent: Bonnie Laboy

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>Diane</td>
<td>Chong</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   Our main office is comprised of staff who are bilingual; they are fluent in English/Chinese (Cantonese/Mandarin/Toysanes) or English/Spanish. When parents come in to register, they fill out home language surveys, forms that indicate language of preference for written communications, and are interviewed by the staff to see what dialect they understand. We also look at the information we can gather from other sources, e.g. ATS Report of Preferred Languages, blue emergency card data, parent surveys, and teacher surveys.

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>Chinese</td>
<td>784</td>
<td>55.52</td>
<td>379</td>
<td>26.84</td>
</tr>
<tr>
<td>Japanese</td>
<td>2</td>
<td>.14</td>
<td>2</td>
<td>.14</td>
</tr>
<tr>
<td>English</td>
<td>614</td>
<td>43.48</td>
<td>593</td>
<td>42</td>
</tr>
<tr>
<td>Spanish</td>
<td>7</td>
<td>.5</td>
<td>8</td>
<td>.57</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.

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbook</td>
<td>September</td>
<td>We have a number of staff members who are able to help us translate notices into Chinese that go out to parents.</td>
</tr>
<tr>
<td>Holiday Shows</td>
<td>Throughout the year</td>
<td>We have a number of staff members who are able to help us translate notices into Chinese that go out to parents.</td>
</tr>
<tr>
<td>All written notifications are translated by our bilingual teachers. This has helped us provide parents in a timely fashion on all school related issues. Translation requests are submitted in advance in order to ensure that documents are ready in time for distribution. Examples of documents that we typically disseminate every year that require translation include the parent handbook, notices concerning trips, holiday shows, and other school-based programs and events, etc.</td>
<td>Throughout the school year, as needed</td>
<td>We have a number of staff members who are able to help us translate notices into Chinese that go out to parents.</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conferences</td>
<td>September, March, May</td>
<td>Some staff are available to assist with translations. We have volunteers from a local high school and CBOs who volunteer to help translate. The DOE provides over-the-phone interpretation services if needed.</td>
</tr>
<tr>
<td>Family Engagement (Tuesdays), Parent Workshops, meetings and conversations with guidance counselor and School-Based Support Team, calls to parents, registration, questions for attendance teacher</td>
<td>As Needed throughout the school year.</td>
<td>Some staff are available to assist with translations. We have volunteers from a local high school and CBOs who volunteer to help translate. The DOE provides over-the-phone interpretation services if needed.</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.

Translated letters can go home. Announcements can be made on our school website, where the site is able to be translated with the click of a translation button. Individual phone calls could be made, as necessary.
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.

Through staff meetings, email, and online newsletter.

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 school has taken the following measures to fulfill Section VII of the Chancellor's Regulations A-663:

- Each parent whose primary language is a covered language and who require language assistance services will be provided with a copy of the Bill of Parent Rights and Responsibilities by request. This document includes their rights regarding translation and interpretation services at the time of registration.

- The school will post a sign (downloaded from the Translation and Interpretation Unit’s site) at the primary entrance in Chinese indicating the availability of interpretation services.

- Parents are asked to listen to specific radio stations that broadcast in their home language.

- Our parents are informed, as needed, at general meetings of the Parents Association about the DOE’s website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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?

Parent Surveys, General Meetings of the Parents Association, parent visits to the Main Office, Parent Workshops, and conversations with staff members will be used to gather feedback from parents on the quality and availability of services.