2018-19

**COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

- **DBN: (i.e. 01M001):** 30Q017
- **School Name:** P.S. 017 HENRY DAVID THOREAU
- **Principal:** REBECCA HEYWARD
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

School Name: PS 17 Queens
School Number (DBN): 30Q017
BEDS Code: 343000010017
Grades Served: PK-5
School Address: 28-37 29th Street
Phone Number: 718-278-1220
Fax: 718 391 8320
School Contact Person: Constandina Pilos
Email Address: Cpillis@schools.nyc.gov
Principal: Rebecca Heyward
UFT Chapter Leader: Jennifer Valdez
Parents’ Association President: Lauren Reinhard
SLT Chairperson: Joanna Antoniou
Title I Parent Representative (or Parent Advisory Council Chairperson): TBD
Student Representative(s): n/a
CBO Representative: n/a

District Information

Geographical District: 30
Superintendent: Dr. Philip Composto
Superintendent’s Office Address: 28-11 Queens Plaza North LIC, NY 11101
Superintendent’s Email Address: PCompos@schools.nyc.gov
Phone Number: 718-391-8323
Fax: 718 391 8320

Field Support Center (FSC)

FSC: Queens North
Executive Director: Lawrence Pendergast
Executive Director’s Office Address: 28-11 Queens Plaza North LIC, NY 11101
Executive Director’s Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222  Fax: 718 391 8320
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>Rebecca Heyward</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jennifer Valdez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lauren Reinhard</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Sports &amp; Arts in Schools-KrystylMaksum</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jason Baez</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Robin Vince</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Mary Luley</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>-------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Joanna Antoniou</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Diana Limongi</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Hanan Elsaadiny</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Leyla Guerra</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Rose Suazo</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Raul Espinoza</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

1. What is your school’s mission statement?

**OUR MISSION**

At PS 17 our mission is to create literate, innovative and proficient scholars who are able to participate in rich, academic learning in a nurturing environment where all children RISE, as determined by the Next Generation Learning Standards. This will be accomplished by creating collaborative and supportive teaching and learning systems involving the entire PS 17 community. We are living our mission by:
• Norming our community’s definitions of Rigor, Innovative Teaching Practices, Supports for Students, and ensuring Excellence for All
• Promoting writing across content areas
• Leadership opportunities for students, parents and staff
• SEL (social-emotional) learning programs

Our school website, PS17Queens.org, is used to regularly communicate with families. Please visit the site to view teacher created newsletters and other useful information about our school.

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.

ABOUT US

Our school website, PS17Queens.org, is used to regularly communicate with families. Please visit the site to view teacher created newsletters and other useful information about our school.

PS 17 has a dual language Spanish program, which for the 2018-2019 school year will be available in grades Pre-K-5.

Our ongoing partnerships and special events include:

• Teacher’s College
• Alvin Ailey
• Music and the Brain
• Arthur Miller Foundation
• Cookshop
• Julliard Ensemble Connect
• CHAMPS
• Asphalt Green
• Community Word
• Studio in a School
• NY Cares
• CASA Flushing Town Hall
• Culture Night
• Fall Festival
• Shakespeare in the Park
• Band performances
• Science and math in-school events
• Disney Musicals in Schools
• Bricks for Kids
• Rosie’s Theater Kids
• Kidspire-Architecture and Design for Kids
• Chess
• New York Edge Champions Club
• CS4ALL
• Schools that Can
Our vision is that every student engages in units of study that provide students with authentic, rich and varied learning experiences.

We believe that:

- Students will have the opportunity to apply and express their learning in diverse ways and for a variety of audiences.
- Students will have the opportunity to develop academic language in a variety of ways:
  - Writing across the content areas
  - Speaking and listening protocols
  - Use of different cooperative learning formats
  - Use of different forms of technology
- Students will have the opportunity to engage in interdisciplinary activities using a range of genres and multiple texts to apply competency skills to convey meaning.

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

A review of both the 2018 June Instructional Reports and June 2018 reading level data indicate the following areas of focus:

- There is a significant gap in the ELA achievement of 3rd graders identified as ENL students. This trend occurred in both the multiple choice and written response categories. There also continues to exist a significant gap in the percentage of ENL students reading at or above grade level. This gap in ELA achievement is not evident in the 4th or 5th grades. Therefore, there is a need to address both the teaching and learning of the 2018-2019 3rd graders, as well as target ELA support for 4th graders who are ENL students.
- Across all testing grades there is a need to target math support for students with disabilities. There is a performance gap with 3rd grade students in the ICT class, as compared to other settings. In addition, there is a need to target support to students in self-contained settings.

Specific major areas of focus for this subgroup include:

1. Grade 3: Number Sense & Operations in Base Ten
2. Grade 4: Number & Operations in both Base Ten & Fractions
3. Grade 5: Number & Operations in both Base Ten & Fractions

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.

DATA REVIEW

Progress Points

- The percentage of 4th graders scoring at or above grade level in science rose by 15%, resulting in 91% of 4th grade scoring a 3 or a 4, and no students scoring a 1
- 10% more students met standard promotional criteria in ELA, as compared to results form June 2017
- According the June 2018 ELA Instructional Report:

  1. Grade 4 reduced the overall gap between the school and the city by 7%
2. Grade 5 outperformed the city overall by 1% point, and by 7% in writing to sources

Key Areas of Focus

- The % of students meeting standard promotional criteria in math remained the same from June 2017 to June 2018
- According to the most recent data from the learning survey:
  1. 39% of teachers say that students build on each other's ideas during class discussion.
  2. 38% of teachers say that students use data or text references to support their ideas.
  3. 79% of teachers say that students participate in class discussions at some point.

A review of the above data and information from teacher's unit plans, walkthroughs connected to focus units and Advance observations indicates a need to address opportunities for embedding rich questioning and discussion techniques across content areas.

- According the June 2018 Math Instructional Report:
  1. The gap between the school and the city increased in almost all standards.

The above findings indicate a need to focus on rigorous instruction.
School Demographics and Accountability Snapshot for 30Q017

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
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</thead>
<tbody>
<tr>
<td>Grade Configuration</td>
</tr>
<tr>
<td>Total Enrollment (2017-18)</td>
</tr>
<tr>
<td>SIG Recipient (Y/N)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Learner Programs (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
</tr>
<tr>
<td>Dual Language</td>
</tr>
<tr>
<td>Self-Contained English as a Second Language</td>
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</tbody>
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<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
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</thead>
<tbody>
<tr>
<td># Special Classes (ELA)</td>
</tr>
<tr>
<td># SETSS (ELA)</td>
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<tr>
<td># Special Classes (Math)</td>
</tr>
<tr>
<td># SETSS (Math)</td>
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<tr>
<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td># Integrated Collaborative Teaching (Math)</td>
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</tbody>
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<table>
<thead>
<tr>
<th># Arts and Number of Special Classes (2018-19)</th>
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<tbody>
<tr>
<td># Visual Arts</td>
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<tr>
<td># Music</td>
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<tr>
<td># Drama</td>
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<tr>
<th>School Composition (2017-18)</th>
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<tbody>
<tr>
<td>% Title I Population</td>
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<tr>
<td>% Free Lunch</td>
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<tr>
<td>% Limited English Proficient</td>
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<tr>
<th>Racial/Ethnic Origin (2017-18)</th>
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<tbody>
<tr>
<td>% American Indian or Alaska Native</td>
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<tr>
<td>% Hispanic or Latino</td>
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<tr>
<td>% White</td>
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</tbody>
</table>

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<tr>
<th>Personnel (2015-16)</th>
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</thead>
<tbody>
<tr>
<td>Years Principal Assigned to School (2018-19)</td>
</tr>
<tr>
<td># of Assistant Principals (2016-17)</td>
</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
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<table>
<thead>
<tr>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
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<tbody>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics Performance at levels 3 &amp; 4</td>
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<table>
<thead>
<tr>
<th>School Performance for High Schools (2016-17)</th>
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</thead>
<tbody>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
</tr>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
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<tr>
<td>4 Year Graduation Rate</td>
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<tr>
<td>Regents Diploma w/ Advanced Designation</td>
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<table>
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<tr>
<th>Overall NYSED Accountability Status (2018-19)</th>
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<tbody>
<tr>
<td>Reward</td>
</tr>
<tr>
<td>In Good Standing</td>
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<tr>
<td>Focus District</td>
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<td>Priority School</td>
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Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

<table>
<thead>
<tr>
<th>Elementary/Middle School</th>
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<tbody>
<tr>
<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
</tr>
</tbody>
</table>

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A |
| Hispanic or Latino | NO |
| White | N/A |
| Students with Disabilities | NO |
| Economically Disadvantaged | NO |

Met Adequate Yearly Progress (AYP) in Science (2016-17)

| American Indian or Alaska Native | N/A |
| Hispanic or Latino | YES |
| White | N/A |
| Students with Disabilities | NO |
| Economically Disadvantaged | N/A |

High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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</tbody>
</table>

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>STRENGTHS/AREAS OF GROWTH</th>
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<tbody>
<tr>
<td>- Based on our growth within ELA, we want to replicate the deep planning and unit design work within mathematics.</td>
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<table>
<thead>
<tr>
<th>AREAS OF FOCUS</th>
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<tbody>
<tr>
<td>The grade-wide math unit planning needs to address the following:</td>
</tr>
<tr>
<td>- Activities that promote student discussion and regular use of mathematical terminology</td>
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<tr>
<td>- Use of varied resources</td>
</tr>
<tr>
<td>- Use of technology</td>
</tr>
<tr>
<td>- Small group instruction</td>
</tr>
<tr>
<td>Math assessment structures need to address the following:</td>
</tr>
<tr>
<td>- Scheduled cycles related to specific math skills, with a quick reporting turn around (immediate)</td>
</tr>
<tr>
<td>- The use of data to target professional development and student support (including adjustment of unit/lesson plans, in-class small group instruction &amp; supplemental instruction)</td>
</tr>
<tr>
<td>- The use of data to support administration with observation cycles</td>
</tr>
</tbody>
</table>

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 there will be an overall 5% increase on the New York State MATH exam, as compared to the result from the 2018 math exam.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers in grades 3-5</td>
<td>Beg September 2018; End October 2018; Beg January 2019; Beg April 2019</td>
<td>Principal &amp; Assistant Principals; Data Coordinator</td>
</tr>
</tbody>
</table>

Teachers will administer 4 math assessments using Schoolnet. These assessments will be used to identify class and grade trends and identify students for small group instruction.

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
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</thead>
<tbody>
<tr>
<td>A total of 30 students in grades 3-5</td>
<td>September 2018-March 2019</td>
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</tbody>
</table>

Based on data, beginning in October 2018, a maximum of 10 students per grades 3-5 will be selected to receive supplemental, targeted math instruction. This support will occur 2 days per week through March 2018.

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</thead>
<tbody>
<tr>
<td>Classroom teachers; Paraprofessionals</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>

Administration will conduct cycles of grade-wide walkthroughs for all grades. Each grade will receive feedback and next steps, which will be followed by an Advance observation.

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
</tr>
</thead>
</table>

Teachers will use Monday time to create unit plans for Go Math! units that address the following areas related to planning and delivery:

- Ongoing checks for understanding
- Addressing anticipated misconceptions
- Vocabulary & terminology
- Unit launch
- Engaging learning activities

<table>
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<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers; Paraprofessionals</td>
<td>September 2018-June 2019</td>
<td>Through the use of walkthroughs, classroom observations, student data, and review of lesson &amp; unit plans: administrative team</td>
</tr>
<tr>
<td>Opportunities for mathematical conversations and using writing to communicate thinking</td>
<td>Students</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Use of varied resources (texts, IXL, Think Central, Exemplars, Games, etc.)</td>
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<td></td>
</tr>
<tr>
<td>Real world connections</td>
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<td></td>
</tr>
</tbody>
</table>

To support students' ability to use conversation and writing to communicate mathematically, teachers will provide students with access talking prompts and conversation starters.

| Grade leader meetings will be held monthly, and focus on math unit planning. | Grade Leaders | September 2018-June 2019 | Administration |
| | | | |

A cycle of two intervisitations will be conducted by November 30th 2018. Host teachers (K-2; 3-5) will be selected based on the data collected from math walkthroughs. These intervisitation cycles will be followed by debrief meetings, the creation of an action plan by visiting teachers, and a check-in with administration in the form of classroom visits.

Meet with our 21st Grant Partner, and include as part of our SLT. These meetings will result in after-school activities that will support this goal, including:

- Choices that will embed strong academic vocabulary
- Increased STEM opportunities
- Choices that will promote students ability to use language to collaborate to solve problems

### 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.

The parent coordinator will launch a series of workshops (K-2; 3-5) that will take place on a monthly basis. This will include:
- Use of the at home IXL program to support students
- At home activities that can support language development, particularly related to math

### 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.

- Per diem and per session monies
- Designated funds for professional development (both in house and outside)
- Resources purchased to support small groups instruction in ELA
- Resources purchased to support teacher’s ability to use technology to both teach with and monitor progress

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2018-19 CEP 17
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

|   | C4E |   | 21st Century Grant |   | SIG |   | PTA Funded |   | In Kind |   | Other |

Part 5 – Progress Monitoring

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

Math assessments will be administered according to the schedule below. By the end of the January window, our goal is to see an overall proficiency increase of 5% as compared to the first assessment.

Window I: By 9/14/18

Window II: 10/12/18

Window III: 1/4/19

Window IV: 4/10/19

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

Schoolnet

**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?

**STRENGTHS/AREAS OF GROWTH**

- As per the most recent Quality Review, we have shown growth with instructional practices and supports for students
- New social-emotional programs and supports for students

**PRIORITY NEEDS**

- Identifying and norming a set of school-wide practices and behaviors
- Implementing instructional that promotes conversation between students

Part 2 – Annual Goal

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

By June 2019 there will be a 5% growth in positive responses as measured by student surveys administered in Fall 2018 and Spring 2019.
### 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>

#### Students will engage in self and peer assessments, resulting in students being able to both self reflect and provide feedback to each other.

- Exemplars, beginning in grade 2
- Socratic Seminars
- Book Clubs
- Use of checklists and rubrics

<table>
<thead>
<tr>
<th>All Classrooms</th>
<th>September 2017-June 2018</th>
<th>Administration; Teachers</th>
</tr>
</thead>
</table>

#### Components of Sanford Harmony across all classrooms including:

- AM meetings (Social Emotional topics that trigger students to build community through appropriate social emotional responses). Teachers use Sanford Harmony materials, word of the week and book of the month as tools to engage in conversation.
- PM meetings (Students provide individual and group feedback about their class or personal social emotional goal for the day)
- Support from counselor and social worker to incorporate Sanford Harmony into the classroom.

<table>
<thead>
<tr>
<th>All staff</th>
<th>September 2017-June 2018</th>
<th>Guidance and Social Worker</th>
</tr>
</thead>
</table>

#### Student Government will administered a fall and spring survey, engage in a data analysis session, and then report findings to teachers:

**Survey**

- I am supported by my classmates when I verbally participate in class
- not at all, sometimes, often, all the time.

<table>
<thead>
<tr>
<th>All teachers</th>
<th>End of September 2018; Beg of April 2019</th>
<th>Guidance</th>
</tr>
</thead>
</table>
- I am supported by my teachers when I verbally participate in class
  - not at all, sometimes, often, all the time.

- When I have a conflict in the classroom with another student, I feel comfortable asking my teacher for help.
  - not at all, sometimes, often, all the time.

- When I have a conflict in the cafeteria with another student, I feel comfortable asking my teacher for help.
  - not at all, sometimes, often, all the time.

- When I have a conflict in the cafeteria with another student, I feel comfortable asking the school aides for help.
  - not at all, sometimes, often, all the time.

- When our class has AM/PM conversations, I feel more connected to my teacher and classmates.
  - not at all, sometimes, often, all the time.

- What conversations would you like to have during your AM/PM circle time?
  (open ended response)

- I feel that my teacher understands me.
  - not at all, sometimes, often, all the time.

- I feel that my teacher uses my interests to keep me interested in lessons.
  - not at all, sometimes, often, all the time.

S- Teachers will participate in daily morning and afternoon restorative circles engaging in social emotional conversations led by students and their interests.

M- a pre-survey will be given to students in September. A mid-year survey will be conducted and led by the student government in December and results will be shared by the students to the staff. A EOY survey will be conducted in June to compare data, monitor progress and will be shared with staff as well.
A- Students will be participating in daily AM/PM conversations that are being led with fidelity by classroom teachers. Students will feel more comfortable in sharing information with their classmates and teachers, asking for help, and developing strong trusted relationships amongst each other.

R- To develop a strong line of communication and understanding between students and teachers in order to raise interest in academics, and social emotional support.

T- By June 2019 there will be a 5% growth in positive responses as measured by student surveys administered in Fall 2018 and Spring 2019

Mindfulness practice
Create an understanding of mindfulness as beneficial to teachers, parents and children through teacher-directed groups and parent groups.

Identify a set of desired behaviors that are connected to both our mission and focus, and ensure that those behaviors are taught, practiced and reinforced

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.

Newsletters from guidance counselor; highlighting student government events; mindfulness workshops with parents

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.

- Per diem and per session monies
- Designated funds for professional development (both in house and outside)
- Resources purchased to support small groups instruction in ELA
- Resources purchased to support teacher’s ability to use technology to both teach with and monitor progress

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. The Guidance Counselor will meet with student government on a monthly basis, and utilize this group to survey and assess progress.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. Classroom observations that align with the implementation of protocols.

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

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

STRENGTHS/AREAS OF GROWTH

- As per the most recent Quality Review, our area of celebration was 1.1, cohesion across curriculum
- The following data indicates growth in reading levels of students across the school between September 2017 & June 2018:
  - % of male & female students reading at or above grade level rose by 40%, students with IEPs by 20% and students who are ENL by 34%
  - The % of students reading below grade level reduced by 13%
  - The % of students reading at or above grade level increased by 18%

PRIORITY NEEDS

- Focus on subgroups, particularly ENL students
- Focus on ensuring that all teachers are creating lessons that are meeting the needs of subgroups
- Focus on closing the reading achievement gap between ENL students and non ENL students
- Based on the teacher survey results, only 39% of teachers feel that students build off of each others’ ideas during class discussion

Part 2 – Annual Goal

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

By June 2019 there will be a 10% increase in students in grades 3-5 scoring full credit on short response questions from Schoolnet benchmark assessments, as compared to the results from the September benchmark results. This work will result in a 5% increase on the 2019 NYS ELA exam, as compared to the 2018 exam.
### Part 3a – Action Plan

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

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

#### Target Group(s)
Who will be targeted?

#### Timeline
What is the start and end date?

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams will deepen 3 units of writing to support students' ability to use rich language and represent thinking with evidence and details.</td>
<td>Students in grades K-5</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers will select 5 listening and speaking protocols in grades K-2 and 5 in grade 3-5 and plan for and implement these 5 protocols throughout units of study on a regular basis during the 2018-2019 school year.</td>
<td>Classroom teachers</td>
<td>June 2018-June 2019</td>
<td>Through the use of walkthroughs, observations &amp; monitoring of lessons &amp; unit plans: Principal &amp; Assistant Principals</td>
</tr>
<tr>
<td>A series of intervisitations will occur, with the lens of using questioning and discussion techniques in order to support students' ability to elaborate on ideas using evidence to support thinking.</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Norming the use of writer's notebooks in grades 3-5</td>
<td>Teachers in grades 3-5</td>
<td>Ongoing beginning September 2018</td>
<td>TC Staff Developers; Administration</td>
</tr>
<tr>
<td>Revisit the Learning Progressions document with all K-5 teachers for every writing unit</td>
<td>K-5 Teachers</td>
<td>Monthly, at Monday team meetings, beginning September 2018</td>
<td>TC Staff Developers; Administration</td>
</tr>
<tr>
<td>In September 2018, students will be identified for small group and targeted Tier II &amp; III instruction using the following strategies and support programs: Guided Reading</td>
<td>Classroom teachers; Paraprofessionals</td>
<td>September 2018-June 2019</td>
<td>Classroom teachers; SETSS/IEP Teacher; ENL Co.; Assistant Principals</td>
</tr>
</tbody>
</table>
### Sadlier Vocabulary

**Great Leaps**

Targeted, small group instruction based on identification of students will begin in October 2018

Teachers will receive differentiated staff development sessions from Teacher’s College, based on student data and classroom observations from the 2017-2018 school year:

- Raising the level of mini lessons
- Structures, routines & supports for small group instruction
- Raising the level of small group instruction

Teachers in grades 3-5 will implement quick (no more than 10 minutes per day) grammar lessons to support students’ writing development and conventions.

Meet with our 21st Grant Partner, and include as part of our SLT. These meetings will result in after-school activities that will support this goal, including:

- Choices that will embed strong academic vocabulary
- Increased STEM opportunities
- Choices that will promote students ability to use language to collaborate to solve problems
- Use of the Ebook online program
- Facilitating a Spelling Bee

**Partnership with NYIT (New York Institute of Technology)**

### 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.

- Dads Take Your Child to School Day; Monthly STEM workshops with Parent Coordinator; Parents & teachers reading a text together

### 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.
- Per diem and per session monies
- Designated funds for professional development (both in house and outside)
- Resources purchased to support small groups instruction in ELA
- Resources purchased to support teacher's ability to use technology to both teach with 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>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
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</table>

**Part 5 – Progress Monitoring**

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

Administration will conduct a review of focus units, provide feedback so that teachers will adjust units, conduct walkthroughs during focus units and provide feedback to grade teams, and conduct a series of Advance observations during focus units. By February 2019, teachers will have received at least one complete cycle of feedback, resulting in students improving their ability to write with varied word choice and elaboration. By February 2019 there will be an overall proficiency growth of 5% within the Schoolnet assessments. The assessment windows are:

Window 1: By 9/14/18

Window II: 10/26/18

Window III: 1/11/19

Window IV: 3/1/19

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

Schoolnet

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

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

**Part 1 – Needs Assessment**

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

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

A review of both the 2018 June Instructional Reports and June 2018 reading level data indicate the following areas of focus:

- There is a significant gap in the ELA achievement of 3rd graders identified as ENL students. This trend occurred in both the multiple choice and written response categories. There also continues to exist a significant gap in the percentage of ENL students reading at or above grade level. This gap in ELA achievement is not evident in the 4th or 5th grades. Therefore, there is a need to address both the teaching and learning of the 2018-2019 3rd graders, as well as target ELA support for 4th graders who are ENL students.
- Across all testing grades there is a need to target math support for students with disabilities. There is a performance gap with 3rd grade students in the ICT class, as compared to other settings. In addition, there is a need to target support to students in self-contained settings.

Specific major areas of focus for this subgroup include:

1. Grade 3: Number Sense & Operations in Base Ten
2. Grade 4: Number & Operations in both Base Ten & Fractions
3. Grade 5: Number & Operations in both Base Ten & Fractions

**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, administration will strengthen systems and structures that support and monitor the professional growth of teachers and staff, which will lead to a 20% increase in the average of observation data connected to Danielson indicator 3C, as compared to June 2018. This will lead to a 5% increase in ELA state testing data, and a 5% increase in math state testing data.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • 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). | K-5 teachers | September 018-June 2019 | Administration |
| Administration will conduct a cycle of reviewing focus units, providing feedback, conducting a walkthrough, and an Advance observation during all focus units. | Grades 3-5 | October 2018-June 2019 | Administration |
| Administration and the IEP Coordinator will create a math unit articulation document for each Go Math! unit in grades 3-5. This document will contain information to assist teachers in targeting the needs of the class and small groups of students based on the following data:  
  • Most recent Schoolnet Assessment  
  • Data from the 2018 math state exam | All teachers | September 2018-May 2019 | Administration |
| Administration will meet with teachers in grades 3-5 to review the articulation document and expectations within the unit. Observations and walk-throughs will also be conducted. | All teachers | December 2018 and January 2019 | Administration |
| Administration will complete two cycles of informal observations by December 16, 2018.  
The first observation cycle will occur during the month of October, and focus on WRITING for grades K-5  
The 2nd round of observations will occur during the month of November, with a MATH focus. | Extended Cabinet; all staff | September 2018; January 2019; Spring 2019 | Administration; IEP/SETSS teacher; ENL Coordinator |
| Administration will hold mid-year conversation with all teachers beginning the week of December 19th 2018. | All K-5 teachers | Ongoing | Staff Developers from Teacher's College |
| Data Dives will occur both with administration and then with staff at three intervals throughout the school year. This will inform Inquiry cycles. | Principal | July 2018; September | Principal |
| Staff Developers from Teacher's College will conduct a professional development session on embedding assessment throughout mini-lessons, and model this for teachers. | Principal | July 2018; September | Principal |
| PS 17 will partner with Schools That Can to enhance our ability to engage students in real world projects and authentic unit work. | Principal | July 2018; September | Principal |
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.

Dads Take Your Child to School Day; Monthly STEM workshops with Parent Coordinator; Parents & teachers reading a text together

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.

- Per diem and per session monies
- Designated funds for professional development (both in house and outside)
- Resources purchased to support small groups instruction in ELA
- Resources purchased to support teacher’s ability to use technology to both teach with 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>
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<th>Title I SWP</th>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, our goal is to see 10% growth within the focus indicators, as compared to data from June 2018. In addition, there will growth within Schoolnet assessment data in both math & ELA.

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

Advance observation data; Schoolnet

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
   - Consistent positive feedback on learning environment survey

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.
   - Parents have indicated that they would like more workshops on math, and more opportunities to view student work.
   - Parents also indicated that they would like more enrichment opportunities for children.

### Part 2 – Annual Goal

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

- Each grade will have a parent Grade Representative who will work with teachers, parents, faculty, and community and be a liaison between the school and the parents.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Pre-K-5 parents</td>
<td>October 2017-June 2018</td>
<td>SLT</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
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</tbody>
</table>

Letter will go out to all parents in June asking for volunteers for Grade Representative positions

We will vote for Grade Representatives at the June PTA meeting

Meet for a planning meeting in August 2018

Attend Sneak Peek in August 2018

Attend the Back to School Kick off event in September 2018

- Assist PTA with requests for volunteers for all events.
- Communicate between faculty and parents.
- Attend monthly PTA meetings.
- Help to organize volunteers for classroom events, activities, and field trips.
- Maintain an up to date parent contact list for the grade.
- Attend a summer planning meeting.

An Event Committee will be formed

Parents | Ongoing | TBD |

Parent of the Month

Parents | Ongoing | SLT |

Community Business Breakfast

Local Businesses | Ongoing | SLT |

Parent Coordinator will attend a professional development session on providing math workshops to parents

Parents | Ongoing | Principal |

Monthly STEM workshops

Parents | Ongoing | Parent Coordinator |

School Wellness Committee

Parents | Ongoing | School Wellness Team |

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.

Sports & Arts in Schools

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.

Per diem and per session monies

- Designated funds for professional development (both in house and outside)
- Resources purchased to support small groups instruction in ELA
- Resources purchased to support teacher's ability to use technology to both teach with 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>
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<th>Title I SWP</th>
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<th>Title III, Part A</th>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
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<td>Other</td>
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</table>

**Part 5 – Progress Monitoring**

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

By February 2019, there will be 6 grade leaders, representing grades Prek-5, as well as one dual language parent leader identified. This will result in 7 additional core parent volunteers, totaling 17.

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

Number of regular volunteers at events and meetings

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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>
</table>
| **English Language Arts (ELA)** | Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS. | -Great Leaps  
- Guided Reading  
- Double Dose of Fundations  
- Strategy Lessons  
- Sadlier Vocabulary Program  
- SPIRE | - Small group  
- one-to-one  
- pull-out | - During the school day  
- After school |
| **Mathematics** | Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS. | -Great Leaps  
- Go Math! Tier II instruction  
- Strategy Lessons  
- pull-out | - Small group  
- one-to-one  
- pull-out | - During the school day  |
| **Science** | Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS. | Differentiated instruction based on students’ needs. | - Small group instruction provided by teacher during Science period. | - Service provided during the school day during the Science period. |
show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS.

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS.</th>
<th>Differentiated instruction based on students’ needs.</th>
<th>Small group instruction provided by teacher during Social Studies period.</th>
<th>Service provided during the school day during the SS period.</th>
</tr>
</thead>
</table>

At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*

Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS.

- PBIS
  - Socialization with peers
- Expressing wants, needs and feelings appropriately
- ParentCorps

- Small group
  - One-to-one
  - Pull-out

- During the school day
- Before and after school
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)

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

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

n/a
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- At this time, all of our staff members are Highly Qualified Teachers with all required documentation
- When looking for new teachers, the following are utilized:
  - Job Fairs
  - Colleague Recommendations/Referrals
  - Interviewing candidates from open market/excessing
  - Resumes sent by colleges and universities

In order to ensure we are growing and retaining new staff members we:

- Hold bi-monthly professional development sessions offered after-school for both year 1 and year 2 teachers
- In addition to receiving a mentor, all new teachers receive a “buddy” that is a 2nd year teacher

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).

- Mentors are assigned to new teachers or to teachers who may need extra support
- All teachers participate in feedback conversations with administrators to reflect on pedagogy to support student achievement
- All paraprofessionals participate in the Monday professional development time
- Mondays are used for the professional development of staff
- The budget has been aligned to provide teachers with additional professional development in the following areas:
  1. Guided Reading
2. Creating units that are aligned to the CCLS and consider learners through thoughtfully scaffolded instruction and the embedding of multiple entry points
3. Ongoing PD from Teacher’s College

Part 3: TA Schools Only

3a. Use of Program Resources

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

TBD

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).

TBD

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 parent coordinator, school and district social worker hold ongoing parent meetings, on various topics, including a meeting on transitioning to Kindergarten. We have also developed a partnership with NYU Parent Corp, an organization that is assisting us with parent outreach with parents who have children in our preschool program. The focus of this partnership is to increase parental involvement.

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.

Teachers receive ongoing opportunities to reflect on assessment practices as well as professional development on assessment in instruction through faculty and grade conferences, as well as frequent feedback conversations. After each benchmark period, the staff and SLT view and discuss school-wide and grade-wide trends on Running Record data. After each Assessment window, teachers have the opportunity to analyze grade level trends.
4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>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>$285,072.00</td>
<td></td>
<td>x</td>
<td>5A; 5B; 5C</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$80,668.00</td>
<td></td>
<td>x</td>
<td>5A; 5B; 5C</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$16,974.00</td>
<td></td>
<td>x</td>
<td>5A; 5C</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,492,653</td>
<td></td>
<td>x</td>
<td>5A; 5B; 5C</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

2The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 17, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</thead>
<tbody>
<tr>
<td>PS 17 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in...
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

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

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

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

**Encouraging School-Level Parental Involvement**

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

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

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

**PS 17**

**School-Parent Compact (SPC)**

PS 17, 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;

II. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

• supporting parental involvement activities as requested by parents;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### III. Student Responsibilities

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

<table>
<thead>
<tr>
<th>Before school</th>
<th>After school</th>
<th>☑ Saturday academy</th>
</tr>
</thead>
</table>

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: _______
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

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

Begin description here: ______

P.S. 17Q’s Title III Saturday Academy Program will provide English Language Learners (ELLS) with supplemental instruction in a Saturday program held weekly. We have found that attendance is higher while better servicing more students who are in need of language support if it is done on a Saturday.

The supplemental instruction will be administered by a total of 4 certified ENL and/or Content-Specific teachers, that provide instruction to ENL students in grades 2, 3, 4 and 5. Our selection criteria for the teachers of this program includes: 1) A minimum of one year satisfactory teaching experience, as well as satisfactory ratings required in all previous assignments 2) Demonstrates familiarity with the Next Generation Learning Standards 3) Demonstrates familiarity with best practices for ENL students 4) Certification in TESOL or bilingual extension

This program will begin in December and end in May. We will notify all ELL parents/guardians if their child is eligible to participate in the Title III Saturday Academy Program in the parents preferred home language. Copies of these letters will be distributed and maintained by the ENL Coordinator. Data from the NYSESLAT from the previous year will be used to select students for extra support. Delivery of instruction will be in English only. The program will run from 9:00am to 12:00 pm every Saturday, between the allowed dates and excluding holidays/vacations. The supplemental help will focus on ENL grade level standards that are aligned with Next Generation Learning Standards, specifically in the four modalities of the English language which are Listening, Speaking, Reading and Writing as well as the New Language Arts Progressions and Home Language Arts Progressions. Using ENL strategies, skills and methodologies, our teachers, will provide rigorous instruction and activities to promote English language proficiency. Attendance will be taken by the individual teachers and copies will be maintained by the ENL Coordinator. The parents will be invited to workshops to support their child by introducing them to the instructional strategies being used in the program. The materials we use will focus on reading and vocabulary skills that are required to master the Next Generation Learning Standards, the New Language Arts Progressions and Home Language Arts Progressions. Through this program, our goal expectations are that students achieve a higher or proficiency level on the NYSESLAT exam.

Students will be exposed to texts that are detailed and rich in vocabulary. This will support oral language development and allow for students to have accountable talk and social interactions. Through these texts, we will foster group work while differentiating instruction. Other skills that will be reinforced include, author's purpose, drawing conclusions, figurative language, inference, main idea, prior knowledge, prediction, problem solving, sequence, word meaning, fact/detail, moral/lesson and picture/word I.D. This will help students develop English comprehension and fluency of oral language and reading skills. Basic and higher order thinking skills are incorporated into each lesson and vocabulary and language development are an inherent part of this program.

Another aspect of the program includes the purchase and implementation of the Getting Ready for the NYSESLAT books for grades 2-5. These books are supplemental and distinct from those used in daily instruction. These materials are separate grade level instructional books that will be
**Part B: Direct Instruction Supplemental Program Information**

used to provide maximum practice for this exam. These comprehensible instructional guides include activities in all performance developments for students on levels that include Entering, Emerging, Transitioning and Expanding. Students will be able to practice Speaking, Listening, Reading and Writing skills through broad based content themes. Students will use individual student progress charts to track their achievement. These books reflect the format, content and item type of questions on the NYSESLAT exams. This will allow students to be fully prepared to score higher or proficiency level on the NYSESLAT exam.

**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: ______

The supplemental ENL and Content Specific teachers will attend professional development throughout the year that will focus on ELA/ENL instruction. Through these professional developments they will design instructional programs to develop skills in listening, reading, writing, and speaking in English. Lessons will integrate academic literacy content appropriate for students age, grade level and English language skills. Some professional development will better prepare and train teachers on the Fountas & Pinnell Leveled Literacy Interventions. Teachers will become familiar in research-based early interventions that can prevent literacy difficulties before they turn into long-term challenges. Professional support includes, one day of training and one follow-up day to give teachers an in-depth understanding of the resources that will be used to support the program. Professional support will also include the implementation of vocabulary words to help improve comprehension through direct instruction and/or words in context, understanding the demands of a text by re-visting it for increased understanding and clarification as well as assessing and grouping students. These professional supports help deepen an understanding of many research-based techniques to help struggling readers make accelerated progress.

Other professional development sessions will serve as planning and preparation time in order to familiarize the staff on how to successfully implement the program to the targeted students. The teachers will also share best practices and be provided with opportunities to work together to determine how to integrate these strategies into successful instructional supports within the program. We will use the expertise of our ENL Coordinator, Joanna Antoniou Tetro who will serve as the staff developer to familiarize the teachers with the books and resources, as well as the implications for instruction so that the program is delivered by professionals who have been properly trained.

The ENL/Dual Language department will meet 3 times a year (beginning, middle and end) to identify instructional issues that will be used as our Problem of Practice. We will look at data from the NYSESLAT exam (both qualitative and quantitative) and discuss what we can do differently as professionals to ensure that we have the most powerful effect on what our student do and the quality of the work they are producing.

The teachers and/or ENL coordinator will attend outside professional development where they will develop tool kits of methods to support ELLs in becoming stronger readers and writers. This information will be shared with the rest of the staff during meetings. During these meetings, teachers will also focus on student data and how to interpret it to drive instruction that
Part C: Professional Development

helps to meet the needs of our English Language Learners. NYSESLAT scores will be analyzed to determine what skills are needed to address on an individual basis; these scores and data will drive our differentiated instruction within the program. This data helps us group students so we can target their instructional needs.

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:

Parents/guardians will be provided with workshops through-out the year on various topics such as: how to help parents gain knowledge of ELL strategies to best serve their child, guided reading supports and practices, preparing their child for city and state assessments as well as community based programs available for their child. These exams students will be preparing for are: the ELA and/or NYSESLAT exams. These workshops will be offered during the school day and in the evenings for parents/guardians who work (specific dates and times to be announced). Parents/Guardians will be notified of these meetings through fliers, PTA meetings, follow-up phone calls and our social media Facebook and Instagram pages. These types of workshops will incorporate resources such as bilingual glossaries in different content areas such as ELA, Science, Social Studies and Math. We will have interpretation services available for parents/guardians who may need it. In addition to these workshops, the parents/guardians are invited to the Annual Citywide ELL Conference. These workshop will be facilitated by the ENL coordinator, Language Access Coordinator, administrators and/or outside support groups such as community based organizations.

Our Parent Coordinator, Dina Pilios, will have a critical role in our parent/community involvement for ELLS. She is also serving as the Language Access Coordinator of PS 17Q. Throughout the school year, she will invite community based organizations (CBOs), to conduct workshops for ELL parents/guardians. This will provide them with information about the various opportunities that are afforded to them. Parents/guardians will be invited to attend field trips to the library, colleges and museums while learning to read, write, speak, and understand the English language to become a better resource for their children. Parents/guardians will also participate in an on-site workshop led by ENL Support Staff called, “How to Prepare Your Child for the NYSESLAT”. The Parent Coordinator will continue to provide and conduct enriching activities for families at PS 17Q and at various cultural and scholarly institutions within the community. The goal of this initiative is to strengthen the achievement of ELLS through parental involvement and empowerment and to further empower parents by informing them of how to utilize language translation/interpretation and 311 services available to them.

Culture Night is an annual event that helps explore the various cultures that make up our school community. This event is held in the Spring and is hosted by parents and teachers. Everyone comes together as a community of diverse cultures to share through the generations a continued experience and understanding of what it means to be human. Celebrating the schools cultural diversity brings our learning community together while providing an opportunity to celebrate the richness and benefits we get from being such a diverse community. One of the greatest reasons for all of us to organize this celebration at our school is the opportunity it offers
### Part D: Parental Engagement Activities

Students, teachers and families to encounter one another in celebration while strengthening the academic connections to students prior knowledge and background experiences. The Dual Language (DL) program will host 3 annual events that help bring families together to unite and build the dual language community. The Winter Mixer gives a chance for students and teachers to interact and develop a bond outside of the classroom. The Spring Picnic allows future parents/students of the program to interact with current parents/students of the program. It allows new parents to feel warm and welcomed into the DL community as well as gives an insight to the expectations, activities and parental involvement that takes place within the program. The third event changes on a yearly basis. This year the DL department will host "The Mariachi". Students put on a performance highlighting one aspects of the Hispanic community. There will be food and drinks to share that represent the variety of countries that "The Mariachi" represents. This provides a cultural authentic experience to the parents and students that reinforces what the program stands for and the variety of cultures within the Hispanic community. It also allows native English speakers a chance to immerse themselves into an authentic Hispanic experience.

### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Category</td>
</tr>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
</tr>
<tr>
<td>- Per session</td>
</tr>
<tr>
<td>- Per diem</td>
</tr>
<tr>
<td>Purchased services</td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
</tr>
<tr>
<td>Supplies and materials</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Other</td>
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<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>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></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Queens</td>
<td>17</td>
</tr>
</tbody>
</table>

School Name: Henry D. Thoreau

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Heyward</td>
<td>Maria Archodis</td>
</tr>
</tbody>
</table>

Coach

ENL (English as a New Language)/Bilingual Teacher
Joanna Antoniou

Coordinator

School Counselor
Monica Reyes

Teacher/Subject Area
Robin Vince ENL Teacher

Parent
Lauren Reinhard, PTA President

Teacher/Subject Area

Parent Coordinator
Constandina Pilios

Related-Service Provider
Cindy Corchado, BL Speech

Field Support Center Staff Member

Superintendent

Other (Name and Title)
Ycelsa Marmol, Pupil Account

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

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

**A. ELL Programs**

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

<table>
<thead>
<tr>
<th>Program</th>
<th>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>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

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.

**Bilingual Program Breakdown**

<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>
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**Part III: Assessment Analysis**

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

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

   **Assessment Tools:**
   - NYSITELL
   - NYSESLAT scores (K-5)
   - English and Spanish assessments TCRWP reading assessments
   - TCRWP High Frequency Words assessments
   - ESTRELLITA
   - Fountas & Pinnell Spanish reading assessments
   - ELL Periodic Assessments
A review of both Adequate Yearly Progress (AYP) data and reading level data indicate there is about a 29% gap in reading levels between English Language Learners and native English speakers. Our ELL population was 35 points away from making AYP in ELA and 25 points away from making AYP in Math. The data from these assessments provides teachers with insight to appropriate grouping for these students, as well as reading level behaviors to target within instruction. We use Teachers College Reading and Writing Project (TCRWP) Assessment Pro to collect our English Language Arts (ELA) assessment data. This program allows us to filter our ELL and Former ELL students’ results. We can view the percentage of students who fall below, or are approaching the standards, as well as monitor student progress. We can then identify the individual students' needs and plan for leveled instruction, at-risk targeted instruction, or potential movement to Tier II Response To Intervention (RTI) instruction. We can identify the individual students who need targeted instruction to support moving these students to meeting the standard levels within 2 benchmark periods. Students who do not progress to meeting the standard levels are further evaluated for additional interventions. These interventions include: Fundations (K-2); Great Leaps (K-5); Guided Reading (K-5), ESTRELLITA (K-1); S.P.I.R.E (Specialized Program Individualizing Reading Excellence), and the Sadlier Vocabulary program.

2. What structures do you have in place to support this effort?
Teachers and Paraprofessionals have been trained on all the different types of intervention programs we offer and have been implementing them with targeted students. Progress monitoring is done on an ongoing basis to make sure the targeted instruction is helping students meet the standards. Teachers have been attending professional development meetings at Teachers College to help and support our ELL population. Dual Language and ENL teachers meet monthly to discuss trends they see across grades and adjust units of study accordingly.

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 have adjusted our evaluation process based on not meeting AYP and reading achievement data. Reading data is formally collected 5 times a year through Teachers College Running Records. Students that are identified at risk will receive either Guided Reading, Fundations, Great Leaps instruction, S.P.I.R.E or the Sadlier Vocabulary program. Students in grades 3-5 will be taking Schoolnet assessments 4 different times through-out the year to assess how well they are performing in reading and math. Our ELL population will be taking the beginning and end of year ELL Periodic Assessments and well as our dual language students will be taking the Spanish HLA Periodic Assessment beginning and end of year exam.

4. What structures do you have in place to address interventions once the summative data has been gathered?
There will be ongoing progress monitoring that will take place every 6 to 8 weeks to monitor student growth. We will look at how students have performed on Schoolnet assessments to see trends across grades. We will meet with teacher teams to address these trends and modify instruction to address the needs of our students.

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.] Classroom teachers are currently using the assessments described and listed in question #1, teacher created assessments as well as informal observations to determine the levels of their students. Teachers then provide Tier I instruction, taking detailed conference notes and monitoring the progress of their students for 8-10 weeks. After providing students with Tier I whole group instruction in the classroom, if students show weakness in a specific skill or area, these conference notes, assessments and informal observations are used to inform instruction on a Tier II level. These Tier II interventions are coupled with instructional routines that are research-based and appropriate for linguistically diverse learners. If students are not making any progress, the data is reviewed by the Pupil Personnel Academic Intervention/RTI team. The team supports teachers in making instructional decisions as well as helps to determine a student’s appropriate movement to a Tier III level. A member of this team will visit the classroom to conduct an observation, as well as collect and review additional data to ensure consistency between what was reported and what is actually happening. Based on the above process, the team will either a) recommend that a child moves to another Tier b) schedule professional development and/or coaching sessions with a team member and the teacher c) request that the teacher implement certain interventions within the classroom. The student is monitored closely by the classroom teacher and the team to see if anything further needs to be implemented.
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].
When looking at student results on the NYSITELL and NYSESLAT, we have found that ELL students in grades 1-5 perform better during the listening and speaking section of the exam rather than in the reading and writing section. We use this information to help inform our planning of units and lessons. Our goal is to use this evidence to create good instructional practices within these ENL classrooms. Teachers make sure that lesson and unit plans reflect knowledge of ENL pedagogy, including home language support whenever possible. Within our ENL/Dual Language classes, teachers are planning purposefully explicit and implicit vocabulary and language instruction to build students academic language. Students are allowed to interact with texts in a variety of ways as well as using interactive reading approaches. This support also continues in the after school program. The instructional goal remains the same and teachers collaborate together in planning effective strategies that will help ELLs continue making successful gains.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
In order to achieve continuous growth we constantly adjust our instruction to meet the needs of our students. Administrators and/or the ENL Coordinator meets with teachers individually and in teacher teams to discuss findings and expected outcomes for these students. They articulate areas in need of improvement and this becomes the focus when teachers meet together to discuss improvements in either the delivery of lessons or the content within the lessons. Teachers develop an action plan by using the results from the assessments that students have taken and combine it with current research based strategies for their ELL students to aid in the progress towards the language and content objectives. Teachers are also asked to attend professional development meetings to help them with best practices for teaching ELLs. Teachers are asked to turn key the information they have learned and share any new ideas, strategies, visuals, and materials they have obtained from attending these meetings.

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.
      Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. As per CR Part 154, there are 2 types of ENL programs offered at PS 17 Q:
      • Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by certified ENL teachers in our building. A student does not receive stand-alone ENL in lieu of core content area instruction. ELLs are grouped together in an ENL class, for the entire school day and for all content instruction. Heterogeneous grouping occurs in Stand-alone or Self Contained classes.
      • Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher. Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status receive a minimum number of units of integrated ENL. The ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning. Integrated teaching occurs with the Least Restrictive Environment as possible.
The ENL Coordinator Joanna Antoniou Tetro provides targeted ENL instruction to different groups of students with the same English proficiency levels. She plans carefully with the general education teachers to ensure curricular alignment and continuity of instruction. The integrated ENL along with a subject area are taught dependent upon the student’s proficiency level in grades K to 5. At the entering, emerging and transitioning levels, integrated ENL with ELA is provided; at the expanding level, integrated ENL is combined with any content area that best meets the needs of the student. In grades PRE-K to 4, certified bilingual common branch teachers are permitted to provide the ENL component of a bilingual program. These teachers hold the bilingual certification needed to teach in a bilingual program. Mrs. Antoniou Tetro also goes into the classroom to support ELLs during content area lessons to provide language acquisition and vocabulary support. She may be supporting ELLs during a mini lesson next to her student(s) while the general/special education teacher is teaching. She may wait until instruction is completed and then work with ELL students in a small group.

b. TBE program. *If applicable.*

NA

c. DL program. *If applicable.*

The vision of the Dual Language Program at P.S. 17 Q is to empower students to become lifelong learners who are bilingual, bicultural, and bi-literate. They will grow into confident role models who will embrace diversity and invoke a positive change in our global society.

This program promotes bilingualism and biliteracy, grade level academic achievement and cross cultural competence in all students. The main goal of our Dual Language Program is that our students develop a high academic and linguistic proficiency in two languages. Dual language students participate in a rigorous academic program that nurtures the development of bilingualism, biculturalism, and biliteracy so that students will graduate ready for college, career, and life in a globally competitive economy. This instruction is given by certified bilingual teachers.

We use a Two-Way Dual Language model at our school which means that two language groups of students will be joined in the same class to become bilingual, bicultural, and biliterate. Our dual language classes are composed of an equal number of Spanish-speaking and English-speaking students who are learning in both languages. The language of instruction is alternated daily by the teacher. This is called a "50/50 Roller Coaster Model."

The Dual Language program is offered to all students who are entitled to ENL services and English proficient students in grades Pre-Kindergarten, Kindergarten, 1st grade, 2nd grade, 3rd grade and 4th grade who wish to learn Spanish as a second language. Some of our students speak additional languages at home. Since they already have a pre-existing foundation for learning a second language, these students often do very well in the dual language classroom. Having your child learn a third or fourth language at this early age will only add to their benefits in the long term. Stand alone and integrated models are both implemented in the Dual Language programs depending on the needs of the students. There is one teacher who provides instruction in both languages. However, when each language is used in the instructional day is predetermined by the delivery model. The classrooms have instructional materials in both languages to support the program and is organized so that the language of instruction is clearly designated by color codes.

Children in our dual language programs...

1. Become bilingual, bi-literate and bi-cultural members of the world society at large
2. Have a greater capacity for listening
3. Think more creatively and analytically
4. Develop better communication skills
5. Express enthusiasm and have an aptitude for problem solving
6. Have a greater awareness of self and others
7. Gain insights into other cultures
8. Become part of a greater linguistic and cultural community
9. Provide access to a greater part of the world
10. Take advantage of the optional time to learn a language and develop an appreciation and understanding of diverse cultures, people, and perspectives in the world

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)?

Before students begin the school year, they are placed in their new classes according to NYSESLAT scores. Students who are current ELLs are placed in self contained ENL classrooms that are taught by certified ENL teachers. Dual language students are placed in bilingual classrooms that are taught by certified bilingual teachers. Special Education English Language Learners are placed (according to their Individualized Education Plan- IEP) either in an ICT classroom that has a special education teacher and an ENL teacher (if the teacher doesn’t hold and ENL license the students get services by the ENL coordinator either through push-in or pull-out model) or are in a Self Contained special education classrooms that has one special education teacher and receive their ENL services by the ENL coordinator either through the push-in or pull-out model. Students who are at the commanding level still receive ENL services for 2 years after they have tested out. These students are placed in an ENL self contained classroom until the 2 years pass and accommodations are completed. At times, there are students who test out of ENL and are not placed in an ENL self contained classroom. These students then are flex scheduled into and ENL classroom for 90 minutes a week.

The breakdown of the program is as follows:
- Entering level students receive 360 minutes of ENL instruction. 180 of those minutes are integrated ENL/ELA and 180 of those minutes are stand alone.
- Emerging level students receive 360 minutes of ENL instruction. 180 of those minutes are integrated ENL/ELA and 90 of those minutes are standalone. The remainder of those 90 minutes is flexible in either stand alone or integrated minutes.
- Transitioning level students receive 180 minutes of ENL instruction. 90 of those minutes are integrated ENL/ELA and the other 90 of those minutes are flexible in either stand alone or integrated minutes.
- Expanding level students receive 180 minutes of ENL instruction. All 180 of those minutes is integrated ENL/ELA or other content area instruction.
- Commanding level students receive 90 minutes of ENL instruction. All 90 of those minutes are in integrated ENL/ELA or other content area instruction.

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.

In Grades K-5, focus will be placed on modifying Teachers College Reading/Writing Workshops to meet the needs of our English Language Learners. Instruction is fully aligned with the Common Core Learning Standards, the New Language Arts Progressions and Home Language Arts Progressions. Teachers will use conference notes and data from these units of study to support student achievement and differentiate instruction. All instruction is consistent with CR Part 154 requirements.

Many of the programs we provide at PS 17 Q make the content we teach comprehensible to foster language development.
- The Sadlier vocabulary program and online interactive version will be used to help ELLS close the achievement gap between themselves and non ELLS in ELA. This program will help them expand their vocabulary while learning how to use these words to express their own ideas. There is a heavy emphasis on vocabulary to be used across the curriculum from reading/writing to social studies, science and math.
- Teachers College and Fountas and Pinnell running records are also used to measure student level growth in English and Spanish. This helps with guided reading groups as well as small group instruction.
- Teachers College reading and writing units of study in Grades K-5 supports teachers of students who are learning English as a new language by showing them how to adapt the program to make it more beneficial for ELLS. They suggest important revisions to make particular units more helpful for ELLS by giving them more time to talk, read and write. Teachers work
closely with students during independent reading and writing as well as one on one conferences and during small group instruction. Students with more proficiency need help to learn academic English vocabulary, pronouns and verb tenses while newcomers need to work on participating in social language while building on their prior knowledge. There is a big emphasis on labeling and vocabulary development.

- The math program GO Math! provides activities designed to help children acquire math vocabulary and the language as well as writing skills necessary to communicate and understand math concepts. It offers a visual approach to teaching content skills, key concepts and academic language. It is a standards based curriculum that helps build language and communication skills.

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

Our school uses Fountas and Pinnell for Spanish language assessment collection and reviews the data to address the needs of our ELL students. Home language support is systemic, but not limited to the ENL classroom. In addition, to glossaries, dictionaries, and materials in the home languages represented by the ELL population, we have highly qualified school personnel who are able to provide support to students during the school day. They are utilized to provide clarification for ELLS (in their home languages), especially to those who may be struggling with content and concepts in the content areas. Teachers group students of the same language for certain activities so that they can assist each other and respond in their home language.

5. How do you differentiate instruction for each of the following ELL subgroups?

   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. In the event that a SIFE student is admitted to P.S. 17, we have a plan in place to best serve this population. These students will initially be placed with beginner ELLS in grade appropriate classes and receive intervention services from an ENL teacher for a total of 360 minutes per week for six to eight weeks. This instruction will be differentiated based on the proficiency level of the student and formal as well as informal assessments. Upon further assessment, these students will be placed into a grade appropriate setting according to their individual needs. They will receive "Response to Intervention" (RTI) small group instruction daily each morning for a duration of approximately 30 minutes for extra support.

   b. Plan for ELLS in school less than 3 years/ Newcomers:

   Instruction will be focused on Basic Interpersonal Communication Skills (BICS). Total Physical Response (TPR) will be incorporated into all instruction to ensure that students comprehend all information presented. Academic language will be incorporated into grade level instruction, but will be limited to basic concept words until students acquire additional language. Instruction will remain uniformed according to content, but will incorporate various ENL strategies such as the use of realia, visual aids, repetition and graphic organizers. Students will be placed in classes with more advanced ELLS or native English speakers in order to promote oral fluency. Classrooms will be equipped with a Literacy program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels. In addition to ENL services, students will be offered AIS, and Title III supplemental program instruction.

   c. Plan for ELLS in school 4-6 years:

   Instruction will be academically rigorous and will focus on Cognitive Academic Language Proficiency Skills (CALPS). These students have already acquired social English skills, but academic skills are limited. They need various ENL methodologies and techniques to improve in all content areas. This instruction will be on grade level, but will be intensive and vocabulary rich. Small group instruction will be a key part of advancing listening, reading, writing, and speaking skills. Teachers run the RLAT report from ATS to group students according to ability in each combined modality and as a result, meet the specific needs of each student. Classrooms will be equipped with a Literacy Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels and understanding. In addition to ENL services, students will be offered AIS, RTI and Title III program instruction.
d. Plan for ELLS in school 6 years completed or more / Long Term ELLS
Instruction will focus on repetition and small group intervention. There will be continual formal and informal assessments aligned with instruction in order to determine individually appropriate focus skills. Instruction for these students will be highly structured and predictable. Classrooms will be equipped with a Literacy Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels. In addition to ENL services, students will be offered AIS, RTI and Title III program instruction.

e. Plan for former ELLS
Transitional Student Support Plan (ELLS that pass NYSESLAT are transitional students for 2 years) P.S. 17’s plan for supporting the students who passed the NYSESLAT is as follows:
All former ELLS, who have passed the NYSESLAT exam, will continue to get support services for up to two years. For two years following the school year in which a student is exited from ELL status, former ELLS receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations. Former ELLS receive time and a half (extended time) testing accommodations for up to two years after testing out of the NYSESLAT. These students are also invited to participate and attend the Title III after-school program for additional support. In addition, most of these students are placed in ENL self-contained classes or are in a class that receives ENL services by an ENL service provider, therefore, services for transitional students are not discontinued.

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?
Plan for ELL Special Needs Students:

Special Education English Language Learner students participate in all aspects of school activities such as art, computers, music, physical education, theater, school plays/performances and field trips. Instruction for these students will be predictable and highly structured routines will be in place. The ENL teachers initially analyze the IEPs and NYSESLAT scores of all their students. If the student is not in an ENL self-contained classroom, then the ENL service provider collaborates with the classroom teacher when appropriate, to co-teach with the classroom teacher. Co-teaching ensures that the ENL program provided for these students is in the least restrictive environment. When co-teaching is not available, students are pulled out of their class and are placed in a group with other ELLS either on the same grade level or one grade above or below level. Lessons use multi-sensory strategies in order to meet the needs of all learners. Hands-on activities are incorporated into content area lessons whenever possible. The language is simplified accordingly during each lesson but content remains on grade level. Main ideas are reinforced through rephrasing, verbatim repetition, and students will play an active role in their own learning. Classrooms will be equipped with a Literacy Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels and the bilingual Spanish/English Understanding Mathematics Technology-based Mathematics Program. In addition to ENL services, students will be offered AIS, RTI, and Title III after school program instruction.

Intervention Programs for ELLS (AIS) are provided for Level 1 and Level 2 students in Grades K-5. Students can also be referred for AIS by their classroom teacher. In Grades K-5, students are serviced for ten weeks by a qualified provider using a pull-out model. Students are seen 3-5 days per week, depending on the availability of the provider and the needs of the students. Depending on each individual situation, students may be invited to continue services after the ten weeks.

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?
In adherence to the Special Education Reform, our classes use flexible scheduling to provide the least restrictive environment to our ELL-SWD population. Students can have the flexibility to move to the appropriate class where instruction is taking place, on their level. For example, most of our classes on the same grade have their ELA and Math block scheduled at the same time therefore a student who is approaching or meeting the standards who may usually be in an ICT or Self Contained classroom,
might move to a general education classroom to receive ELA instruction, (in the least restrictive environment) but return back to their classroom for Mathematics (where they need more support because they are not meeting their IEP goals.). In addition, these same students receive 4-8 periods of ENL instruction based on their NYSITELL/NYSESLAT levels, weekly. The scheduling of this instruction is planned around the classroom schedule, with a licensed ENL service provider who will provide support in and out of the classroom.

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.

Intervention Programs for ELLs include:
- Speech services in Spanish and English for students who qualify in grades K-5.
- AIS programs are provided for Level 1 and Level 2 students in Grades K-5. Students are referred for AIS by their classroom teacher. In Grades K-5, students are serviced for ten weeks by a qualified provider using a pull-out model. Students are seen 3-5 days per week, depending on the availability of the provider and the needs of the students. Depending on each individual situation, students may be invited to continue services after the ten weeks.
- Great Leaps is a comprehensive intervention program for reading, fluency and language that is designed to generate significant and lasting gains. The program includes four parts; sound awareness (phonological/phonemic awareness), letter recognition and phonics, high frequency sight words and phrases, and stories for oral reading. These interventions are provided for ELLS who have moderate to significant reading and language difficulties. We provide it to ELLS who are at the Entering, Emerging and Transitioning level.
- Guided reading helps ELLs who are both good and struggling readers. Guided reading groups are pulled according to reading ability. Students are given the opportunity to have differentiated, teacher led instruction in a small group setting to help ELLs with developing an understanding of what they are reading while encouraging them to apply reading strategies they will need to become independent readers. This instruction happens in either English or Spanish depending on the student.
- Fundations provides our ELLs in grades K-2 with a systematic program in the foundational skills for reading and spelling, emphasizing phonemic awareness, phonics word study, high frequency word study, fluency, vocabulary, handwriting and spelling.
- ESTRELLITA provides our Spanish ELLs in the Dual Language program grades K-1 with a systematic program in the foundational skills for reading and spelling, emphasizing phonemic awareness, phonics word study, high frequency word study, spelling, vocabulary and fluency in Spanish.
- S.P.I.R.E is a research proven reading intervention program for our lowest performing Special Education English Language Learners (SPELLs). Lessons are clear and explicit to keep the teacher at the center of instruction. There are systematic, sequentially structured 10 step lessons that ensure mastery of concepts in different critical areas of reading.
- The Sadlier vocabulary program and online component will serve Special Education English Language Learners in grades 3-5. This program will focus on making vocabulary instruction achievable for SPELLs by focusing on fewer words at a time to deepen their understanding of each word meaning. Words will be taught in context to help students learn about the way these words are used as well as how to use context clues to determine meaning of words.
- Title III in collaboration with the Sports and Arts in Schools Foundation (SASF) is an after school program servicing ELLS in grades 3-5. The emphasis of the program is to explicitly teach reading and vocabulary skills as well as prepare students to take the NYSESLAT.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
For the upcoming school year we have several changes and improvements designed to meet the needs of ELLs and the NEW ELLs mandates.
- Dual Language classrooms have been opened in PRE-K through 4th grade.
- We have hired a NEW ENL Coordinator who is familiar with the new ELL mandates and will be attending ongoing professional development to better service students and staff.
- ENL teachers will be attending professional development sessions to support their teaching in the classroom with their ELL population.
- After looking closely at the data we will not continue with the after school program from last year. Our focus is to ensure we are closing the achievement gap between our ELLS and Non-ELLs. To reach this goal, we are creating a new after school
ENL program that will focus on vocabulary, language acquisition, reading skills as well as provide extra test support for our ELLs taking the NYSESLAT in grades 3, 4 and 5.

10. If you had a bilingual program, what was the reason you closed it?
We have not closed a bilingual program.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs offered by our school. As stated above in question #9, after looking closely at the data on last year’s NYSESLAT, Teacher’s College reading levels and ELA New York State Exam grades 3-5 we determined that ELLs who attended the after-school program last year did not make significant progress. This year our focus is to ensure we are closing the achievement gap between our ELLs and Non-ELLs. Our ELL students were 35 points away from making Adequate Yearly Progress in ELA and 25 points from making AYP in math. To reach this goal, we are creating a new Title III after school program in collaboration with the Sports and Arts in Schools Foundation that will focus on vocabulary skills, language acquisition, reading strategies as well as provide extra support for our ELLs taking the NYSESLAT test in grades. Students will be provided small group instruction with a teacher and a teachers aid. The implementation of these lessons will help support students reading achievements and language acquisition.

Parents are informed about all programs offered to their children through emails, phone calls, fliers, ENL meetings, PTA meetings, Facebook and Instagram. We use the Translation and Interpretation services as much as possible and have as many documents as possible translated. We also ensure that we have translators available during meetings with parents either in person or on the phone.

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.
• Teachers College running records help ability group students for small group and one on one instruction in English.
• Fountas and Pinnell running records help ability group students for small group and one on one instruction in Spanish.
• Teachers College Reading/Writing Workshop has an ELL component of the program that helps teachers differentiate instruction and focus on the needs of ELLs including explicit teaching of vocabulary with picture supports in English and Spanish.
• Getting Ready for the NYSESLAT 2017/2018 edition is used to expose students to the different types sections, questions and format of the exam.
• Estrellita is a Spanish word study program that focuses on introducing students to letter sound recognition and multi-syllabic words. It is utilized in our dual language programs to compliment the English Fundations program.
• Sadlier vocabulary program and online interactive component explicitly teaches vocabulary that is repeated over a five day period using different types of activity. The repetition of the program allows students to constantly be exposed to the same words with the goal of student retention.
• Guided reading books in English and Spanish help with identifying groups of students that are in the greatest need of intervention to help adjust lesson plans for students.
• Go Math has ELL supplemental lessons that help with explicit use of breaking down questions into parts, explicit teaching of vocabulary and as well as incorporation of manipulatives.
• Bilingual glossaries are offered to students in ELA, Math, Science and Social Studies. Students practice how to use these glossaries during lessons to help with the understanding of words and concepts.
• Interactive SMART boards, Laptops and iPads allow students to hear stories read out loud, interact with lessons and gives them options to look up information as well as use it for picture support.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Teachers in DL and ENL classrooms provide home language support and engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Pre-kindergarten Foundation for the Common Core, P-12 Common Core Learning Standards, New Language Arts Progressions and Home Language Arts by:
• Articulating specific content and language objectives.
b) Integrating explicit and implicit research-based vocabulary instruction.
c) Providing opportunities for students to discuss content and problem-solve with peers.
d) Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.)
e) Providing special education supports, services, accommodations and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities.
f) Designing, selecting, and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the New York State Pre-kindergarten Foundation for the Common Core
g) Using academic language and content-area supports to strategically move ELLS along the language development continuum utilizing the New Language Arts Progressions and Home Language Arts Progressions.

To encourage students to see connections between their home languages and instructed language we use the collective skills and knowledge of all students (both ELL and EP students) in the classroom, in English as well as the home language. First-language instruction have long-term benefits for learning English. ELLS can benefit from reading instruction focused on five components 1) phonics 2) phonemic awareness 3) reading fluency 4) vocabulary, and 5) reading comprehension. Instruction is adjusted to meet ELLS specific needs.

Students in both DL and ENL have access to dual language glossaries and dictionaries in their home language that can be used in the classroom, at home or during any exam.

We also provide parent workshops in the parents preferred language to support home language and academic support outside of school. These workshops are coordinated by the Parent Coordinator D. Pilios and ENL Coordinator Joanna Antoniou Tetro.

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

Everyone involved (ex: administrators, teachers, ENL coordinator, service providers, counselors) meet to discuss, plan, and accommodate all required services that support and correspond to ELLS of all ages and grades. We keep in mind the following Principles and Goals:

1) Rigorous Instruction
   a) 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.

2) Supportive Environment
   a) General Ed, Special Ed, Dual Language, and ENL teachers establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

3) Collaborative Teachers
   a) All 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. Professional Developments focus on reading, writing, fluency, and language goals for each particular grade.

4) Strong Family-Community Ties
   a) School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

5) Trust
   a) 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.

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?

At times, Professional Development sessions are attended together and the information we have obtained from the PDs is shared with our colleagues. Since we do not have access to each others students (we are two different DOE schools) we try to help each other with general questions that may arise about particular students or compliance questions we may need clarification with.

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).
When newcomers first enroll they are welcomed by the pupil accounting secretary as well as the ENL coordinator. Following introductions and a tour of the school, the ENL coordinator sits down with the student and interviews them. At this point the parent coordinator familiarizes herself with the family. Student and parent(s) and/or guardians are escorted to their new class to meet the teacher. Within the first week of school the guidance counselor meets with the student and gets to know them so they feel comfortable enough to go to them if there is a need. If the guidance counselor speaks a different language from the student, a pedagogue in the building can help with interpretations. The ENL coordinator checks periodically on the student to make sure they feel safe and welcomed. The students' teacher and the ENL coordinator meet to discuss next steps with the student. Parents are invited to newcomer workshops that are facilitated by the parent and ENL coordinator to keep parents informed of the curriculum and expectations. Students are also invited to attend the Title III after school program. Bilingual glossaries are introduced to students and are encouraged to use them accordingly. We also provide parent workshops in the parents preferred language to support home language and academic support outside of school. These workshops are done by the Parent and ENL Coordinators. Whenever possible, we give all letters and notifications to parents in their home language.

17. What language electives are offered to ELLs?
   None

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

   a. The time is split equally, 50/50 between Spanish and English (the target language).
   b. The entire instructional day is integrated with no content areas being taught separately. Students are strategically seated according to different language proficiency levels so that students can also serve as language models to each other.
   c. Language is separated daily and not by subject, teacher, or theme. Alternate language (English/Spanish), is used each day of the week. For example, "A Week" is: Monday: Spanish, Tuesday: English, Wednesday: Spanish, Thursday: English and Friday: Spanish (Spanish dominant week), while "B Week" is: Monday: English, Tuesday: Spanish, Wednesday: English, Thursday: Spanish, and Fridays: English (English dominant week).
   d. The Dual Language Model used is the self-contained, roller coaster model.
   e. Both languages, English and Spanish, are taught simultaneously as there are Spanish and English dominant students in the class.

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**Professional Development and Support for School Staff**

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

The ENL Coordinator, ENL teachers, Dual Language teachers, Assistant Principal, Pupil Accounting Secretary, Guidance Counselor and Parent Coordinator all attend professional development at some point throughout the school year to familiarize themselves with best practices. These best practices include: a) how to teach ELLs to communicate, become critical thinkers and problem solvers b) the implementation of the New Language Arts Progressions and Home Language Arts
Some of these Professional Developments include but are not limited to:

1) ELL Liaison Meetings (ENL Coordinator/Assistant Principal)
2) Co-Teaching in the Integrated ENL Classroom (ENL Teachers/ENL Coordinator)
3) New Teacher Institute for Teacher of ELLS (ENL Teachers/Dual Language Teachers)
4) ELL Specific Overview for Parent-Coordinator
5) ELL Specific Overview for School Counselors
6) ELL Specific Overview for Pupil Accounting Secretaries
7) Teachers College Reading and Writing Units of Study for ELLS (ENL Coordinator/ENL Teachers/Dual Language Teachers)
8) In-house planning and professional development supporting strategies designed to help instruct ELLS in the classroom and Dual Language program (ENL/Dual Language Teachers)
9) NYSESLAT training for implementation and scoring of exam (Administration/ENL Coordinator/ENL and Dual Language Teachers)

During these trainings, teachers learn how students at each of the five levels (EN, EM, TR, EX, CM) can meet the Common Core Standards for their grade level by using grade level text with appropriate supports. Teachers learn how to embed scaffolds to demonstrate how students can meet grade level indicators using grade level content and text. Teachers are trained in developing formative assessments, the use of progressions to design instruction as well as targeting instruction for students developing a new language while applying different bilingual common core initiative progressions in different classrooms and programs.

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

As stated above in question #1, teachers are sent for professional development outside of the building on an ongoing basis throughout the year. (see schedule above) They either attend regional/district professional development opportunities or full day PD workshops held by Teachers College. Attendance is taken at these meeting and agendas are kept in teacher created files so as to keep track of their PD hours. Besides trainings outside of our school, we conduct our own professional development trainings in-house. These training are either facilitated by the Assistant Principal or the ENL Coordinator. Monthly in-house meetings are held with all ENL/Dual Language teachers to go over best practices, protocols and testing. Attendance is taken at every meeting and agendas are kept on file by the ENL Coordinator. Besides monthly meetings, the ENL coordinator is available to meet with teachers one on one to assist with any questions, issues or concerns they may have. The ENL Coordinator constantly checks in with teachers to make sure systems and structures are in place.

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 goal is to provide a meaningful link between the school and home. Besides parent-teacher conferences and initial parent orientations we will meet with the parent(s) and/or guardians of English Language Learners at least twice a year to discuss the goals of their child’s program, language development progress, English language proficiency assessment results, and language development needs in all content areas. During these meetings the ENL Coordinator will meet with parents to sufficiently inform them about their child’s language development in all content areas in English and in the child’s home language in the
case of students enrolled in a bilingual education program. We provide parents with a meaningful opportunity to participate in and have access to programs and services critical to their child's education program by ensuring there is appropriate translation and interpretation services for limited proficient parents. First we collect data regarding the home language spoken by the parent of each child enrolled in our school. We make available translation and interpretation services for parents either by direct translation from a DOE staff person in our building or telephone translation. We also translate documents containing critical information regarding a students education in each of the covered languages.

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

Our goal with ELL parent(s) is to create cultural awareness and a better understanding of all our families at PS 17 Q. This translates into better relationships within the classroom as well as between families and school. In our efforts to do this, we conduct ENL workshops on an as needed basis to support parents with questions they may have about: a) curriculum, b) language and development of their child, c) NYSESLAT testing, d) navigating our on-line programs. Besides these workshops, we have held several and will continue to hold Dual Language program events such as Winter/Spring mixers for parents to promote a horizontal and vertical community. Parents come together to celebrate successes as well as learn strategies that have or haven't work for students in the program.

Two other big event that are attended by parents of ELLs is culture night as well as family game night. Culture night creates opportunities for parents to engage in sharing their home cultures and their own expertise. This helps foster a positive attitude toward ELL children about their first language and different learning experiences. Family game night allows families to play and enjoy one another while developing relationships amongst the school community. Other ways we involve ELL parents is by looking for ways to get them to participate and volunteer in our school community by encouraging them to take on leadership roles. (ex: volunteer in the classroom and/or school events, join the Parent Teachers Association (PTA), School Leadership Team (SLT), decorating committee, or welcoming committee) Lastly, we provide resources in many different languages to show we value all languages and the maintenance of them.

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.

We at P.S.17 Q strive to create a genuinely supportive learning environment where every student feels valued, included and empowered. Our daily routines, learning activities and standards for appropriate behavior are all designed to promote learning in productive classrooms. Our teachers work collaboratively on approaches to teaching and learning so that ALL students have opportunities to acquire language skills and learn new concepts through reading, writing, listening, speaking, viewing, thinking and working with hands on materials. We work together with our ELL families to build a partnership based on mutual respect that empowers parents to feel they are a valuable part of our school community.
## 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, Rebecca Heyward, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** Henry D. Thoreau  
**School DBN:** 30Q017

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Heyward</td>
<td>Principal</td>
<td></td>
<td>11/14/17</td>
</tr>
<tr>
<td>Maria Archodis</td>
<td>Assistant Principal</td>
<td></td>
<td>11/14/17</td>
</tr>
<tr>
<td>Dina Pilios</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/14/17</td>
</tr>
<tr>
<td>Joanna Antoniou-Tetro</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/14/17</td>
</tr>
<tr>
<td>Lauren Reinhard</td>
<td>Parent</td>
<td></td>
<td>11/14/17</td>
</tr>
<tr>
<td>Robin Vince</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/14/17</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
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<tr>
<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
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<tr>
<td>Monica Reyes</td>
<td>School Counselor</td>
<td></td>
<td>1/1/14/17</td>
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<td></td>
<td>Superintendent</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Field Support Center Staff</td>
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<tr>
<td></td>
<td>Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ycelsa Marmol</td>
<td>Other Pupil Accounting</td>
<td></td>
<td>11/14/17</td>
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<td></td>
<td>Sec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cindy Corchado</td>
<td>Other BL Speech Therapist</td>
<td></td>
<td>11/14/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 30Q017 School Name: PS17 Superintendent: Dr. Composto

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>Constandina</td>
<td>Pilios</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

At the beginning of each school year, the staff is surveyed to determine all languages that are spoken, written and read by them. The ENL Coordinator runs the RLER/RLAT report from ATS to gather the number of languages (preferred language of communication) spoken in each household. This report displays the home languages of each student who will take the NYSESLAT in the Spring. We also look at the RAPL (Adult Preferred Language Report) and/or the RCPL (Parent’s Preferred Language Report) in ATS which gives more information on the languages spoken at home. All DOE translated documents containing critical information regarding a student’s education are then distributed based on the covered languages. In addition, all parents are asked if they need oral translations when they have school meetings, appointments and/or concerns. We have Language Access Kits we use that include a multilingual welcome poster, a Language Identification Guide to help determine the languages spoken by parents, a brochure about the services provided by the translation and interpretation unit and instructions on how to obtain an interpreter. Displayed in the main lobby are signs in various languages stating that these services can and will be provided. When determining the various translation and interpretation needs, P.S. 17 reviews the languages that represent our school population. Dependent upon the grade level/levels that
must receive information we request translations of all written documents in the languages that are represented in those grades. These documents are then provided to teachers as per their request. In addition, when the Home Language Identification Surveys are completed, we review the last question on the HLIS to confirm the preferred language of communication for each parent. During Parent/Teacher Conferences, we use staff members in the building to help with interpretation services to speak to our parents based on their request. P.S. 17 has a large number of parent and staff members who speak a second language. These staff members are used on a daily basis when needed. We also use the Translation and Interpretation unit to help reach families who need help communicating in English. The Unit offers free translation services by connecting us with over the phone interpretation services for parents that communicate in other languages.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>399</td>
<td>65.95</td>
<td>394</td>
<td>65.23</td>
</tr>
<tr>
<td>Spanish</td>
<td>161</td>
<td>26.61</td>
<td>163</td>
<td>26.99</td>
</tr>
<tr>
<td>Bengali</td>
<td>20</td>
<td>3.31</td>
<td>20</td>
<td>3.31</td>
</tr>
<tr>
<td>Arabic</td>
<td>17</td>
<td>2.81</td>
<td>17</td>
<td>2.81</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>0.17</td>
<td>2</td>
<td>0.33</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>0.5</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>Greek</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
</tr>
<tr>
<td>Albanian</td>
<td>3</td>
<td>0.5</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>Romanian</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.17</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.

none

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>ENL Entitlement Letters</td>
<td>September</td>
<td>The DOE has this document translated. We download a copy and give it to parents within the first 5 days of school.</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Document Type</th>
<th>Due Date</th>
<th>Distribution Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL Parent Orientation Letters</td>
<td>September</td>
<td>The DOE has this document translated. We download a copy and give it to parents within the first 5 days of school.</td>
</tr>
<tr>
<td>ENL Continuance Letters</td>
<td>September</td>
<td>The DOE has this document translated. We download a copy and give it to parents within the first 5 days of school.</td>
</tr>
<tr>
<td>Parent Calendars</td>
<td>Monthly</td>
<td>The document is given to the Language Access Coordinator. She sends the document to the DOE Translation unit. Within 10 days we receive the translated copies to distribute to parents.</td>
</tr>
<tr>
<td>Parent Teachers Conference Letters</td>
<td>November/March/June</td>
<td>The document is given to the Language Access Coordinator. She sends the document to the DOE Translation unit. Within 10 days we receive the translated copies to distribute to parents.</td>
</tr>
<tr>
<td>Program Selection Letters</td>
<td>September</td>
<td>The DOE has this document translated. We download a copy and give it to parents within the first 10 days of school.</td>
</tr>
<tr>
<td>Welcome Letters</td>
<td>September</td>
<td>The document is given to the Language Access Coordinator. She sends the document to the DOE Translation unit. Within 10 days we receive the translated copies to distribute to parents.</td>
</tr>
<tr>
<td>End of Year Packet</td>
<td>June</td>
<td>The document is given to the Language Access Coordinator. She sends the document to the DOE Translation unit. Within 10 days we receive the translated copies to distribute to parents.</td>
</tr>
<tr>
<td>Report Cards</td>
<td>November/March/June</td>
<td>The DOE has these document translated. We download copies in other languages and give it to parents for parent teachers conferences.</td>
</tr>
<tr>
<td>Dual Language Newsletters</td>
<td>Monthly</td>
<td>The Dual language teachers translate their own monthly newsletter and give it out to families at the beginning of every month.</td>
</tr>
<tr>
<td>Testing Memos</td>
<td>February-May</td>
<td>The document is given to the Language Access Coordinator. She sends the document to the DOE Translation unit. Within 10 days we</td>
</tr>
</tbody>
</table>
receive the translated copies to distribute to parents.

Title I Meetings  Yearly  The document is given to the Language Access Coordinator. She sends the document to the DOE Translation unit. Within 10 days we receive the translated copies to distribute to parents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conferences</td>
<td>November, March and June</td>
<td>- Translation Interpretation unit over the phone or in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DOE staff person identifying with the language</td>
</tr>
<tr>
<td>Student-led portfolio conferences</td>
<td>May 2018</td>
<td>- Translation Interpretation unit over the phone or in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DOE staff person identifying with the language</td>
</tr>
<tr>
<td>One on One conferences</td>
<td>at any time during the 17-18 school year</td>
<td>- Translation Interpretation unit over the phone or in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DOE staff person identifying with the language</td>
</tr>
<tr>
<td>Back to School Curriculum Night</td>
<td>September 2017</td>
<td>- Translation Interpretation unit over the phone or in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DOE staff person identifying with the language</td>
</tr>
<tr>
<td>Dads Take Your Child to School Day</td>
<td>September 2017</td>
<td>- Translation Interpretation unit over the phone or in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DOE staff person identifying with the language</td>
</tr>
<tr>
<td>Kindergarten and Pre-k Orientations</td>
<td>September 2017</td>
<td>- Translation Interpretation unit over the phone or in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DOE staff person identifying with the language</td>
</tr>
<tr>
<td>Pre-registration for Pre-K and Kindergarten</td>
<td>June 2018</td>
<td>- Translation Interpretation unit over the phone or in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DOE staff person identifying with the language</td>
</tr>
<tr>
<td>Attendance Meetings</td>
<td>at any time during 17-18 school year</td>
<td>- Translation Interpretation unit over the phone or in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DOE staff person identifying with the language</td>
</tr>
</tbody>
</table>
### Attendance Interventions over phone
- at any time during the 17-18 school year
- Translation Interpretation unit over the phone or in school
- DOE staff person identifying with the language

### Progress Report Meetings
- 3 times a year
- Translation Interpretation unit over the phone or in school
- DOE staff person identifying with the language

### IEP Meetings (Initial/annual/triennial)
- at any time during the 17-18 school year
- Translation Interpretation unit over the phone or in school
- DOE staff person identifying with the language

### Promotion in Doubt Meetings
- January 2018, May 2018
- Translation Interpretation unit over the phone or in school
- DOE staff person identifying with the language

### Parent Workshops on Tuesday afternoon
- every Tuesday school is in session in 17-18
- Translation Interpretation unit over the phone or in school
- DOE staff person identifying with the language

### Open School Week Expectation meeting
- September
- Translation Interpretation unit over the phone or in school
- DOE staff person identifying with the language

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

Depending on the situation, during a school wide emergency we use a messaging system (telephone/text/e-mail) called Blackboard Connect to contact parents in their home language. We continue to encourage parents to sign up for Notify NYC to receive alerts. We have an active Facebook and school website account that keeps parent informed as well. If we need to get in contact with a specific child’s parent, a DOE staff member that identifies with the language will make any of the phone calls necessary to contact all of the LEP parents.

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**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.

The Translation and Interpretation Unit has provided training to our parent coordinator on language access requirements. The ENL coordinator will also attend a meeting to familiarize her self with these requirements. This information will be turn keyed to all staff members during our whole staff meetings. Copies of the regulations are given to staff members. They are read and discussed amongst the staff and administration. Our goal is to ensure all Limited English Speaking parents are provided with a meaningful opportunity to participate in all of the programs and activities we provide to their children as well as keep them informed of services critical to their child's education. Within the first week of student enrollment the ENL coordinator will conduct an interview with the parent to
determine the primary language spoken in the home. Provided to the parents who require language assistance will be translation and interpretation services to help them communicate effectively with the school community. Parents can either choose to rely on an adult friend/companion or relative for language and interpretation services or we can provide communication with the Translation and Interpretation Unit either at the location where the parent is seeking to communicate or by telephone. All of this information is shared with the teacher so they are aware of which language the parent needs to be communicated with. We also have qualified DOE staff members in the building can also be used for interpretation when necessary.

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..)

P.S. 17 will abide by Chancellor’s Regulation A-663. Evidence of this is seen through translated displays in the main lobby that represent our school’s language needs as well as the large welcome sign displayed in front of the building in different languages. There is a large poster when you enter the building that indicates who the Language Access Coordinator is. Oral and written translation services will be made available and we will continue to access the Translation Service Unit for phone conferences when we cannot utilize in-house staff members. Our Parent Coordinator will continue to distribute DOE memos that represent our parent language needs and all general information that the school must post is done so in all of our different languages. P.S. 17 will continue to be in compliance with Chancellor’s Regulation A-663. The Parents’ Bill of Rights has been posted in all languages that reflect our school community. We also provide each parent with a copy of the bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. In addition, our Parent Coordinator/Language Access Coordinator will continue to update school officials about particular parent translation needs. P.S. 17 will continue to use internal and external resources on a daily basis. We will continue to review parent surveys and will monitor any and all languages of newly admitted students as per the Home Language Identification Survey.

Part E: Monitoring Provision of Language Services

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

The ENL coordinator will organize meetings with parents to remind them about language services they are entitled to as well as share any other information parents may need. In addition, the ENL coordinator creates newsletters that go home to parents reminding them of the language services we offer and how they can request for it if they need it. Parents can schedule a meeting with the classroom teacher and/or the ENL coordinator at any time to discuss educational and behavioral needs of their children. Parents will be offered interpretation services before any of these meetings. Another way we gather this information is the School Leadership Team creates a school survey every year in order to gather feedback in relation to communication with parents as well as other questions pertaining to their child within the school community.