2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 04M182

School Name: THE BILINGUAL BICULTURAL SCHOOL

Principal: YAZMIN PEREZ
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
## Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>THE BILINGUAL BICULTURAL SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>04M182</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>3104000010182</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>3-K - 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>219 East 109 Street, New York City, NY 10029</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-860-6031</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-860-4536</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Maria Torres</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:mtorres31@schools.nyc.gov">mtorres31@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Yazmi Perez</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Carmen Rodriguez</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Johanna Luca</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Yazmin Perez</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Vandana Bonilla</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/a</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/a</td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Alexandra Estrella</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>160 East 120 Street New York, NY 10035</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:AEstrel3@schools.nyc.gov">AEstrel3@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-348-2873</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-348-4107</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Manhattan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director:</td>
<td>Yuet Chu</td>
</tr>
</tbody>
</table>
Executive Director’s Office Address: 333 Seventh Avenue, 8th Floor New York, NY 10001

Executive Director’s Email Address: YChu@schools.nuc.gov

Phone Number: 646-470-0721 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>Yazmin Perez</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Carmen Rodriguez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Johanna Lucca</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>Vandana Bonilla</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Karla Hernandez</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Cosme Paloma Diaz</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Karla Alexander</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Jose Hernandez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Lynda Hernandez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Vandana Bonilla</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>


Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

As we continue to reflect on previous academic years, we continue to redefine our purpose as a school community. In doing so, we realized that our vision and mission at the Bilingual Bicultural Mini School continues to evolve. We aim to ensure that our students understand the concept behind equity and accessibility. Our vision and mission reflect the ideology that equity and accessibility is a right that each and every single student is entitled to.
Three years ago, we developed our vision and mission statement with the hope that every student in our school community would learn how to self advocate for their educational rights. The following statements were developed and continue to be redefine each year:

Vision Statement: Our students will become lifelong learners, creative thinkers and productive citizens who will advocate for equity and accessibility as a tool for success.

Mission Statement: We will develop a school that is highly regarded for its dedication to equity and accessibility, attention to technology, and contributions for developing strong communities. We will do this by engaging students in rigorous learning opportunities that provide entry points to learning and accessibility to resources. We will ensure to foster a supportive environment where students are safe and advocate for equity and accessibility as a tool to foster academic, social and emotional growth.

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.

The Bilingual Bicultural Mini School is a small school with a focus on bilingual education and dual language education. We are located in East Harlem and proudly serve 322 students. Our student demographic consists of 92% Hispanic, 6% African American, 1% Asian or Native Hawaiian/Other Pacific Islander and 1% White. Our student population includes a high number of identified students classified as Multilingual Learners (41%). Our MLL students represent various Caribbean Islands and countries across Central America and South America. Our students represent unique cultures including the Mixtecos who speak Spanish and Mixtec. We are proud to announce that this academic year 2017-2018 our school will be expanding by adding a 3K program and a 4K program. This will increase our student population by 33 students. It was important for our school to open a 3K and 4K program due to the fact that many families enrolled in our school needed this service.

Based on our observations and attention to student needs, we have recently revised our Theory of Action. As educators we have a responsibility to educate our students and a moral obligation to ensure equity and accessibility for all. The 2016-17 and 2017-18 academic year were strong learning years at our school for both teachers and students. We engaged in work that focused on learning how to better education Multilingual Learners by partnering with Dr. Aida Walqui who engaged us in QTEL learning. Over the last two academic years we focused on developing writing skills through a focused theory of action. The Theory of Action was focused in the area of writing with an emphasis on Multilingual Learners (MLL) and Differently Abled Students that became the cornerstone of much learning and growth. As a school community, we worked on teacher development in the area of writing utilizing Quality Teaching for English Learners (Q-TEL) strategies.

Through tailored learning opportunities with Teachers College, Quality Teaching for English Learners as well as Word Gen teachers focused on learning how to differentiate learning activities so that all learners in the classroom would be engaged in grade-appropriate discourse while incorporating newly acquired vocabulary. Teachers also learned how to raise the level of stamina and volume using scaffolds and guided writing to raise the level of student proficiency in the area of writing.

Teachers also began to develop their understanding of Universal Design for Learning. With the principles of Universal Design for Learning (UDL) in mind, teachers refined their practices to design instruction to meet the needs of all learners in the classroom. A step further than simply differentiating, teachers created lessons that allowed for multiple means of representation by providing options for perception; options for language, mathematical expressions and symbols; and various options for maximizing student comprehension. In addition to this, teachers continue to develop lessons that integrate multiple opportunities for action and expression including providing opportunities for physical action; providing options for expression and communication; and providing opportunities to develop students’ executive functioning. The final component of UDL that teachers continue to refine is the principal
of multiple means of engagement. With this, teachers develop their ability to provide options for recruiting interest among the students; improving students' ability to sustain effort and perseverance; as well as develop students' abilities to self-regulate.

We are determined to ensure that students in our school obtain writing proficiency and that is why we will continue our work around our Theory of Action. Based on our year-long observations and what we learned about our students we have established instructional changes that include providing students with a balanced approach to learning. We will continue working with Teachers College to implement the reading and writing workshop methodology. This change is pivotal as it aligns to our Fountas & Pinell assessments and the Fountas & Pinnell Guided Reading Intervention Program. Our teachers will continue attending calendar days at T.C. which focus specifically in writing which is aligned to our Theory of Action.

We recognize that our work and practice has to be reflective of who we are serving. As a school community we serve a large percentage of MLLs and that is why we have committed to utilizing Dr. Aida Walqui’s methodology of Quality Teaching for English Learners (QTEL). Our work with Dr. Walqui during the previous year allowed us to learn how to best engage students in learning and how to ensure that we are developing language opportunities for our English language learners. Our work with Dr. Walqui included 4 full days of professional development and yearlong coaching to build capacity. We hope to continue using QTEL strategies to engage students and to ensure that development of language is consistent and equitable. Our work with Dr. Walqui has change the method in which we plan our lessons and has instilled within us the knowledge to ensure that students are being engaged and being afforded the scaffolds necessary to succeed.

In an effort to ensure that we are on the road to meeting our vision and mission we have equipped every kindergarten student with an i-Pad. The I-Pad program will be used to reinforce word study and mathematical concepts. We have also equipped every classroom with state of the art SMART Boards and a document camera to ensure that technology is used to support students. Additionally, we have a technology lab and we are implementing a computer club that will focus on teaching students coding and animation. Each and every classroom has desktop computers with a wifi printer to ensure that students have resources to enhance their learning.

The Bilingual Bicultural Mini School seeks to achieve its vision by living out our mission statement in collaboration with the school community, parents and following partnerships:

- Union Settlement Intergenerational Tutoring Program
- CASA/Teatro SEA
- City Surfers/Concrete Safaris
- America Reads New York University
- NYU Learning Partners
- Hunter College Student Interns
- Bilingual Pupil Services (BPS (Interns))
- New York City Soccer Initiative
- Music and the Brain
- Bubbles
- Reading Partners
- Asphalt Green
3. Describe any special student populations and what their specific needs are.

The current data 2017-18 shows that 41% of our population are identified as Multilingual Learners; however, this number doesn’t represent the students who were not identified during the registration intake process. There are a number of students who speak Spanish at home and have identified Spanish as being their first language; however, they are not identified as ENL students. For this reason, our school is unique and recognizes that Spanish is the dominant language representative of our families and students.

Additionally, based on the most current data 2017-18 we have a total of 27.77% of students identified as students with disabilities (SWDs). This number represents a large number students with Integrated Co-Teaching (ICT) as a mandated services. For this reason, we further developed the special education program this year by creating new ICT classes. We also provided professional development to foster strong pedagogical practices within these unique settings.

In addition, this school year we continued monthly reviews of Individualized Education Programs (IEPs) within the School Implementation Team. The reviews consist of an analysis of the Present Levels of Performance (PLOP) and it's alignment to goals and recommended services. We also continue to look at the testing to determine if MLL students with IEPs are truly learning disabled or if they are being recommended for or assigned an IEP unjustly due to slow language development. The SIT team leader developed a checklist that teachers continue use to write quality IEPs that are aligned to what students need. In addition, we ensure that all new cases involving MLL students are reviewed by the team. This process includes collecting data, assigning team members to visit the student in class and a team discussion to decide whether the student in question was on track and or if there appeared to be a disability present.

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

Our last Quality Review took place in 2016 and Supportive Environment is the area in which our school made the most progress. The rating for Supportive Environment in the Q.R. was well developed. This continues to aligned to our most current ORRS data (2017-18) which shows a decrease in student infractions. This is evident as the data shows the following:

The 2015-16 data shows a total of 59 infractions across levels 1-4. The 2016-17 data shows a total of 11 infractions across levels 2-4. The 2017-18 data shows a total of 4 infractions across levels 1-4.

It is obvious that we continue to work and develop our school environment to support students across academics and social and emotional development.

The most current Q.R. (2016-17) highlighted another element of the Framework for Great Schools in which Collaborative Teachers and was rated Proficient. The findings were as follows: Teacher teams consistently analyze data and student work for students they share. Distributed leadership structures are in place. The impact was identified as follows: In addition to progress made by students toward writing goals as a result of teacher team inquiry work, teachers’ practices have improved. Across the school, teachers have built leadership capacity and have a voice in key decisions that affect student learning. This aligns to the current School Survey Data 2017-18 which shows that for Collaborative Teachers we scored a 3.72 which is higher than the district average by +0.35 percent. In addition when comparing the data to 2016-17 it shows that we increased in this area from a 3.60 (17-18) to a 3.72 (17-18). In addition the data shows that the school commitment component for this element was rated at a 4.50 which is higher than the city and district average. The quality of professional learning was rated at 3.93 which is also higher than the city and district average. This data reflects our commitment to ensuring that we develop teachers so that student outcomes can increase. Through our programming and scheduling we ensure that teachers are provided with opportunities to engage in collaborative conversations around student data and progress. Teachers were given a
handbook that outlined protocols to follow. Teachers met regularly in grade level teams to look at data and to track their targeted groups. This process allowed teachers to better understand the cycles of collaborative inquiry and the purpose of the work. Teachers discussed specific students, looked at practices and shared resources.

A key area of focus based on the December 2016 Quality Review and the most current Principal's Performance Observations (2017-18) show that indicator 1.2, continues to be area in need of improvement. The ratings for this indicator across the school year were developing. This indicator is of great importance as researchers have found teacher quality to be highly correlated with student learning and success (Darling-Hammond;1999, Kimball et. al., 2004; Odden et al., 2004). Based on the two Principal's Performance Observation visits and Q.R., this is a key area of focus and we must ensure that we are developing curricula and differentiating practices across the school and strengthening teacher practice so that students are provided with multiple entry points, higher order thinking opportunities and opportunities to engage in conversations that will engage them further (1.2). During a PPO visit March 2017, the Superintendent stated that some teachers continue to implement teacher centered lessons which results in minimal opportunities for students to engage.

As a result of our area of focus (1.2) we are refocusing our attention on planning which is aligned to Advance 1e. During the 2017-18 school year we engaged in a pilot with LDC, Literacy Design Collaborative. This opportunity allowed a small group of teachers to receive training in backwards planning. The selected teachers participated in professional learning sessions twice a month as a year long study. The teachers who participated were able to make improvements in planning and the execution of lessons as noted in their Advance evaluation data. Based on this work and the current school need around 1.2 Teacher Pedagogical practices we have decided to engage all teachers in this learning. This school year this is a focused goal that will help us shift practices and impact 1.2 teacher pedagogical practices.

Through much reflection we realize that making adjustments and modifications to the instructional schedule was not effective due to the lack of consistency in teaching practices. This academic year we will have new systems and structures to ensure that 1.2 shifts into effective so that student outcomes can increase. Some structures will include planning using Understanding by Design, a structure schedule for planning sessions and instructional rounds to monitor progress towards goals.
### School Demographics and Accountability Snapshot for 04M182

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>310</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>20</td>
<td>55</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td># SETSS (Math)</td>
<td># Integrated Collaborative Teaching (Math)</td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>55</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.0%</td>
<td>92.8%</td>
<td>95.2%</td>
<td>2.3%</td>
<td>35.5%</td>
<td>24.2%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.3%</td>
<td>0.3%</td>
<td>95.2%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>% Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
<th>% Inservice Training Required</th>
<th>% Inservice Training Delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>9%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### ELA Performance at levels 3 & 4

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>ELA Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
<th>ELA Performance at levels 3 &amp; 4 (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.9%</td>
<td>85%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Mathematics Performance at levels 3 & 4

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>37.7%</td>
<td>85%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>4 Year Graduation Rate</th>
<th>Regents Diploma w/ Advanced Designation</th>
<th>Overall NYSED Accountability Status (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

**High School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

**Note:** The above table provides a snapshot of the school's demographics and accountability metrics as of the academic year 2018-19.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

This element of the Framework continues to be one that has been discussed throughout the year. We exhibited strength in understanding where we currently are in this area and in understanding the urgency to shift practice in 1.2 Teacher Pedagogy. This academic year we continued a partnership with Generation Ready which allowed our teachers to take a deep dive into the standards and to ensure that units, and tasks therein are aligned to grade level standards. We engaged in 20 professional learning sessions where teachers were honest as to what their needs are in this area of focus (rigorous instruction). Some of the planning and preparation consisted of developing units that reflected opportunities for all learners to succeed. Such opportunities included the use of UDL strategies, ensuring that multiple entry points were evident and scaffolding for students.

During the 2017-18 school year two Principal’s Performance observations were conducted. During both a recommendation to focus on indicator 1.2 was provided. The PPO feedback stated that we need to ensure that we develop curricula and differentiation practices across the school and that we strengthen teacher practice so that students are provided with multiple entry points, and higher order learning opportunities. This recommendation was based on the fact that we should be ensuring all students are engaged and that we are engaging students with cognitively appropriate tasks that are aligned to the day to day learning targets and grade level standards. A clear focused area in rigorous instruction is the need to ensure that all students including subgroups such as MLL students are provided with multiple entry points so that accessibility to learning is available for subgroups. Additionally, we must provide scaffolds to support subgroups of students such as MLLs and students with Individualized Educational Plans. Upon our reflection we realized the following problem of practice:

At the Bilingual Bicultural Mini School there are large populations of Multi Language Learners (41%) and Differently Abled Students (27.77%). We have developed specialized programs that include Dual Language Integrated Co Teaching. However, teachers continue to struggle to utilize research based strategies to meet the needs of the diverse learners with rigorous standard based teaching. This results in a lack of foundational skills in reading and writing as evidenced by the 2017 English Language Arts performance which showed proficiency of only 26%.

We are currently awaiting the 2017-18 results so that we can make a comparison between the two academic years.

As a result, we have implemented changes for the upcoming school year. We will be engaging students in a balanced approach to learning with a focus on meaningful tasks. We recognize the need to focus on additional professional development opportunities to ensure teachers shift practice and develop a repertoire of strategies as it relates to planning rigorous instruction and delivering rigorous instruction. We have established a school wide instructional focus aligned to components 1e Designing Coherent Instruction and 3c Engaging Students in Learning. Teachers will practice in study groups and professional learning opportunities that will focus on designing rigorous instruction with scaffolds and understanding how to use multiple entry points to make learning accessible for all. Additionally, study
groups will focus on aligning data to small group instruction and planning engaging and meaningful activities to maximize differentiated instruction. In addition, teachers will also participate in study groups that will focus on looking at the standards for writing; this will be done in an effort to improve writing.

A major shift in our professional learning will include

- LDC training for all teachers
- Implementing and monitoring previously learned strategies (QTEL)
- Infusing instructional rounds to monitor progress and engage in self reflection of practices

We will revise this section as soon as we have the new ELA data to ensure that we identify priority needs based on current student data.

Part 2 – Annual Goal

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

By June 2019, 75% of students in grades 3-5 will improve their ability to write from sources by demonstrating an understanding of a grade level complex text and scoring at least a level 3 or higher in their end of year writing task.
### 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>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and Students</td>
<td>09/2018 to 06/2019</td>
<td>Lead teachers will attend Calendar Days and lead the unpacking</td>
<td>Teachers will implement the units of study. Principal will oversee the process by conducting formal and informal observations.</td>
</tr>
<tr>
<td>K-2</td>
<td>11/2018 to 1/2019</td>
<td>Leap Leader and Two Lead Teachers grades 4 and 5</td>
<td>-LDC Coach (external person)</td>
</tr>
<tr>
<td>3-5 Teachers</td>
<td>11/2018 to 12/2018</td>
<td>LDC coach will provide all training related to platform</td>
<td></td>
</tr>
</tbody>
</table>

**Continue working with Teachers College (Calendar Days)**  
Professional Development Cycles will include:

Unpacking Units and revising units to include opportunities for multiple entry points and scaffolds to develop oral language that can impact written language.

Lead teachers will attend Calendar Days and once a month the unpacking will take place (across three days).

This is a year long process that includes monthly sessions throughout the year.

**Literacy by Design: LDC**

- Teachers will be trained on how to use understanding by design to shift planning. This cycle will include unpacking standards and determining what is being taught prior to creating or naming assessments.
- The cycle will evolve as teachers begin thinking of what standards align with the overall teaching goal of the specific unit.
- The final part of this cycle will include determining how to monitor learning and creating the writing task.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 Teachers</td>
<td>09/2018 to 11/2018</td>
<td>Leap Leader and Two Lead Teachers grades 4 and 5</td>
<td>-LDC Coach (external person)</td>
</tr>
<tr>
<td>K-2</td>
<td>11/2018 to 1/2019</td>
<td>LDC coach will provide all training related to platform</td>
<td></td>
</tr>
</tbody>
</table>
will work on creating grade level modules to use as a unit of study. The first unit will be taught December 2018.

-Teachers will be trained on using the LDC platform to create the modules and use the available resources.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>K-2</th>
<th>1/2019 to 2/2019</th>
<th>and creation of modules. Principal will monitor the effectiveness of teaching through informal and formal observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDC Cycle 3:</td>
<td>Teachers</td>
<td>Part 1: 9/2018 to 11/2018</td>
<td>Principal and LEAP intern will monitor teacher teams. LDC coach (external person) will facilitate all ZOOM sessions to train teachers on the platform which will be the tool to create modules.</td>
</tr>
<tr>
<td>Looking at student data. We will continue training and monitoring teacher teams. Teacher teams will meet regularly to analyze data. -The first module will be planned based on &quot;On Demand Writing&quot; which will be administered September 2018. Teachers will use specific protocols for looking at student work to make decisions about what needs to be taught. -Teachers will collect soft data throughout module one and will use the end of unit task to conduct a a data analysis of student work. Based on the data analysis teachers will make decisions and revisions for module 2. -Teachers will engage in the collaborative process of planning, teaching, assessing and revising across three cycles that reflect three modules.</td>
<td>Part 2 12/2018 to 1/2019</td>
<td>Part 3 2/2019 to 3/2019</td>
<td>Part 4 4/2019 to 5/2019</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

September 2018: We will be informing parents of the shift in our instructional practice by inviting them to a curriculum meeting.

October 2018: Progress reports with current data and some recommendations on how to help student at home.
November 2018: A letter introducing the module and invitation to provide feedback. Parents will be invited to participate in writing clinics that can help enhance their own writing skills. This can possibly better equip a parent to help their child at home.

December 2018 to May 2019: The engagement will evolve as we invite parents to join us at the end of each module to celebrate. Family members will be provided with ongoing monthly progress reports that reflect students’ progress towards grade level standards. The progress reports will include a section with a recommendation of how to help children at home.

Part 4 – Budget and Resource Alignment

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

LDC External Coach assigned to our school will facilitate all zoom sessions and oversee the platform activities.

Teacher Leads for Writing will provide assistance to teachers who exhibit the need.

Schedule adjustments have been made so that teachers have common planning time to plan and discuss student work products. In addition all zoom sessions have been scheduled for the entire year.

Per Diem funds have been set aside so that teachers can participate in instructional rounds to monitor the progress of pedagogical 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></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<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 January 2019 at least 40% of the targeted student population (bottom 1/3) will demonstrate an increase in their performance by scoring at least a level 3 in their first end of unit module writing task.

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

LDC Module 1 end of unit writing task aligned to the LDC rubric for writing from sources.
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Our latest data Quality Review (December 2016) reflect that we are well developed in this area. According to the Quality Review data findings included structures that allow students to be known by at least one adult in the building. Additionally, it was stated that our school community strategically aligns professional development, family outreach, and student learning experiences and supports.

The impact as noted during this visit was recorded as: "Personalized interventions, routines, celebrations and supports help students learn positive behaviors and result in the adoption of effective academic and personal behaviors. This continues to aligned to our most current ORRS data (2017-18) which shows a decrease in student infractions. This is evident as the data shows the following:

The 2015-16 data shows a total of 59 infractions across levels 1-4. The 2016-17 data shows a total of 11 infractions across levels 2-4. The 2017-18 data shows a total of 4 infractions across levels 1-4.

It is obvious that we continue to work and develop our school environment to support students across academics and social and emotional development.

However, we recognize the need to educate the whole child by ensuring that we monitor and track their well being and their social and emotional growth. As a school community we engaged in deep reflection around this element and realized the following problem of practice:

The students at the Bilingual Bicultural Mini School are passive learners. This is due, in part, to teachers not creating opportunities for students to meaningfully engage in learning. Furthermore, teacher observations demonstrate a pattern wherein classroom teachers miss opportunities to build high efficacy among the students in their classrooms. As a school community, we aim to prove professional learning opportunities around developing students' self advocacy skills, so that teachers can be able to foster these skills within the classroom and the larger school environment so that students can take stock of their learning.

Specific research conducted by Fencl and Scheel (2005) indicate that teachers must work on increasing learning opportunities that can result in developing student efficacy. Our intended action for this element is to provide professional learning opportunities around developing students' self advocacy skills by building efficacy. We created a theory of action that states the following:
-If school leaders provide professional learning opportunities around developing students' self efficacy, then the teachers will be able to foster these skills within the classroom and the larger school environment so that students can take stock of their learning and advocate for their rights as learners.

This academic year we will explore partnerships with New York University child study center to further develop the social and emotional state of the students in our school building. The work with NYU will help us adapt strategies to enhance our Positive Behavior Intervention System by looking beyond the expected behavior matrix and developing a matrix that examines student efficacy.

Additionally, we will continue to have a character education/peer facilitator who will teach character education and monitor the social and emotional growth of targeted students across grades 1-5. The peer facilitator will also be responsible for implementing PBIS (Positive Behavior Intervention System) strategies and procedures that can support the social and emotional growth of students. We have a school matrix that represents our expectations for student behavior. We do recognize the need to create a student efficacy matrix to supplement our PBIS system.

**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>The students of the Bilingual Bicultural Mini School will become active participants in their learning by demonstrating enthusiasm, interest, high levels of motivation, perseverance in the fact of a difficult task and active engagement in critical thinking student led discussions as evidenced by 60% of teacher reaching effective or highly effective in component 3c: Engaging students in learning by June 2019.</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>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Teachers Study Group: Teachers with 10 or more years</th>
<th>09/2018 to 10/2018</th>
<th>Principal will lead this study group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selected teachers will participate in a study group that will examine student efficacy.</strong> The first cycle of this study will focus on gaining a deep understanding of student efficacy by reading a series of journal articles.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Selected articles include:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>-Improving Self Efficacy &amp; Motivation What to Do, What to Say</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Authors: Margolis, McCabe (2006) V.41 Issue 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>-Perceived self-efficacy: Exercise of control through self-belief.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Author: Bandura, A. (1988). In J. Dauwalder, M. Perrez, &amp; V. Hob (Eds.), Annual series of European research in behavior therapy (Vol. 2, pp. 27-59)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This first cycle will focus on establishing a clear definition of self efficacy and the impact it can have on our student population.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Self Efficacy Cycle 2:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examining how students can build self efficacy. There are four sources of self efficacy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>-Mastery Experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>-Vicarious Experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>-Verbal persuasion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>-Emotional State</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creating a self efficacy matrix to monitor student development.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on research "teaching strategies used in the classroom can and do make a difference to students' self-efficacy". (Fencl and Scheel, 2005)

Cycle 3 will examine current pedagogical strategies and researched based strategies to build student efficacy. The focus will be to look at pedagogic strategies that foster self-efficacy.

Some other strategies will include:

Establish specific, short-term goals that will challenge the students, yet are still viewed as attainable. [Schunk and Pajares, 2002]

Help students lay out a specific learning strategy and have them verbalize their plan. As students proceed through the task, ask students to note their progress and verbalize the next steps. [Schunk and Pajares, 2002]

Compare student performance to the goals set for that student, rather than comparing one student against another or comparing one student to the rest of the class (Banduara 1994).

Cycle 4 will include the following learning:

- Improve self-efficacy for struggling students
- Teaching Practices to Avoid
- Analysis of student development across the self efficacy matrix

<table>
<thead>
<tr>
<th>Target teachers 10 years or more experience</th>
<th>12/2018 to 02/2019</th>
<th>Principal , Peer Facilitator &amp; Counselors</th>
</tr>
</thead>
</table>

3b – Parent and Family Engagement

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

We will work across the school year to provide a series of workshops and learning activities that will help parents understand the impact self efficacy has on young children and how it can impact growth.

September 2018: We will invite parents to participate in our PBIS kick off which will introduce the new focus for the year which is building efficacy.

October 2018: Parents will participate in a learning session led by a NYU social worker which will focus on the parent implications on building self efficacy.

November 2018: Introducing the Self Efficacy Matrix and how it can be used at home

December 2018: Examining our own self efficacy as adults and how that can impact our children.

January 2019: Open discussion about noticing and concerns
March 2019: Sharing out practices and data collected regarding the development of student self efficacy at BBMS

**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.

Partnership with New York University

Peer Coach Facilitator

OORS data

Guidance Counselor

Research based journals around self efficacy

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, at least 40% of targeted teachers will show an increase in student engagement as evidenced by a shift in practice that includes peer models, rigorous learning opportunities, student choice and focused feedback. This data will be tracked using Advance

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

Student behavior PBIS checklist will be utilized by teachers across the school year to monitor and track individual student behavior. In addition we will use a new PBIS tool "Self Efficacy Matrix". Advance data will be used to monitor how teachers are shifting practice to increase efficacy and impact student engagement.

**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.

During the 2017-18 school year we partnered with coaches from Literacy Design Collaborative. This partnership consisted of enhancing pedagogical practices by focusing on the planning of units of study. The LDC focus was based on the notion of collaboration and to the success of improving student outcomes through planning. The work consisted of working with coaches to learn best practices that included backwards planning and looking at student data. Teachers met once a week on Mondays' from 2:50 to 4:00 p.m. Although, we had LDC as a primary resource to enhance this element of the framework, there is still much work needed to be done to ensure that we are using this element of the framework to truly impact student outcomes. The data collected during the LDC work demonstrated that teachers continue to need assistance with planning and revising to meet the needs of all diverse learners.

Recent data such as the 2017-18 School Survey data show that we have made gains in this element of the framework. The overall score for this element was 3.72 which showed an increase from the 3.60 score that we received during the 2016-17 school year. This score reflects a +0.35 difference as compared to the district average. Some areas of this element that showed significant growth were school commitment, quality of professional development and peer collaboration. School commitment had a score of 4.50 which was higher than the district score (+0.17) and higher than the city score (+0.14). The quality of professional development received an average score of 3.93 higher than the district average by +0.14 and higher than the city average by +0.8. Peer collaboration was also an area of growth. This part of the survey averaged a score of 3.50 with 96% of teachers stating that the school principal and teachers collaborate to ensure the school runs effectively.

Our most recent Quality Review (December 2016) found that we are "proficient" in 4.2. The Q.R. 2016 data states that teacher teams consistently analyze data and student work for students they share. It was also recognized that we have distributed leadership in place to build capacity. The impact noted during the Q.R. visit recognized that students made progress towards their writing goals as a result of teacher team inquiry work. The reviewer also noted that teacher practices have improved in this area.

We looked at the 2017-2018 New York School Survey in depth. We do celebrate and acknowledge the growth we had. However, after further analyzing this element and each individual response we found that teachers felt that they lacked the opportunity to design instructional programs. A total of 84% felt the professional activities did not allow them the opportunity to create lesson or units of study in collaboration. Based on this data our priority for this element will focus on developing teachers in this work by providing cycles of professional development that will support Phase I, Phase II and Phase III of the collaborative inquiry process. Through ongoing professional development teacher teams will learn to utilize data as a tool in planning instruction and decision making. Resources such as the collaborative inquiry handbook, data templates and the Collaborative Inquiry Phase documents will be used to develop teams. Additional accountability will include evaluations of student work and the collection of data.

As a community we had many conversations around student performance, growth and specific needs. We recognize the need to look at data more closely in an effort to create student plans that can impact student outcomes. We
specifically look to use data to identify subgroups of students such as MLLs and Special Education Students who will be part of targeted intervention.

However, we are still faced with ensuring that we fill gaps within our curriculum to meet the needs of all learners, specifically subgroups. We must also acknowledge the fact that teacher teams have asked for additional professional development opportunities aligned to collaborative inquiry. This is reflective of teachers wanting to strengthen their practice to improve student outcomes.

The implementation of structured PLCs has been and will continue to be a focus area. This work is important as it allows us to address teaching practices that if shifted can impact subgroups such as MLLs and SWDs.

**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–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 75% of students will improve their ability to write from sources to demonstrate an understanding of a grade-level complex text as evidenced by an increase in the coherence, organization and volume of students’ writing. In order to demonstrate mastery of this goal, students must score 3 or higher on the writing from sources rubric.</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).

Aligned to the LDC work, teachers will meet on Tuesday on a weekly basis to work on collaborative inquiry. Cycles will be broken down as follows:

### Phase I:
- Looking at student work
- Identifying trends and patterns
- Determining a need of priority
- Setting long term and short term goals
- Creating an action plan

### Phase II:
- Implementation of action plan
- Revisiting student data and checking for growth/progress monitoring
- Revising based on data
- Re teaching

### Phase III:
- Looking at the overall student progress
- Making system recommendations based on the learning

<table>
<thead>
<tr>
<th>Phase</th>
<th>Subject</th>
<th>3rd-5th Grade Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/18 to 10/18</td>
<td>Principal &amp; Lead Teachers</td>
</tr>
<tr>
<td>2</td>
<td>11/2018 to 2/19</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>03/19 to 5/19</td>
<td></td>
</tr>
</tbody>
</table>

Once a week for 45 minutes teachers will use the Professional Period.
to engage in a learning walk. The learning walk will focus on examining practices used during writing.

We will use the Marzano Tool to examine pedagogical practices and to identify next steps for teachers.

This is crucial as the teaching practices are the factor that can influence student outcomes.

We will examine student engagement, and how teachers are using multiple resources to provide accessibility for all.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2018 and 1/2019</td>
<td>Grade 4</td>
</tr>
<tr>
<td>11/2018 and 2/2019</td>
<td>Grade 5</td>
</tr>
<tr>
<td>12/2018 and 3/2019</td>
<td></td>
</tr>
</tbody>
</table>

Principal and Advance support personnel will provide professional development around component 3c (focusing on guided writing and multiple entry points). Cycles of observations will be ongoing formally and informally to monitor progress around 3c.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D and I rated teachers</td>
<td>ongoing</td>
</tr>
<tr>
<td>New teachers</td>
<td>One PD session for each cycle of observations</td>
</tr>
<tr>
<td></td>
<td>4 per year</td>
</tr>
<tr>
<td></td>
<td>-10/2018</td>
</tr>
<tr>
<td></td>
<td>-01/2019</td>
</tr>
<tr>
<td></td>
<td>-03/2019</td>
</tr>
<tr>
<td></td>
<td>-05/2019</td>
</tr>
</tbody>
</table>

Planning time for Universal backwards design: Aligned to LDC

Teachers will be provided time once a month to meet for planning and revising.

The first Friday of each month will be used to allow teachers the time to collaborate and plan LDC modules.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5</td>
<td>First Friday of Each month</td>
</tr>
<tr>
<td></td>
<td>09/2018 to 06/2019</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
October 2018: Introduction to Collaborative Inquiry and How to better support your child at home.

Learning Session 1: Parents will be introduced to the concept of Collaborative Teachers/Inquiry. A learning session will be design to inform parents o the work that will be taking place through the element of the framework. The learning will focus on writing and how teachers will be tracking the student data. Quick strategies that include sustaining volume, and organization will be shared with parents. We will distribute six plus one traits of writing resources that parents can use at home.

December 2018: Sharing the Action Plan and partnering up to maximize growth

Learning session 2: During this time we will share each grade level plan and the focus of each plan. Parents will learn how to use resources such as articles, newspapers to facilitate small writing activities at home. This process is aligned to the overall goal which is to increase the ability of students' to write from sources.

February 2019: Diving in to the Goal: Engaging parents in activities that can enhance their ability to write from sources

This learning session will allow parents to practice some of the strategies and techniques that were implemented in Phase II cycle 1. Parents will be given small tasks and asked to participate in the analysis of task. This process we are hoping will help parents understand what is being expected of students and will provide knowledge they can use with their children.

April 2019: Sharing the growth and understanding the data

During this learning session we will have teachers conduct a fish bowl inquiry session where they will look at student work to discuss growth. Student identity will remain confidential. This will allow parents to understand the year long process and the impact it has on student outcomes.

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.

Scheduling: Monday LDC and Tuesdays Collaborative Inquiry

First Friday of each month: Planning session to plan, revise and reteach

LDC Training

Instructional Coach will lead PD sessions to norm practices of scoring writing from sources.

Instructional Coach will have a schedule to work with specific teachers who were rated developing or ineffective.


**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, at least 50% of the targeted collaborative inquiry group will demonstrate growth in their writing from sources end of unit task by scoring at least a level 3.

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

We will use LDC modules and the rubric aligned to the module to monitor progress towards the annual goal. There will be three modules across the school year. Teachers will use the rubric across the three modules to analyze student work.

The rubric will have all the end of unit expectations that align to the teaching plan.

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

The most current data available related to this element of the framework is the 2017-18 New York City Survey results. For this specific element of the framework an average score of 3.68 was obtained. This score reflects a higher average than the district (+17) and a higher average than the city (+0.07). The following questions found on the survey reflect a positive score as determined by the survey results:

- 100% of teachers say that the principal sets high standards for student learning.
- 100% of teachers say that the principal sets clear expectations for teachers about implementing what they have learned in professional development.
- 96% of teachers say that the principal makes clear to the staff his or her expectations for meeting instructional goals.
- 100 of teachers say that the principal carefully tracks student progress
- 92% of teachers say that the principal participates in instructional planning with teams of teachers.

Although, the survey data reflects growth across this element, there is still concern as noted in the most recent Principal Performance Observation. The last two PPOs (December 2017 and March 2018) reflect a developing score for 1.2 Teacher Pedagogical Practices. The following recommendation was provided during the March 2018 PPO.

"Although the principal has the instructional leadership and capacity, the current level of staff capacity is not yet consistent across classes. As communicated during the previous PPO conducted on December 13, 2017, during instruction, some teachers continue to implement teacher centered lessons, which provides minimal opportunities for student discussion, and differentiation to meet students learning and language needs across the school". This recommendation reflects the need to ensure that the implementation of learned strategies is monitored and weighted heavier in the observation data. During the course of the last twelve months teachers have received training that focused on learning QTEL strategies and Advance Literacy best practices. However, the implementation of the research based practices has not been consistent across all classrooms.

Some of the next steps associated with addressing this need are as follows:
"Continue to deepen the professional development to support teachers' instructional practices and capacity to employ the gradual release methods which will move them from teacher centered to student centered classes, which
will support engagement in appropriately challenging tasks, demonstrate higher order thinking and increase differentiation to meet the students’ language and learning needs”.

The most recent Advance data shows that 39.58% of teachers are developing in component 3c Engaging Students in Learning. A total of 8.33% of teachers are ineffective in component 3c. In total 47.91% of teachers are not meeting the expectations set forth in this component which affect 1.2 Teacher Pedagogical Practice. The data also shows a mean average score of 2.68% for component 3c and a mean average score of 2.58% for component 3b. This data is aligned to the PPO recommendation as noted above.

Upon reflection it is obvious that we must provide opportunities for teachers to understand how students learn best today versus how students have been taught at BBMS for the course of the last 30 years. Pedagogical practices must shift and change as the school needs change. However, it is noted that some teachers struggle with their core belief of how students learn best.

Most recently we have partnered with the Manhattan Field Support Center to redefine our core beliefs. The idea of redefining our core beliefs is essential as we have invested funds in professional development that has not resulted in a shift in practice across some classes.

We acknowledge that we must continue to grow in this area because our goal is to impact teacher practice so that student outcomes are higher. For this reason, we have decided to partner with Learning Science International.

Learning Sciences International’s (LSI’s), Ignite Core Instruction PD series is comprised of in-person sessions with integrated technology-based supports and metrics designed to help teachers and school leaders strengthen core instruction to results-driven outcomes, including igniting students to increase:

- Ownership of their learning process
- Cognitive engagement in rigorous tasks aligned to the academic standards
- Teamwork for development of new economy skills for the 21st century

LSI blends training, coaching, and a suite of classroom and leadership tools to produce sustainable transformations (with visible next-day results) in core instruction. The work with LSI will focus on retraining teachers through the lens of school transformation. This is crucial as BBMS needs a transformation in an attempt to meet the needs of all diverse learners. The work will begin with dissecting the vision and redefining our core belief. The overall goal of LSI is to further develop leadership skills in an attempt to increase teacher effectiveness which will impact student outcomes. Developing teacher effectiveness will include holding teachers accountable for providing students with the necessary rigor to succeed. The LSI plan is a yearlong plan that will include -the following buckets.

- Forging a Vision
- Igniting Student Ownership
- Enhancing Standards Tracker Usage
-Engaging Productive Teams

-Study group using "Who Moved My Standards" Joyful Teaching in an Age of Change.

All of the buckets listed above are aligned to the CEP goals reflective throughout this document. We will focus on providing students the ability to take ownership which will increase student efficacy. We will focus on the vision and redefining core belief which will allow teachers to further understand student efficacy and needs. We will use the standards tracker to ensure that rigor is present in the delivery of instruction. We will focus on empowering teacher teams so that collaboration is maximize.

It is our goal to ensure that we monitor teacher effectiveness and provide the necessary development to ensure that all students receive instruction from effective and highly effective teachers.

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, 75% of teachers will be rated effective or highly effective in Component 1e and 3c, Designing Coherent Instruction/Engaging Students in Learning as measured by the Advance Final Rating; thus demonstrating alignment between grade level standards and student task.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>When is the start and end date?</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Leader and Lead teachers will analyze Advance Data to identify trends and patterns reflective of components 1e and 3c.</strong> Designing Coherent instruction and Engaging Students in Learning. <strong>LSI Cycle 1: Igniting Series: Forging a Vision and Redefining Core Beliefs</strong> This cycle will consist of four two hour sessions</td>
<td>All Teachers</td>
<td>08/2018 to 09/2018</td>
</tr>
<tr>
<td><strong>Igniting Student Ownership</strong> This is crucial as teachers must learn how to release the learning. This is also connected to our self efficacy goal aligned to our equity goal.</td>
<td>All Teachers</td>
<td>09/2018</td>
</tr>
<tr>
<td><strong>Enhancing Teacher Teams</strong> This cycle will consist of developing best practices for engaging in collaborative conversations. <strong>Cycle 1: Phase I: Looking at student data and identifying trends</strong> <strong>Cycle 2: Phase II: Using data to determine what needs to be taught, how it should be taught and making revisions to the teaching and learning along the way.</strong> <strong>Cycle 3: Phase III: Based on the learning what system changes can be made for the upcoming school year and how will they impact student outcomes</strong></td>
<td>All Teachers</td>
<td>11/2018 to 06/2019</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.

Parents will be invited to visit classrooms and view instructions once a month. The visits will focus on looking at the science instruction and it will take place the third Friday of every month. The visits will be one period across K-5. Parents will have to sign up as visits must be capped at 15 parents per grade level.

Visits will only be scheduled on the third Friday during period 2. Parents will have the opportunity to provide feedback and provide recommendations.

Schedule of Visits

December 2018
January 2019
March 2019
May 2019
June 2019

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 sessions will be provided during the school day and per diem funds will be used to hire substitute teachers.

Danielson Framework data will be used to track impact of professional development

Additional feedback cycles will be in place to foster collaboration through LDC focus visits

TDEC Coach will assist with data analysis

Instructional resources such as professional development books and articles will be used.

LDC Coaches will be used to provide professional development and monitor progress

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></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<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, at least 50% of teachers will be rated effective on component 1e Designing Coherent Instruction

By April 2019 at least 65% of teachers will be rated effective on component 3c Engaging Students in Learning
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
Advance Observation Data will be utilized to monitor the progress towards this goal.

The data will be in four cycles and growth will be measured throughout the cycles

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

Section 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 1. What are the school's strengths relative to this Framework element?   | Indicate the data trends, source and year. Our school community has a positive climate that allows visitors to feel welcome. This is evident in the 2017-18 Survey data which indicates that 97% of families say that they are greeted warmly when they call or visit the school. We also ensure that we communicate with families in their language so that they feel comfortable and as part of the community. The Survey data also shows that 98% of families say that their school communicates with them in a language and in a way they can understand. As a school community we strongly believe that external resources are essential. Our external resources consist of organizations that support us in different ways. Below are some of the key organizations that assist us in ensuring we work towards meeting our school goals. Union Settlement: Union Settlement is unique as they provide us various types of services that help us in different ways. One service that is provided is the Reading Tutoring Service. This service consists of targeting the most struggling students in grades 1-3 and helping them develop the love for reading that has not been developed. Students are serviced in a one to one ratio so that the student feels comfortable and willing to take risks. The Union Settlement Tutor teaches the struggling reader how to read but most of all how to fall in love with reading. The program is year long and ends with a celebration where certificates are given along with some reading resources. Of course, there is a party where kids are able to celebrate their accomplishments. Union Settlement also sponsors an after school program called, Photos and Me. This is a unique opportunity that targets one of our subgroups- Multi Language Learners. There are two classes a grade two and a grade three class. Each class has about twenty participants. This yearlong study allows students to study culture through images and to develop language along the way. Union Settlement also provides our families with social services that include mental health services and counseling. Other partners helping us along the way are:  
- Bubbles  
- Concrete Safaris  
- Asphalt Green  
- Society of Educational Arts  
- NYU America Reads |
The Society of Educational Arts has been instrumental in providing our students with enrichment opportunities that enhance language development and cognitive development. For the past three years, SEA has led an after school program focusing on several Arts Discipline. We offer visual arts, dance and theatre to students via an after school program. The after school program is sponsored through a grant so it is free to all our students. This partnership allows our students the opportunity to engage in enrichment learning that forces development of critical thinking skills. Some of the culminating projects include murals, dance recitals and short plays. Students enjoy this learning and it is evident through their participation, attendance and commitment to the art discipline.

Our young men are supported by the New York Football Club which focuses on helping young men develop socially and emotionally. Although, the soccer after school program is opened to young girls, we currently have no girls enrolled. The young men who participate in this program have NYFC coaches that teach them skills across sportsmanship, collaboration team work and perseverance. This is a crucial partnership that has supported our students and helps us support families. The NYFC provides us with football tickets so that parents and their children are able to attend games together. This type of action allows parents to support their children and to spend quality time with their children.

Although, we have several positive aspects of this framework in place, we recognize the need to shift our mindset so that we can deepen our parental engagement and involvement. Our school community became reflective upon analyzing our 2017-18 Survey results. The survey has a section that looks at how parents feel about parental involvement at the school level. Specifically, the question asked if parents were afforded the opportunity to volunteer time to support the school. This question averaged a result rate of 58% with a score of 1.60. This was eye awakening as we thought we were engaging parents. This resulted in a gap between the district of -0.80% and city of 0.08%. As a school community we had to examine what we did different during the 2017-18 school year. We compared our 2016-17 results to that of the 2017-18 result and found that in 2016-17 we averaged a score of 3.39 while this academic year we averaged a 2.91. This element of the framework was our lowest score on the survey. It is also the one area that we did not make any growth in and actually declined.

Ironically enough, the parents in our school community felt that they had trust in decisions made by the school leader. This part of the survey had a score of 95% and it was higher than the district and city average. We realized that because parents do trust us- we have a responsibility to ensure that we involve them more in our school community. During the month of June we took time to speak to parents and to address this concern in our School Leadership Team meetings. As we received feedback, we realized that our parents have a lot to offer to our school community. They have rich cultural knowledge and folklore stories that can take you on a journey.

We recognize the need to shift our practices so that parental involvement can truly increase and so that parents feel that they are making meaningful contributions. Some of the new practices will include:

Scheduled classroom visits during Science Instruction: This is essential as we engage in hands on experiments and parent volunteer can assist in preparing materials alongside the teacher for the investigations. There will be 6 visits schedule where parents can visit and volunteer.
A balanced outlook to scheduling volunteers. All parents will receive a survey which will ask if they have an interest to volunteer. They will have options to choose from. Based on that information we will organize ahead of time volunteer schedules so that parents are able to plan ahead. This method will help us truly capture a picture of what interest parents have and it will allow parents the flexibility to volunteer for events they feel passionate about or have a high interest towards.

Open Tuesdays will shift to include one Tuesday a month where parents can meet in grade level bans to express concerns or generate ideas for events or learning. This type of session will allow parents to have a voice and to be included in the decision making.

We currently communicate with parents through the following structures:

School Messenger: Phone messages
E-Chalk Website: Emails and school page
Progress Reports
Monthly School Calendars
Grade Level Newsletters

It is our goal this year to ensure that we increase parent satisfaction and that parents are invited more frequently to visit the school and to volunteer in the school.

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—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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be a shift in parental engagement and involvement as evident in an increase of at least 20% in the end of year New York City Survey- specifically the question analyzing parental involvement satisfaction.</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., over/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>10/2018</td>
<td>Principal &amp; Lead Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>9/25/18 - 3/19/19</td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td>10/2018</td>
<td>Teachers</td>
</tr>
<tr>
<td>Students</td>
<td>10/2018</td>
<td>Teachers</td>
</tr>
<tr>
<td>Families</td>
<td>10/2018</td>
<td>Lead Teachers</td>
</tr>
</tbody>
</table>

**Parent Meeting to distribute interest survey and to collect data in an effort to organize parental involvement activities geared toward volunteering.**

- Families
- Principal & Lead Teachers
- 10/2018

**Teachers will utilize weekly Family Engagement Time to engage parents in learning around specific units of study. The two areas of focus will be math and writing based on what parents requested during the 2017-18 year.**

- Families
- 9/25/18
- 10/02/18
- 10/23/18
- 11/13/18
- 11/20/18
- 12/4/18
- 12/18/18
- 1/15/19
- 1/29/19
- 2/12/19
- 2/26/19
- 3/19/19
- Teachers

During the learning sessions parents will be able to sign up to specific classrooms visits that will take place during the identified dates. The visits will allow parents to view instruction in an order to more effectively participate in the learning session that takes place after school.

**Student Progress Reports will be shared with families.**

- Families & Students
- 10/2018
- 12/2018
- 2/2019
- 4/2019
- Teachers

**A series of parent workshops (1 monthly) will be provided. This is different from the learning sessions that teachers will lead.**

- Families
- 10/2018
- Lead Teachers
parent workshops will be aligned to the LDC work and how parents can help students enhance writing skills at home.

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/2018</td>
</tr>
<tr>
<td>12/2018</td>
</tr>
<tr>
<td>01/2019</td>
</tr>
<tr>
<td>03/2019</td>
</tr>
<tr>
<td>04/2019</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

We will continue our partnership with Union Settlement and NYU Health.

Union Settlement provides assistance to families through counseling, therapy and other health services.

Our partnership with NYU is centered around wellness.

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.

Tax Levy money will be used to allocate per session for lead teachers to lead workshops after school. The workshops will be offered after school so that more parents are able to attend. A total of 16 hours of per session will be allocated for this part of the action plan.

Title 1 SWP will be used to purchase learning materials that include folders, notebooks, markers, chart paper and other items needed for the learning sessions. The amount allocated will be decided by the parents selected to be part of the PAC.

Title III will be used for translation services. All documents have to be translated. In addition, we might need to contract translation services for the evening workshops.

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>Fund Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Grant</td>
<td></td>
<td></td>
<td>SIG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Funded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Kind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></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, at least 50% of parents will show greater satisfaction with the concept of parental involvement as described in the New York City Survey. We will use the same question used in the 2017-18 survey.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Starting Data: 2017-18 NYC Survey

Midpoint: One questions (parental involvement) will be administered to measure satisfaction

June 2019: Comparison of 2019 results to 2018 results.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>A review and analysis of data is conducted in order to identify students in need of AIS support. This includes data from running record assessments and other formative and summative data. For the current school year all students who demonstrated low performance as determined by the New York State Department of Education are automatically programmed for targeted Academic Intervention Services. These students include all Level 1 and Low Level 2 performance. Grade level inquiry teams meet to discuss student performance on the grade level. Students in need of academic intervention services are identified.</td>
<td>When a student needs more intensified academic intervention, student needs are reviewed by the classroom teacher and the grade team. An Intervention Plan is developed which includes specific goals. Timelines are established to support monitoring of student progress. Targeted students are scheduled for Tier II services according to their individual needs. In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Cluster teachers and other support staff provide Tier II support to targeted students. Intervention Plans are developed and student progress is closely monitored by Tier II and Tier III intervention services are provided during the school day in individual or small groups. Teachers provide Tier I individual and/or small group differentiated instruction for students struggling with reading and/or writing during the day in their classrooms. Teachers set individual goals for targeted students, and monitor progress according to the established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to an academic after school program that supports targeted student.</td>
<td>Teachers provide Tier I individual and/or small group differentiated instruction for students struggling with reading and/or writing during the day in their classrooms. Teachers set individual goals for targeted students, and monitor progress according to the established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to an academic after school program that supports targeted student.</td>
<td></td>
</tr>
</tbody>
</table>
Several research-based intervention programs are used to support students in reading. In previous years Reading Recovery teachers provided at-risk first graders with daily individual specialized support.

The Reading Intervention Teacher will target students performing on Levels 1 student and the Low Level 2s.

We will use the NYU student partners, America Reads students and Read Partners Organization to provide and maintain Tier II support, all teachers and Reading Partners are interventionists as members of a grade level inquiry team. Tier II and Tier III intervention services are provided during the school day in individual or small groups.

Intervention Plans are developed and student progress is closely monitored by the classroom teacher.

All AIS provide Tier I individual and/or small group differentiated instruction for the classroom teacher and the grade team.

Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to an academic after school program supports targeted students.

Guided Reading groups are established to provide both Tier I and Tier II support.

Great Leaps is a research based resource that is currently being used for Tier I intervention.

The Wilson Reading Program is used to improve decoding skills

AIS providers closely examine the Common Core Learning Standards for ELA and Mathematics in order to identify what foundational skills are needed in order to develop a plan for individual students. This supports developing highly specific plans for all
| Mathematics | Students struggling with reading and/or writing in their classrooms. Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to the an academic after school program for additional support. Guided Reading groups are established to provide both Tier I and Tier II support. Great Leaps is an additional research based resource that will be used for Tier II intervention. | Students in need of Tier I, II and III service. Teachers set individual goals for targeted students, and monitor progress according to established timelines. | Teachers provide Tier I individual and/or small group differentiated instruction for children struggling with mathematics in their classroom. Teachers set individual goals for targeted students, Tier II and Tier III intervention services are provided during the school day in individual or small group intervention. Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Mathematics. |
New York State Department of Education are automatically programmed for targeted Academic Intervention Services. These students include all Level 1 and Low Level 2 performance.

and monitor progress according to established time lines.

In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Cluster teachers and other support staff provide Tier II support to targeted students. Plans are developed and student progress is closely monitored by the classroom teacher.

<p>| Science | Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Science. Teachers set individual goals for targeted students and monitor progress according to established time lines. Tier II and Tier III support includes support in reading informational Text. | Science support can occur in Tier I, II, and III as part of the Literacy program. Small group instruction. | The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Science within the classroom. |
| Social Studies | Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Social Studies. Teachers set individual goals for | The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support | The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support |</p>
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Social worker provides at risk Small groups. Small group sessions are conducted and counseling services are provided to 14 students to address issues such as social skills, attention focus, anxiety, anger management, and behavior management skills</th>
<th>Social Worker</th>
<th>Small group intervention or individual depending on recommendation from the PPT</th>
<th>Small group sessions are conducted during the school day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier II and Tier III support includes support in reading information text</td>
<td>student success in Social Studies</td>
<td></td>
<td>student success in Social Studies with in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

### 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.)

   The most current data reflects that there are eight students in temporary housing.

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

   One of our CEP goals is focused on the social and emotional development of students. As part of this goal, our job will include creating plans of assistance for families that are in temporary housing.

   One of the first steps we are taking is to establish a relationship between our school and the local shelters. This task will be taken by the school guidance counselor. We hope to have some type of contact and communication established with all local shelters in East Harlem by October 2018.

   It has been our routine and practice that students who are in temporary housing receive at risk counseling services. This practice will continue this academic year.

   Additionally, we will ensure families receive support; this will include but will not be limited to transportation, school supplies, uniforms, coats and any other winter clothing that the child might need. This will be done in conjunction with Change for Kids and other external organizations that have established partnerships with us. The school supplies include book bags, pencils, notebooks, and any other instructional supplies needed.

   Our partnership with Union Settlement will continue so that they can support us in providing family counseling to families in need. This will be determined based on the students social and emotional development, class grades, and attendance.

### 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>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Section 8: Title I Program Information

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

Part 1: Title I Status

| 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.

The Bilingual Bicultural Mini School has a veteran staff that has spend the majority of their careers at BBMS. Many of our teachers have educated generations of families which has created a true sense of community and has fostered trust and confidence in our ability to educate and care for their children. This sense of community is reflected in the number of years the majority of the staff has served this school community.

Sixteen of the twenty five members of our faculty have been teaching in our school for a minimum of ten years. We attribute the high retention rate of our teaching staff to the strong professional development program, which addresses teacher needs, and strengths, as well as a strong mentoring program. Our partnership with the City University of New York student teaching program contributes to our recruitment efforts. In addition, the principal is instrumental in building capacity within the staff. Teachers are afforded opportunities to chair committees, spearhead new instructional approaches, and conduct primary research on the best teaching techniques currently available.

Lastly, but very important there is shared vision among staff that sustains staff stability. Regarding teacher assignments, teachers are given a preference sheet at the end of the school year and through administrator and teacher dialogue, teacher assignments are made. The goal of this process is to ensure that all teacher assignments are made so that students will most benefit from the teacher’s experience, qualifications and expertise.

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).

Our professional development activities will include learning sessions focused around Professional Learning Communities. The PLC series will be aligned to school goals, theory of action, and Advance data for individual teachers and groups of teachers. The PLCs will take place every Monday of the school year; this particular PLC will focus on ensuring that we are meeting school goals and that we are all working towards the Theory of Action. The second series of PLCs will take place on Tuesdays’ after the parental engagement block. The focus of the Tuesday work will be based on teacher needs based on the Advance Data. One example of a particular PLC is the UDL PLC which is being offered to teachers who score developing on component 3c and to all new teachers. The professional development plan will included opportunities for all teachers based on their current pedagogy practices and learning needs.

The alignment between the Advance data and professional learning opportunities will provide us with the ability to ensure that we shift teacher practice. Shifting teacher practice will ensure that teachers are maximizing instructional...
time and that will impact student outcomes. Learning how to align standards with what is being taught, learning how to effectively provide multiple entry points, and how to differentiate instruction are all focused learning sessions that will impact teacher practice and student outcomes.

This school year we will also work with Learning Science Institute in an effort to go deeper with the teacher effectiveness concept. LSI will assist us in developing teachers understanding of the new standards and how to incorporate rigor to enhance student outcomes. LSI will also help us develop a students ability to become self aware of their potential, owners of their learning, and self advocates.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not applicable

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).

Not applicable

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.).

Our school has began the process of visiting pre schools in the East Harlem area. This is being done so that we begin establishing relationships with parents. We have informational sessions in where we introduce our school focus, provide information, and invite parents to tour our school.

As an effort to ensure an effective transition we have a screening process to identify reading and writing readiness for all incoming kindergarten students.

- Parent school tours with local head start programs hosted by the Principal and/or Parent Coordinator.

- Turning five special education evaluation process for entering kindergarten students.

4b. Measures to Include Teachers in Decisions Regarding Assessments
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

A committee was formed to identify assessments that would be used to determine city and state measures of performance. The committee was composed of six teachers representing all grades level (K-2 and 3-5) as well as teachers who teach other disciplines. The committee reviewed assessments identified by the state and city as well as universal assessments used at the school level. The committee selected from each category to measure student progress. Through teacher teams, professional development is provided to analyze assessment results listed below in order to inform instruction.

1. State ELA and Math Results – Item Skills Analysis
2. New York City Performance (Baseline and Benchmark) Assessments – Individual student’s performance
3. Fountas & Pinnell – Miscue analysis to provide conference support to student during independent reading.
4. Go Math Pre and Post (Unit) Tests – Class and individual student testing performance
5. Periodic ELA Assessments

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 codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$243,038.00</td>
<td>X</td>
<td>Section 5A, b, c</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$196,307.00</td>
<td>X</td>
<td>Section 5</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$17,486.00</td>
<td>X</td>
<td>Section 5A, b, c</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,476,978.00</td>
<td>X</td>
<td>Section 5A, b, c</td>
</tr>
</tbody>
</table>

¹Explanation/Background:

2018-19 CEP
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-65S requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities
funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

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

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

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

---

**Parent and Family Engagement Policy**

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

---

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

The Bilingual Bicultural School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
• sharing information about school and parent related programs, meetings and other activities in a format, and in 
  languages that parents can understand;

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

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

• Provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State 
  accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review 
  Report, Learning Environment Survey Report;
Host the required Annual Title I Parent Meeting on or before 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 No Child Left Behind Act;

Schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

---

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;
- hosting workshops during parent engagement time (Tuesday's); the parent engagement time will be used to engage parents in learning-specifically related to our units of study across math and literacy. We will use the Tuesday time to meet and debrief with parents (2x a month) and workshops will be provided (2x month).
- 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;
- a parent handbook will be distributed which contains parent and students bill or rights, resources for CBOs, and school policy.
- 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)

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

I. School Responsibilities: High Quality Curriculum

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities
Student Responsibilities:

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

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

1. **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
   - 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.

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [ ] Saturday academy

**Total # of ELLs to be served:**

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

**Total # of teachers in this program:**

- # of certified ESL/Bilingual teachers: 
- # of content area teachers: 

---

2018-19 CEP
Our goal for the Title III Supplemental Program is to ensure that we are providing additional opportunities for ENL students to develop language and to engage in rigorous learning opportunities that will promote higher order thinking. Our supplemental instruction will continue for the 2018-2019 school year. It will include adding an additional two units of FOSS Science learning. Through FOSS investigations students will have opportunities to learn content and to explore concepts through hands-on learning opportunities. The investigations provide opportunities to develop content vocabulary and make connections between the vocabulary words and the hands on materials. Additionally, students will be able to work in groups and explore concepts through active conversations that are scaffold so that students acquire process and content information. Students will have opportunities to conduct investigations and to discuss their observations during each investigation. At the end of each investigations students will be able to write about this process in a science journal. These hands-on investigations which promote discussion and conversations are aligned with our Q-Tel (Quality Teaching for English Learners) initiative which uses strategies to deliver instruction utilizing UDL strategies that will ensure accessibility for all students.

Teachers will be responsible for delivering a short mini lesson (prior to every investigation) that will provide multiple entry points (UDL Strategies) to ensure that all students participating have access to the learning. Such modalities will include anchor charts and video clips to clearly present the content purpose of each investigation. This is in alignment with the UDL principal of providing multiple means of representation of content. Teachers will activate and supply background knowledge. This supports comprehension of the information related to the session’s investigation. When students share their prior knowledge and/or ideas, this fosters language development and student engagement. After the mini lesson, students will engage in active discussion which can involve making predictions about the investigation. Students will hear, and see the instructions aligned to each investigation and discuss the process (additional language development) that will be taken throughout the course of the investigation. Students will need to read the directions and explore additional content reading at teach station. Students will work with partners and/or small groups while reading directions and information at their station. The investigation learning will allow each student the opportunity to engage in tactile learning and to make connections between what they are learning and previously learned strategies. Students will be able to problem solve in groups and brainstorm solutions (developing cognitive thinking/skills). During each investigation, opportunities for scaffolded conversations will be provided. Additionally, each investigation will conclude with a 5 minute group discussion and a 5 minute journal entry.

The goal for using the FOSS Investigations is to ensure that additional opportunities to enhance vocabulary development, language acquisition, reading and writing skills and to ensure that continued cognitive development is evident through our instructional practices. This supplemental program is available for all students categorized as entering, emerging and transitioning. All students will be instructed at grade level with appropriate supports to ensure that language development is taking place. Students will also be allowed to use dictionaries in an effort to ensure that they have additional means to access content and information.
program will provide scaffolds for vocabulary development that includes picture, and sentence support.
This program allows us to further academic and social skills and a huge emphasize is placed on higher order skills such as interpreting, applying, synthesizing, inferring, etc. The skills outlined are also aligned to the ENL Standards as identified by New York State. We aim to provide students with a unique learning opportunity that will motivate them to engage and also commit to their own learning. ENL students need learning experiences that will allow them the opportunity to truly engage in higher order thinking. Our students will be equipped with all the resources necessary to ensure that their learning experiences related to scientific investigations is meaningful and impacts their developmental level across reading, writing, speaking and listening.

Our Title III program will begin on December 2018 and conclude April 2019. We will provide instruction to students in grades Kindergarten through fifth grade. The first part of the Title III program will focus on servicing students in grades Kindergarten through fifth grade. The program will consist of at least 60 students. The ENL after school classes will be conducted every Wednesday and Thursday from 3:00 P.M. to 4:30 P.M. for a total of 40 sessions of supplemental support per school year. The language of instruction will be English. The staff will consist of 3 certified bilingual teachers, and 1 supervisor. The FOSS Investigations are leveled in grade bands as follows: K-1, 2-3, and 4-5; resulting in needing three teachers for the program. The school will assign three educational assistants (one for each identified class) to assist the teacher with all investigations. The educational assistants will not be paid through the Title III budget.

The supervisor assigned will develop the structure of the program, provide materials, conduct classroom observations, and provide feedback that can shift teacher practice so that student outcomes have a positive end result. The supervisor will also be responsible for conducting workshops that assist teachers in understanding how to collect and analyze student data, how to differentiate the investigations according to UDL principals and how to use modalities that can maximize instructional learning opportunities.

The cost of new materials will be $2,448 for books, charts, notebooks, and writing materials. The books that will be used in this program are FOSS content readers and books will be aligned to the current unit of study. Additionally each ENL student will receive a science journal. There will be a left over amount of $133.00 for parent refreshments as we would like to host several parent workshops relating to support ENL students. The parent workshops will focus on gallery walks (when students are conducting investigations) that will allow parents the opportunity to view the program in action and to also participate in at least one investigation with their child.

Students report their interest in engaging in hands-on exploration. At the end of the 2018-2019 program, students will complete surveys that will allow them to communicate how effective they think this learning opportunity was. The purpose of this is to ensure that we are obtaining feedback that can help us meet the needs of all ENL students. Student voice should also be taken into account when planning supplemental instruction. It is our goal to provide learning opportunities that will enhance the overall learning experiences of our ENL students. Our students deserve access to unique learning experiences that will motivate them and enhance their development levels as the year progresses.
Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional development will be conducted on site by the site supervisor and professional learning coach. During the 2017-2018 school year professional development was conducted in professional learning cycles that will focused on using Universal Design for Learning. For the 2018-2019 school year, professional learning will deepen the work around UDL. Students will be challenged to use higher order thinking skills in their FOSS Investigations and learning. It is imperative that the students have access to engaging learning experiences. By continuing this work, the PLC will study the different learning modalities (UDL): Principal I - to Provide Multiple Means of Representation (the "what" of learning) which supports the students in becoming resourceful and knowledgeable learners, Principal II - Provide Multiple Means of Action and Expression (the "how" of learning) where students are strategic and goal-directed learners, and Principal III - Provides Multiple Means of Engagement (the "why" of learning) where students are purposeful and motivated learners. Teachers will learn how to strategically use all UDL principals in order to support the FOSS Investigations and learning. The work around Principal III is critically important for all students. Our work with Quality Teaching for English Language Learners Q-TEL emphasizes the impact of engagement on student learning especially ENL students: "Elementary school is the time to develop the base so that they can keep learning and contributing through life. This is the time when they develop their deep and generative knowledge and skills, their natural curiosity, their agency, autonomy, and voice", as expressed by Dr. Aida Walqui. Our ENL students will participate in activities that are meaningful, and are perceived as valuable. Engagement supports sustained interactions which push and support their language development in their home language and in their new language. They will develop practices, simultaneously -- conceptually, analytically and linguistically. Hands-on learning provides a multiplicity of authentic opportunities for students to participate along side their peers with appropriate scaffolds. This is valuable, of course, for all students. For ENL students and ENL students with special needs, this is critically important. Because teachers have had participated in the 2017-2018 PLC around Universal Design for Learning, they will serve as leaders in the work in order to support new teachers in this work.

The duration of each workshop listed below will be for 45 minutes.

Provider: Ms. Karla Alexander, Professional Learning Coach/LEAP Intern

Schedule: Monday Professional Development Periods from 2:50 - 4:00 (October 22, November 5th, November 19th)

Week 1: UDL - Overview/Recap?
- Teachers will have opportunity to speak to the core understandings of UDL.
- We will revisit the ramp pictorial representation in order to trigger key understandings.
- How is UDL different from differentiation?
- What are the 3 principals and how are they different?
- How had UDL impact your teaching?
- Teachers will share a strategy or strategies which resulted in increased student learning and engagement. (The discussion focus on ENL students, ENL students with IEPs as part of the share out.)
Part C: Professional Development

- Teachers will identify key strategies for the classroom FOSS Science Investigation for the week's science explorations. Teachers will anticipate and plan for potential challenges. Teachers will use one or more strategies from each UDL principal. Teachers will share a strategy or strategies which resulted in increased student learning and engagement. (The discussion focus on ENL students, ENL students with IEPs as part of the share out.)

Teachers will identify key strategies for the classroom FOSS Science Investigation for the week's science explorations. Teachers will anticipate and plan for potential challenges. Teachers will use one or more strategies from each UDL principal.

Week 2: FOSS Science Investigation Share Out.

- Teachers will meet in small groups. Groups will be formed for discussion and sharing of one UDL principal.
- Groups will share out. Teachers will commit to implementing a new strategy based on peer recommendations.

Teachers will meet in small groups. Groups will be formed for discussion and sharing of one UDL principal. Groups will share out. Teachers will commit to implementing a new strategy based on peer recommendations.

Week 3: Progress and What we learned...

- Teachers share out what practice they have tried and how its worked
- Has it worked for the student? Teachers will share impact on student learning for ENL students and special education ENL students.
- How has it impacted teacher philosophy and practice?
- Teachers will write a reflection related to how utilizing UDL strategies has impacted student learning. They will answer the question, how has the concept of UDL changed for us since the first UDL PLC?

Teachers share out what practice they have tried and how its worked. Has it worked for the student? Teachers will share impact on student learning for ENL students and special education ENL students. How has it impacted teacher philosophy and practice? Teachers will write a reflection related to how utilizing UDL strategies has impacted student learning. They will answer the question, how has the concept of UDL changed for us since the first UDL PLC?

The professional development will take place during the Tuesday block after parent engagement time.

We will also provide learning opportunities focused on data collection. The data analysis professional development will take place after the UDL PLC. The data PLC will be a three session PLC and will focus on using data to drive instruction. Both PLCs will be led by the supervisor and professional learning coach and will include feedback forms to elicit how effective teachers thought the learning opportunities were and how they supported the instructional goals of the program.
**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: _____

Our parents will participate in a series of workshops that will focus on helping them understand the academic development of ENL students. The topics will be as follow:

- **Wednesday, October 17th, 9:00 a.m.- 10:30 a.m.**:
  Developing language skills through oral language development (How can families support oral language development at home?)
  Facilitators: Speech Providers - Ms. Elena Comrie and Ms. Yesenia Santana. Both Speech and Language Specialists are bilingual and will be able to provide interesting and important information to parents in their home language.

- **Tuesday, October 30th, 3:20 p.m. - 3:55 p.m.**:
  The impact of Reading Aloud to our children (How can we talk about characters in stories with our children?)
  Facilitator: A. Mokris, Special Education Teacher (Dual Language Kgn. class).
  Ms. Anne Mokris is bilingual and will be able to model read alouds in both English and Spanish.

- **Wednesday, January 9th, 9:00 a.m. - 10:30 a.m.**
  In order to deepen the understanding of a hands-on investigation science classroom, a FOSS Investigations workshop will be held where parents will continue to learn about the Impact of exploring ideas through hands on learning:
  Facilitator: Ms. Y. Perez, Principal

Parents will be encouraged to participate in all workshops and special invitations will be send home for all parents whose children attend the Title III program. The workshops are scheduled during the school day and during the after school parent engagement block on Tuesdays.

**Workshops (school day):** Wednesdays: 9:00 a.m. - 10:30 a.m.

**Workshops (parent engagement):** Tuesdays: 3:20 p.m. - 3:55 p.m.

Parents will receive notification of the workshops through written communication. The school calendar which is provided in both English and Spanish is sent home monthly. All workshops will be identified on the calendar. Additionally, parent letters and flyers are backpacked. All communication is provided in both English and Spanish.

**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>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>1. Per session</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $ 

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>N/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>n/a</td>
<td>n/a</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 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>Manhattan</td>
<td>P.S. 182 Bilingual Bicultural Mini Schoo</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Yazmin Perez</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Diana Guiterman</td>
</tr>
<tr>
<td>Coach</td>
<td>Karla Alexander (Leap Intern)</td>
</tr>
<tr>
<td>Coach</td>
<td>TBD</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Cynthia Grullard</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Sarah Martin</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>TBD</td>
</tr>
<tr>
<td>Parent</td>
<td>TBD</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>TBD</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Sonia Quintero</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>TBD</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>TBD</td>
</tr>
<tr>
<td>Superintendent</td>
<td>TBD</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>TBD</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 Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>8</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>331</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>102</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>30.82%</td>
</tr>
</tbody>
</table>

2018-19 CEP
A. ELL Programs

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

K 1 2 3 4 5 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>2016-17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>2017-18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>2018-19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>2016-17</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>2017-18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>2018-19</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

In an effort to capture early literacy skills, our school is using the Balanced Literacy approach. In using this methodology, we utilized a number of formative and periodic benchmark assessments. Formative assessments include informal reading behavior checklists and conference notes regarding specific individual student reading and writing behaviors.

In alignment to the formative assessments, we also use periodic assessments such as the Fountas and Pinnell benchmark assessments. The F & Ps are administered four times across the school year. F & Ps are administered by grade level and each classroom teacher has a kit. We ask teachers in all TBE and Dual Language classrooms to administer this assessment in Spanish and English. We want to ensure we capture native literacy skills, and that we understand the second language acquisition of each student. Understanding the reading behaviors as outlined by F & P has helped us drive instructional decisions that include additional read aloud and shared reading periods. Small group instruction including guided reading are also scheduled...
as part of each classrooms' instructional plan. In addition to the F&Ps, we also use the ELL periodic assessment across grades 3-5. This tool has helped us in developing language opportunities that reflect components of the NYSESLAT assessment. In response to the elimination of the spring administration of the Spanish Reading test, the new Spanish Language assessment will be administered at the beginning of the school year (BOY) and end of year (EOY). This assessment provides information about student literacy acquisition in Spanish. We also use On Demand writing assessments to track writing skills across the school year and across all genres of writing. Using this type of assessment has helped us refine instruction to meet the needs of struggling writers. This assessment is administered four times throughout the school year. As part of these On Demand writing assessments, classroom teachers administer both pre and post assessments. Teachers meet in grade teams to analyze and compare the results of pre writing, post writing and published writing pieces.

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

We have a school policy regarding non negotiable assessments. In particular the school policy calls for F & P running records to be administered four times per year, as well as the On Demand writing assessments that cover all genres of writing. The systems and structures include a time period for administration, teacher analyzing data, and for submission to the data team. After the data team receives the assessment summary sheets, an analysis is conducted where we identify patterns and trends. We sit and collaboratively provide the teacher with feedback and implications for instruction. The results are compared throughout the year. The data is used to drive instructional decisions and to suggest and implement modifications to the curriculum.

A school testing calendar clearly outlines the time period for F & P assessment administration. Based on the testing calendar, assessment data is due to the data team at specific time periods throughout the year. Data is reviewed by the data team to identify students in the lower grades who are at risk. The students who are identified at risk receive special support services to develop language acquisition. Additionally, the data is used to differentiate instruction and plan for highly targeted guided reading groups in K-2. We track the reading data across the year to ensure that we are monitoring progress and language development so we can best assist teachers in planning for students in need of remediation. The data team collects and reviews all classrooms assessments in order to highlight patterns and trends and identify grade level needs.

Teachers are guided in the process of conducting informal reading inventories during one-to-one conferencing in order to monitor student decoding, fluency and comprehension between the formal F & P assessment administration periods. This practice supports close monitoring of student language acquisition across the five pillars of reading.

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 currently use the ELL Periodic Assessment created by Schoolnet to track our MLL students. In addition to the ELL Periodic assessment, we also utilize baseline and benchmark assessments throughout the school year to identify and track performance. The Math Baseline and Benchmark assessments are available in Spanish. Through collaboration the classroom teacher and student make a decision whether a student will demonstrate mathematics skills by testing in either English or Spanish. Some students with the support of their teacher decide to test with both booklets (side-by-side model). The ELL Periodic Assessment is used to measure progress across the year in specific areas that include: reading, writing, listening and speaking. Based on the ELL Periodic assessment, we had identified writing as an area in need of improvement. Disaggregated data is available from Schoolnet. The data provides information of overall mastery and performance as it relates to specific standards. The reports have allowed us to compare changes in progress. We use the data to form collaborative inquiry groups.
that focus on targeting writing skills. Student writing performance is monitored across collaborative inquiry cycles throughout the school year. Student performance is monitored on specific writing learning targets through formative assessments such as "on demand writing".

4. What structures do you have in place to address interventions once the summative data has been gathered?
We have a data team that compiles next steps for at-risk students. Students are placed in a program based on their needs. Some students attend a language development clinic while others are pulled out during the school day for small group intervention.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] We have a SIT and RTI team that meet on a biweekly basis. The team is comprised of special education and bilingual teachers. Teachers who have academic concerns about particular students are asked to complete a referral form. Upon receiving student referrals, the team begins to look at the data submitted by the classroom teacher. The goal in our team is to ensure that students receive appropriate interventions as outlined in the NYS Response to Intervention (RTI) guidelines. A special education teacher and the general education teacher of the RTI committee gather data. Classroom teachers provide targeted support - Tier 1 (Core Instruction with weekly progress monitoring) and Tier 2 (targeted small group support). Tier 2 students are identified based on weekly Tier 1 progress monitoring. Tier 2 intervention is provided in addition to Tier 1 support. Progress monitoring is conducted weekly/biweekly) before we begin looking at Tier 3 possibilities. The RTI team looks at the data and generates clarifying questions that the teacher needs to provide. In addition, a schedule is drafted to ensure that each team member is able to observe the student in question informally prior to the next meeting. As Tier 1 and Tier 2 interventions are provided, members of the RTI team will conduct fidelity checks for the purpose of determining how closely the intervention or tailored instruction is implemented as per the intervention plan. The committee draws on multiple sources of information to examine achievement at the classroom level such as standardized exams, unit tests, teacher produced exams, and classroom observations. The data is analyzed through a language acquisition lens. Based on the data, sometimes the teacher, with the assistance of the RTI committee, designs and implements targeted supplemental supports, that include Tier 1 intervention in the classroom. Students are also referred to the Literacy and Math specialist who provide Tier 2 intervention. The progress is monitored over time and the plan is adjusted when necessary. When students are not making meaningful progress and continue to show academic concerns, we begin to look at Tier 3 models which may include one to one services, smaller group services and specifically pull out services.

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).
What is revealed NYSITELL and NYSESLAT is the following:
- 15% of the kindergarten students who were assessed using the NYSITELL scored in the Entering level. 15% scored Emerging. The highest percentage was in the Transitioning level at 54%. 15% scored at Expanding and no students scored Commanding.
- 50% of the first grade students who were assessed using the NYSESLAT scored at the Expanding level. This was the highest percentage in the performance levels for that grade.
- 59% of the second grade students who were assessed using the NYSESLAT scored at the Expanding level. This was the highest percentage in the performance levels for that grade.
- 39% of the third grade students who were assessed using the NYSESLAT scored at the Expanding level. This was the highest percentage in the performance levels for that grade.
- 52% of the fourth grade students who were assessed using the NYSESLAT scored at the Expanding level. This was the highest percentage in the performance levels for that grade.
- 50% of the fifth grade students who were assessed using the NYSESLAT scored at the Expanding level. This was the highest percentage in the performance levels for that grade.
- 1 newly enrolled grade 4 student scored at the Entering level on the NYSITELL.
- 1 newly enrolled grade 5 student scored at the Emerging level on the NYSITELL.
• 40% of the students who were tested using either the NYSITELL or NYSESLAT scored in the Expanding level. With strategic support, these students have the potential to move into the Commanding performance level and reach English proficiency this year.

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

The data is analyzed by the data team. Reports that include item analysis are generated in an effort to ensure that teachers are targeting needed areas. Meetings are held on a weekly basis where teachers discuss data and student needs. Teachers make modifications to instruction based on the data. For example, some students will require more small group work, while others might be able to work independently after a mini lesson. The data is also used to determine how many minutes are needed within Dual and TBE classrooms for ENL instruction.

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.
      We do not have a freestanding ENL program.
   b. TBE program. If applicable.
      There is one TBE class in the school. The students in this grade 5 class remain together throughout the day in one classroom. The class is heterogeneous in terms of proficiency levels. Students are taught by a certified bilingual teacher. Instruction is provided in their native language and in the second language according to proficiency levels. A Bilingual Pupil Services paraprofessional provides support in small and one-to-one grouping.
   c. DL program. If applicable.
      There are six dual language classes in grades kindergarten through 4. The classes are heterogeneous in terms of proficiency levels and include English proficient students. Language of instruction is alternated day by day (one day is English, the next day is Spanish). The students remain together throughout the day.

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)?
      We have Dual Language and Transitional Bilingual Education Programs at our school. In the Dual Language Program, the Home Language Arts is delivered to MLL students through teacher modeling and various activities designed to increase competencies. Teachers also implement the workshop model for ENL instruction (shared reading, guided reading, read alouds, etc). The instructional minutes are delivered based on the CR-Part 154 mandates: Students that are entering and emerging receive 360 minutes of ENL instruction (8 periods weekly), transitioning and expanding students receive 180 minutes of ENL instruction (4 periods weekly) and (4 periods of English Language Arts). Our Dual Language program remains at a 50%/50% rate at all times. Students acquire mastery across two languages and there is no decrease of one language to enhance the other.
      In our TBE program, instruction is provided 50% in their native language and 50% in English and over time it increases in English and decreases the native language. All students develop fluency in English, the instructional time will increase as outlined by the CR-Part 154 over time. As in the Dual Language model, students who require services as per PART 154, will receive services in small groups in alignment to the mandated number of minutes for each proficiency level.
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.

We currently have Dual Language and TBE programs. In addition to our balanced literacy approach to literacy, we are engaged in using QTEL (Quality Teaching for English Learners) strategies to deliver instruction utilizing UDL strategies that will ensure accessibility for all students.

The Dual Language program is a 50/50 language allocation model. Students receive equal instruction across content areas on a daily basis. Content area teaching provides opportunities for lessons to take place in the native language and the second language of instruction. We currently have a one-day-English/one-day-Spanish language program where students can acquire skills across two languages with the end goal of becoming proficient in two languages.

Our instructional language distribution for our one TBE grade 5 class in the TBE program is 50/50 and eventually 70/30. The TBE program has different goals and is geared more towards reaching proficiency in English. This is based on parent choice.

In both the TBE and Dual Language programs teachers deliver instruction through workshop models that provide opportunities for teachers to use Quality Teaching for English Learners Q-TEL strategies and UDL strategies. The QTEL strategies provide students with scaffolds that are needed to understand content and to enhance language development. During the 2017-2018 school year, grades 4 and 5 students received daily instruction in Word Gen. Word Gen supports students in vocabulary development. Students use a variety of texts to engage in word-learning activities and are provided opportunities for discussion and debate. Writing tasks are incorporated into the program as well. UDL strategies are used to foster independence and to ensure that all students are able to access the lesson being taught across all areas of learning.

Our Reading and Writing workshop model, FOSS Science, and Social Studies Passport programs are all aligned to the common core learning standards. In addition, we use the Speaking and Listening standards to ensure that MLL students receive opportunities across the day to develop language. All pedagogy are well versed, through professional development to thread the ELA instructional shifts and CCLS in ELA, to foster language development in order to meet the demands of CCLS.

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

Teachers use assessments such as the Spanish Lab upon initial enrollment, ELE which is being replaced with the ELL beginning-of-the year (BOY) and end-of-year (EOY) periodic assessments, Fountas and Pinnell running records in Spanish, Estrellita benchmark assessments to evaluate students throughout the year. Results are discussed during periodic goals and objectives meetings with teachers and administration and in other professional meetings where student needs are discussed.

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

We currently do not have any SIFE students at PS 182. If we had any students who have had short and/or interrupted educational experiences, we would identify the current level of performance for the student and support the student in order to develop a foundation from that level. For newcomer and developing ENL students, classroom teachers differentiate instruction based on the needs of the individual student. During literacy and math instruction, students participate in tiered activities focusing on improving specific skills. Students who are classified as entering or emerging receive 360 minutes of ENL instruction per week. Transitioning and expanding students receive 180 minutes of ENL instruction. Students who have achieved a level of commanding receive 90 minutes of ENL instruction per week for two additional years as former ENL students. All services for students in Dual and TBE programs are provided in class during specific blocks throughout the day as outlined in the teacher’s program.

An area of focus for newcomers as well as former students is identified. Our newcomers have the most intense immersion in the English language. We provide those students with a buddy and support them as they develop language and can effectively
communicate with members of our school community. Newcomers also need more individualized instruction. We support the classroom teacher not only through our ENL professional learning but also with AIS instruction when needed. Developing students received differentiated instruction through guided reading and strategy lessons within their classroom. We are also expanding the Orton Gillingham program in our school in the lower grades to develop the reading skills of our developing students. All students who are in our program receive the testing accommodations of extended time and a separate location. Students who also have an IEP can receive other accommodations if they are indicated on their IEPs.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional strategies and grade level materials that teachers of ELLs –SWDs use are the following:

• Strategy: Q-TEL strategies to actively engage students using a variety of strategies
• Strategy: Reciprocal Teaching for comprehension development
• Materials - Fundations Phonics Program and Recipe for Reading
• Materials - Teachers College Units of Study for Reading and Writing
• Materials - Go Math tiered activities with Math Exemplar activities
• Materials – Word Gen Program for vocabulary development which fosters discussion and debate

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?

Our school uses curricula, and instructional strategies which include highly differentiated approaches as per UDL principals, and scheduling flexibility to enable MLL-SWD students to meet their IEP goals and obtain language proficiency in Spanish and English the following ways:

• Q-TEL (Quality Teaching for English Learners) strategies are used to deliver instruction utilizing UDL strategies that will ensure accessibility for all students. Teachers refine their practices to design instruction to meet the needs of MLL-SWD students in their classroom. Strategically designed lessons allow for multiple means of representation by providing options for perception; options for language and various options for maximizing student comprehension.
• Provide common planning for the general education and special education teacher to plan around the students’ IEP goals and language needs.
• Utilize various instructional models of co-teaching, co-teachers (special education and general education teachers) work closely together to design coherent instruction that is tailored to meet the needs of MLL/SWD students.
• Teachers participate in inquiry work in their grade teams, data inquiry teams, and bilingual instructional team where plans for individual and groups of students are explored and developed according to need.
• The school leader develops schedules that provide consistent opportunities for teachers to plan during the school day and during professional development periods
• The school leader plans for professional development that supports teachers in planning for MLL-SWD students which include: Generation Ready Mathematics consultant, Literacy Design Collaborative (LDC) where teachers engage in Understanding By Design (UBD) backwards design planning.

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.

The targeted intervention programs for MLLs in ELA, math, and other content areas are:

• In grades kindergarten through fifth grade, a full time Bilingual Pupil Services paraprofessional works in a small group with students to provide support in ELA, math, and other content areas to ELL students. The teacher works with students in Spanish and English depending on the students’ English proficiency. A schedule is developed to support a push-in model.
• Students in kindergarten through fifth grade also receive Academic Intervention Services through a literacy and math specialist in a push-in/pull-out program. These services are provided in Spanish and English.
• ELL students participate in an ENL after school program (10 students per class). Students who score at entering, emerging
or transitioning levels on the NYSESLAT receive these services. Students in grades Kindergarten to Second grade participate in this after school program from October to January. Students in grades 3 to 5 participate in the ENL after school from January to April. The ESL after school classes are conducted twice a week for 120 minutes.

Data analysis is conducted where implications for instruction are identified. Teachers plan for highly targeted instruction which includes appropriate UDL strategies in order to provide multiple entry points to the lessons. Small group/guided instruction is provided after each mini lesson for all areas of instruction. Intervention services are offered in English and Spanish based on student need and level of ENL proficiency. During literacy instruction, the students complete tiered activities where they apply the skill introduced during the mini lesson. These activities provide scaffolded instruction to meet the specific needs for our ENL learners. Tiered activities are also part of our math program. Students also have the opportunity to be part of our AIS program which is provided by our speech and AIS teachers. The teachers focus on language development using the Orton Gillingham program. Great Leaps is used to support student fluency. Teachers address social studies and science needs through small group instruction and tiered activities that are part of our literacy program. We must continue to focus on our entering and emerging students and provide them with the skills they need to become proficient in all areas across the 5 Pillars of Reading.

We are specifically targeting our entering, emerging and transitioning students to help them develop the skills needed to improve their reading level. Classroom teachers also focus on improving individual students skills when they meet with their guided reading groups and conference with individual students. Classroom teachers look at student progress with relation to the F & P running records and on going informal reading inventories. The goal is for each student to be reading on grade level by the end of the school year. All ENL students, current and former, are invited to attend our ENL after school program. This after school program meets two days a week after school. It is another opportunity for the students to improve their language skills. Current ENL students also receive ENL test accommodations of time extension, separate location, access to a bilingual dictionary, simultaneous use of English and the alternate language for all exams except the ELA exam. Oral translations are provided where the home language is not available. Students provide written responses in the home language for all exams except the ELA exam. These accommodations are also available for students for two years after they reach the commanding level on the NYSESLAT. We will continue to focus on our entering and emerging students by strategically grouping them during literacy instruction for intensive instruction. We also use a buddy system within the classrooms where ENL students work closely with their English Proficient peers to increase their language development. The targeted intervention for ELA, math, social studies and science is provided though our AIS/RTI program in grades K - 5. Non-fiction texts are used to support social studies and science instruction.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Continuing professional development related to Q-TEL strategies will be provided in order to ensure continued successful implementation across all grade levels especially as it relates to MLL students and MLL-SWD students. This will increase language acquisition and student engagement. The Literacy Design Collaborative (LDC) which was piloted during the 2017-2018 school year will expand across all grade levels. This will support the school’s initiative to engage in backward design planning through Understanding By Design (UBD). This will strengthen instructional planning across all areas of study to ensure that we are planning with end in mind. Plans will be closely tied to focus/major standards and progress monitoring through unit check-ins and end-of-unit performance based assessments. We also expanded our Dual Language program which has grown to includes grades K-4. In addition, the after school program which provides instruction through enrichment and visual arts will continue. The grant was provided by the Office of the Arts to work with Society of Educational Arts.

10. If you had a bilingual program, what was the reason you closed it?
No programs will be discontinued

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We have the following programs available to MLL students:
Title 1 After School (Monday - Thursday)
SEA Visual Arts Program (Monday and Tuesday)
New York City Football Club - Soccer (Monday and Tuesday)
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.

Materials such as leveled books, text books, and big books are provided in Spanish and English for ELLs. Supplementary materials are also used such as multiple visuals including picture cards, math manipulatives, and hands-on-science instruments. Teachers use technology such as the Smart boards, laptops, and tablets to present lessons and engage students in interactive games and learning opportunities. Students also use the computer lab in the school to reinforce learning and to work on projects. The technology specialist articulates regularly with classroom teachers in order to support classroom instructions. The cohesive planning supports our MLL and MLL-SWD students in multiple ways. Instruction is tailored for their needs. The technology teacher is able to provide meaningful feedback to classroom teachers.

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

The students in the transitional bilingual education program and the Dual Language program receive support in their native language in the Readers and Writers’ Workshop and during the Math workshop. Students have materials in Spanish such as the Estrellita Phonics Program, Spanish word walls, Spanish classroom libraries, and Spanish charts. Students are also given homework in Spanish. Dual Language classroom environments are reflective of the DL approach. Anchor charts and other scaffolds and supports are displayed in both English and Spanish.

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

All required services such as SETSS, Speech, and AIS are age and grade appropriate, the curriculum is grade specific and is supported with curriculum maps, teacher made materials/resources and texts.

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?

This school year both schools located in 04M83 and 04M182 offered summer professional development sessions to all teachers across both schools. The QTEL PD was planned together in an effort to ensure that resources were available across the school. This year we also decided that in an effort to meet the needs of our MLLs, we would share cluster teachers in an effort to provide a more comprehensive academic program. Currently, we are sharing the music, the visual arts, technology and the writing teachers.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Parents who register students prior to the beginning of school receive information on how they can support their students during the school year. We do not currently have activities planned prior to student enrollment to acclimate those students to their new school environment. Students who enroll during the school year are invited to participate in our after school program. Ms. Martin, school guidance counselor supports the ENL parents as they transition to middle school. Teachers provide important information to parents of newly enrolled ENL during Curriculum Night in September. The Parent Coordinator is always available to meet with families. Parents will be invited to the District Welcome Back to School Festival in September.

17. What language electives are offered to ELLs?

Our school does not offer language electives.

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)?

The language model that is used in the dual language class is the self-contained model. The students who have been identified as English proficient (EP) integrate 100% of the time with students identified as Multi-language learners (MLL). The core content areas are taught in both English and Spanish, alternating languages from one day to the next; for example Monday is Spanish, Tuesday is English, and Wednesday is Spanish etc. Emergent Literacy is taught in both languages.

---

**Professional Development and Support for School Staff**

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

   Professional development plan for teachers: 2018-2019
   - Grade Level PD - Q-TELL strategies and LDC Collaborative Inquiry / Understanding By Design (UBD) backward design planning.
   - Grade Level PD in Mathematics based on Number Talks (Generation Ready)
   - Go Math Training (Generation Ready) with Exemplar integration
   - Instructional Expectations & the Common Core Standards PD, and turn key pd related to Next Generation Standards.

   Professional development will be provided during Chancellor’s Conference Days in September, November and June and on Monday Professional Development.

   The principal provides professional development opportunities during the school day through thoughtful and strategic planning.

   All professional development encompasses the needs of MLL and MLL-SWD students. The previous year’s work of providing a cycle of training in UDL highlighted the needs of our MLL students. The work will continue for the current school year.

   We do have PDs specifically for teachers working in Dual and TBE programs. The PD plan focuses on targeting areas of needs based on student population and teacher need.

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.

   Support given to staff in order to assist MLLs as they transition from elementary to middle school is the following:

   The school’s middle school liaison, teachers, parents and students attend meetings, fairs, and open houses to become aware of what each middle school in the district has to offer. Fifth grade support staff which include teachers, school social worker, and middle school liaison, meet with students to discuss possible schools that would meet the specific needs and interests of MLL students. Students receive guidance and materials throughout the middle school choice process.

   All teachers receive professional development that is MLL specific during Monday's professional development time (15% of total hours. Agendas and sign in sheets are kept in order to record time and participants. Teachers of MLLs participate in Dual Language Workshops, Workshops given by The Department of ELLs (DELLS), and book studies that total 50% of total hours of professional development.
## 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.

   Our parent coordinator has established a communication system to meet the needs of our parents. All teachers are available to parents during parent engagement time on Tuesday afternoons. Teachers are also available during parent teacher conferences which are held three times a year. These meetings help us to set goals for our students with the parents to assess language development progress and language proficiency progress. We provide translation services where necessary to facilitate meetings with teachers. Ms. Alexander also provides workshops for our parents in conjunction with our ENL after school program. Her focus has always been to explain the importance of language development for students to be successful across all of the content areas in school. She provides workshops on topics such as preparing your child for the NYS ELA or Math exams and why it is important for your student to read every night. All correspondences from the main office are distributed in English and Spanish. Translation services are available for teachers, through other staff members, for parent teacher conferences in order to ensure clear communication when a teacher is not able to communicate in a parent’s home language.

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

   Mrs. Quintero, our parent coordinator, conducts meetings and workshops to inform parents about ways they can support their child’s learning. Several teachers (including Ms. Guiterman and Ms. Alexander) also conduct workshops as part of our goal in ensuring that parents are well informed and educated. In addition, we work with partners such as BUBBLES and Generation Ready who have conducted workshops and will continue working with the school community.

   We have conducted workshops on the following topics:
   1) Understanding your child’s IEP
   2) Understanding the NYS ELA and Math exam
   3) Daily living skills
   4) Understanding the NYSESLAT
   5) Literacy - how to help improve your student’s reading and writing skills
   6) Developing conversation skills in your daily life - talking to your child at home as a way to improve their vocabulary.
   7) Getting to know the Common Core State Standards
   8) Asthma
   9) Mental Health
   10) Nutrition
   11) Literacy with students and parents

   We also translate all documents for the parents so they can understand what is taking place in our school. When parents come in to school with questions or concerns about documents, we have staff members available who can speak to parents in Spanish in order to review and explain documents, procedures or help parents fill out documents correctly. We also have an open door policy to address parent needs. Our principal, Ms. Perez, conducts meetings at the beginning of the school year to provide the parents the opportunity to share their concerns about the school.

## 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.

No additional information is attached
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Yazmin Perez, 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 and relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yazmin Perez</td>
<td>Principal</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>Diana Guiterman</td>
<td>Assistant Principal</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>Sonia Quintero</td>
<td>Parent Coordinator</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>Cynthia Grullard</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>TBD</td>
<td>Parent</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>TBD</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>TBD</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>Karla Alexander (Leap Intern)</td>
<td>Coach</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>TBD</td>
<td>Coach</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>Sarah Martin</td>
<td>School Counselor</td>
<td></td>
<td>08/18/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Superintendent</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 04M182  School Name: P.S. 182  Superintendent: A. Estrella

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>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></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 school uses data from the Home Language Survey, student emergency cards, and ATS reports to obtain information about language preferences of parents for oral and written communication. The Home Language Report from ATS indicates that 50% of our parents speak English, 48% speak Spanish, and 2% speak another language.

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.
Part A: Language Preferences

<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>The parents' preferred languages of communication are English, Spanish, Arabic, Hindi, Mandarin, and Quechua.</td>
<td></td>
<td></td>
<td></td>
<td></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.

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>The documents that our school disseminates every year that need translations are welcome letters, brochures for curriculum night, monthly school calendars, after-school program information, testing calendars, and parent workshop flyers.</td>
<td></td>
<td></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>The formal face-to-face parent meetings are the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 17 Curriculum Night</td>
<td></td>
<td></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.

---

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

---

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

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

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

Parents will receive a notice of language assistance services through a letter sent home. Parents will also be aware of translation services through the parents' bill of rights.

---

**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?

Our school will receive feedback of the quality and availability of services through parent surveys, general parent meetings, and school leadership meetings.