2018-19

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

DBN: (i.e. 01M001): 25Q021
School Name: P.S. 021 EDWARD HART
Principal: MICHAEL SWIRSKY
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Edward Hart</th>
<th>School Number (DBN):</th>
<th>25Q021</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>342500010021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-Kindergarten – 5th Grade</td>
<td></td>
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<tr>
<td>School Address:</td>
<td>147-36 26 Avenue Flushing, New York 11354</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-445-8833</td>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Michael Swirsky</td>
<td>Email Address:</td>
<td><a href="mailto:Mswirsky@schools.nyc.gov">Mswirsky@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Michael Swirsky</td>
<td></td>
<td></td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>Dana Botwinick</td>
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<tr>
<td>Parents’ Association President:</td>
<td>Donna Vetter</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Emily Veronese</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Jennie Cheng</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>NA</td>
<td></td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td>NA</td>
<td></td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>25</th>
<th>Superintendent:</th>
<th>Danielle DiMango</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td></td>
<td>30-40 Linden Place</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td></td>
<td><a href="mailto:Ddimango@schools.nyc.gov">Ddimango@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-281-7605</td>
<td>Fax:</td>
<td>718-281-7690</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)

| FSC: | Queens North | Executive Director: | Lawrence Pendergast |
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>
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</thead>
<tbody>
<tr>
<td>Michael Swirsky</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Dana Botwinick</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Donna Vetter</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Donna Vetter</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>
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<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>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Justine Hanai</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lerna Karanfiloglu</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Luisa Ghiozzi</td>
<td>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>
<tr>
<td>Emily Verones</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lucy Quirindongo</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>S. Hwang</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>J. Berardi</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Y. Oh</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>R. Cortez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>D. Sheehan</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Hernandez</td>
<td>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.

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
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</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 is to prepare our students to become socially-emotionally aware, independent learners and leaders with the desires, the skills, and the abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, facilitated by teachers, and supported by home and community.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 21 is a large elementary school in Flushing, Queens, serving 1373 students in grades Pre-K -5. Twenty-four percent of our students are English Language Learners. Twelve percent of our students' grades K-5 are special education students. The school's population is 29.35% Hispanic, 62.22% Asian, 0.98% Black, 5.9% White, 0.21% American Indian or Alaskan Native, and 0.98% Multi-Racial. Our school faces similar challenges as other Title I schools in New York City. PS 21’s most unique characteristic is the size and complexity; despite this, there is a culture where students feel safe and supported, families are included and valued, and staff members work tirelessly toward continued success and improvement.

The six elements of the Framework for Great Schools: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family-Community Ties, and Trust have informed our work. A close analysis of the 2017-2018 NYC School Survey, which was completed by 100% of families and 97% of our teachers reveals that we exceeded the Citywide Average Percent of satisfaction in all areas with the exception of Strong Family-Community.

Our families are an integral part of our school community. They play an important role in helping us successfully educate our children. Taking this into consideration, we do all we can to keep families well informed and involved in their children's learning experiences. School leaders and staff make every effort to communicate expectations. Families are invited to participate in events such as classroom writing celebrations, Coffee and Tea with the Principal, and parent workshops. During the 2018-2019 school year, families were invited for our first Multicultural Night. This event was attended by 325 families. Notices and announcements are routinely translated to the home language of students' families and interpreters are available for conferences. For the 2018-2019 school year, we plan to expand on enhancing our relationship with families by offering more opportunities for them to engage in school wide events.

We will continue our Rising Stars mentoring program collaborating with the administration and teachers of JHS 185. This collaboration will include increased interactions between teachers of both schools and an outreach to the parents of students participating in the program. These efforts will help support improving outcomes for our Hispanic ELL boys by building capacity among both teachers and parents. Efforts in providing a welcoming environment for families that develop strong partnerships grounded in trust will continue to be fostered.

At PS 21 we are continuously engaged in inquiry; examining our work, exploring new strategies, and making revisions based on the findings and learning of our students. Based on the Framework and the District 25 goals, P.S. 21 has identified four priorities for the 2018-2019 school year. Our first priority is to continue to identify and support students at risk and provide academic, social and emotional support for them to meet the learning standards. Another priority is nurturing the professional growth of our staff members. This will continue to be a priority so they may be able to develop and deliver an instructional program grounded in the learning standards, particularly the idea that the standards and instruction related to the standards is for all students. All staff members will continue to have access to targeted professional learning opportunities so they may support our students including those students learning English as a New Language to develop their reading, writing, mathematics, and conversational skills.

In order for us to address our priorities, we have established strategic partnerships with outside providers who are instrumental in supporting our work. Teachers College has been collaborating with P.S. 21 for more than 10 years, supporting our teacher’s professional growth in teaching reading and writing for our changing population. In addition, to developing the standards based units of study in reading and writing, our teachers have been guided by on-site professional development in revising their curriculum maps and revising their lesson plans to ensure success for all
students. Our first grade and fifth grade have worked with Inside Broadway to introduce students to the magic and excitement of live theater through instruction in performance.

For students at risk, (identified as Level 1 and 2 on the 2018 New York State English Language Arts exam and/or not making progress on running record data), our RtI teacher uses Leveled Literacy Intervention (LLI) to strengthen skills needed to access the Teachers College curriculum. The SPIRE program, a research proven program, is utilized and implemented by the IEP teacher providing tier 2 and 3 support.supplemental services for our lowest performing students. In 2018-2019 we will continue to use of Wilson Fundations in grades K-2 for whole group work and for delivering tier 2 intervention.

Go Math has been our math curriculum for the past 8 years. In the 2018-2019 school year, we will continue to administer online summative assessments in grades K-5. Additionally, we are participants in the Algebra for All. Our math teachers in grade five have started to learn about and develop rich math tasks that support students in developing strong habits of mind, such as perseverance and thinking flexibly, instead of simply seeking the correct solution. Utilizing these ideas, teachers in the lower grades will participate in professional development that will support K-4 teachers.

The school's mission not only speaks to need of knowing children well academically but to know them socially and emotionally and creating opportunities for them to thrive in a supportive environment where everyone feels safe, nurtured, and engaged. Students at our school facilitate activities for the 3Be’s (Be Respectful, Be Responsible, Be Kind). They participate in school activities such as the "Respect for All" march, and school spirit events--topsy-turvy day, crazy hat day, etc. Be Notes are announced on Fridays in recognition of exemplary behavior and there is a 3 Be's "Thought of the Day" that's announced daily as a positive message. Citizenship is fostered in students by the individualized support they receive from the staff and teachers who work closely with families informing them of their child's achievements often in the form of a B note, Student of the Month recognition, or a positive phone call to the family. Classes are also rewarded with commendation cards for exemplary behavior. At PS 21 there is a LionHarted award. Students (K-5) and an adult who are not only exemplary citizens but contribute through all settings to the greater good of the school are recognized once a year in a LionHarted ceremony. This is a practice that is uniquely ours.

PS 21's belief is that all students have interests and talents that can be fostered in school. In order to expose students talents and natural abilities, students participate in an interest-based enrichment program. We offer enrichment in the arts, math, science, literacy, music, and physical education. We have also had a long-standing partnership with Ballet-Tech and Carnegie Hall. During the 2017-2018 school year we began a new relationship with Inside Broadway, a non-profit theater company that brings the magic, pageantry and profession of Broadway to public school students throughout New York. This organization provided professional development with teaching artists to our teachers and brought Broadway to the classroom.

Our school continues to benefit from the partnership with City Councilman Paul Vallone. Our RESO -A funds continue to give teachers and students access to technology to support teaching and learning. In addition to all classes having interactive whiteboards and the school housing a computer lab, we have a laptop cart on each floor and
Chromebooks for 10 classes. Our online support programs including Imagine Learning, and a pilot of Compass Learning’s Pathblazer to support students learning in school and at home.

We are recipients of a Project Boost grant from our New York State Senator Tony Avella. These funds, in addition to our Title I funds, supports our students' arts education. We have three certified arts teachers on staff, one in Visual Arts, one in Music and one in Dance. Our additional partnerships include Ballet Tech, Carnegie Hall, New York Road Runners.

We are also in partnership with Samuel Field Y to provide a free on-site after-school program for approximately 150 children.

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

At risk students, identified as Level 1 or 2 on the 2018 New York State English Language Arts exam and/or the New York State Mathematics exam, not making progress on TC running record assessments and/or Go Math on-line assessments will be provided with Academic Intervention Services (AIS) by the Academic Intervention Specialist. ENL (grades 1-5) students, identified as students not making progress on the NYSESLAT progression levels, are invited to ENL after-school programs taught by licensed ESL teachers for additional support.

In analyzing our state data, it was noted that our highest risk group of not making progress on TC running record levels are our English Language Learners. With the implementation of the Part 154 mandates, we realize that all teachers must be versed in teaching English Language Learners. We are planning to support all teachers with strategies to use to scaffold the learning for ENL students in our professional development plan for 2018-2019.

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

Our work is informed by Dr. Anthony Byrk’s Framework for Great Schools. The six elements of the Framework - Rigorous Instruction, a Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family and Community Ties and Trust guide our work. A close examination of our 2017-2018 School Survey, which was completed by 100% of our parents and 97% of our teachers, reveals that we exceeded the Citywide Average Percent of satisfaction in certain areas. We made significant progress in the areas of Rigorous Instruction (increase from 4.66 to 4.72) and Strong Family-Community Ties. (increase from 3.51 to 3.95). After carefully reviewing each question in the section of Strong Family and Community Ties, it was determined that we need to continue our work with PS 21 families. Our families want to participate in school by volunteering and meeting with their child’s teacher more often. It will be a key area for us to focus on this school year. This year we will focus on continuing to improving in the area of Strong Family and Community Ties by introducing more opportunities for families to become involved in our school through various activities. We will be implementing Parent-Teacher Home Visits (PTHV) model. Additionally, we will be expanding our collaboration with JHS 185 targeting Hispanic ELL boys in first and second grade. The expansion will include an educational component that will open this program up to families.
### School Demographics and Accountability Snapshot for 25Q021

#### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 1425
- **SIG Recipient (Y/N)**: No
- **Self-Contained English as a Second Language**: N/A

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: YES
- **Dual Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 69
- **SETSS (ELA)**: 24
- **# Integrated Collaborative Teaching (ELA)**: 70
- **# Special Classes (Math)**: 68
- **SETSS (Math)**: 22
- **# Integrated Collaborative Teaching (Math)**: 71
- **Types and Number of Special Classes (2018-19)**: 52
- **# Visual Arts**: 52
- **# Music**: 52
- **# Drama**: 52
- **# Foreign Language**: 52
- **# Dance**: 52
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 78.0%
- **% Attendance Rate**: 95.9%
- **% Free Lunch**: 70.5%
- **% Reduced Lunch**: 7.7%
- **% Limited English Proficient**: 23.7%
- **% Students with Disabilities**: 11.5%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.2%
- **% Black or African American**: 1.2%
- **% Hispanic or Latino**: 29.5%
- **% Asian or Native Hawaiian/Pacific Islander**: 62.2%
- **% White**: 5.9%
- **% Multi-Racial**: 1.2%

#### Years Principal Assigned to School (2018-19)
- **# of Assistant Principals (2016-17)**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 1%
- **% with Fewer Than 3 Years of Experience**: 4%

#### Overall NYSED Accountability Status (2018-19)
- **Science Performance at levels 3 & 4**: 98%
- **Mathematics Performance at levels 3 & 4**: 67.5%

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

##### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Economically Disadvantaged**: YES
- **ALL STUDENTS**: YES

##### High School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Economically Disadvantaged**: YES
- **ALL STUDENTS**: YES

### Prioritization & Certification
- **Priority School**: N/A
- **Recognition**: N/A
- **Local Assistance Plan**: No
- **Focus School Identified by a Focus District**: No

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2018-19 CEP

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

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

Part 1 – Needs Assessment

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

Our school’s strengths relative to Rigorous Instruction consist of the following:

1. Based on the NYC School Survey (2017-2018), we received a 4.72 in the element of Rigorous Instruction an increase of +031 from the previous year’s survey in this element.

2. Based on an analysis of student performance trends for students on Teachers College running records June 2018, whole school data shows that 65.03% of students are reading at or above grade level. This is an increase of 8.64% from June 2017.

3. The NYC School Survey (2017-2018) indicates that PS 21’s areas of strength as noted by yearly growth relative to the Framework for Great Schools are Rigorous Instruction (4.72) and Strong Family-Community Ties (3.95). It is an overall positive response by all stakeholders.

Our Priority needs that will be addressed in the Rigorous Instruction goal consist of the following:

1. An analysis of 2017-2018 Advance data (MOTP) reveals that 13.07% of our teachers are rated as Developing in domain 3d-Using Assessment in Instruction and 55.12% are rated effective. In an effort to support teachers to develop their skills in assessing student learning, targeted professional development will be provided in this area specifically in planning for assessment in all subjects with a specific focus on mathematics. Professional learning teams will be organized by grade level and/or subjects. Professional learning will include training in planning for instruction that includes teacher assessments and student self-assessment with the purpose of increasing academic rigor and impacting student concept development.

2. Based on an analysis of 2017-2018 TC Running Records data for our ELLs students there has been some progress with a (7.36)% reduction in students identified as far below grade level. Nevertheless, there continue to be significant gaps in achievement between English as a New Language (ENL) students and non-ENL students as noted by our TC
2017-2018 Running Records data above. In supporting teachers to develop instruction that is customized and inclusive, they will be invited to professional development whose focus is on differentiating instruction for ELLs in literacy with a focus on building vocabulary and promoting student discourse in the content areas.

3. There continues to be a wide gap in achievement between General Education students and students with Individual Education Plans (IEPs) particularly students in self-contained classrooms as observed by an analysis of TC Running Records data. 30.77% (TC running records 2017-2018) of our students with IEPs are at or above grade level reading levels. In an effort to support teachers and build the capacity of the staff, professional learning communities will be formed and lead by a Core Professional Learning Team of teachers specializing in supporting SWDs. These teams will meet weekly, their work stemming from professional development sessions.

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, in order to foster “Equity and Excellence for All” all teachers will analyze data to address the learning needs of all students particularly our neediest subgroups by strategically designing Universal Design for Learning (UDL) aligned lessons in PLCs resulting in a combined increase of 15% on the NYSESLAT, NYS ELA exam, and NYS Mathematics exam across all grades.
### Part 3a – Action Plan

#### Activities/Strategies

- 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>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td></td>
<td>Weekly</td>
</tr>
</tbody>
</table>

#### We will continue inquiry based professional development that aligns to the goal of increasing planning for instruction and assessment.

- Professional Learning Communities (PLC) meet weekly

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>All students</td>
<td>9/18-6/19</td>
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<td></td>
<td>weekly</td>
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</tbody>
</table>

#### All teachers utilize interactive technology- including web based programs, and researched based content area support to ensure that students are actively engaged in ambitious, intellectual activity and develop critical thinking skills

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>All students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td></td>
<td>biweekly</td>
</tr>
</tbody>
</table>

#### Teachers utilize Think Central, a web based program, to diagnose, & assign individualized standards based mathematics lessons for students in school and at home.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>9/18-6/19</td>
</tr>
</tbody>
</table>

#### All classroom teachers utilize the workshop model approach in literacy and mathematics to provide individual and small group lessons based on the needs of each learner.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>9/18-6/19</td>
</tr>
</tbody>
</table>

| Daily          | 9/18-6/19 |
In every classroom there is a component of choice and student voice in terms of final products/projects.

All students, including students of English as a New Language (ENL) and Students with Disabilities (SWD) use rubrics and checklists to self-monitor progress.

All teachers confer with students providing real time feedback to promote independent practice.

All students are exposed to the New York City Curriculum map for Go Math, enriched with Engage NY modules to deepen mathematical thinking and practice.

Pupil Personnel Team (PPT) and the School Implementation Team (SIT) meet biweekly to monitor Academic Intervention services for students at risk and to review and discuss interventions and progress of targeted students.

<table>
<thead>
<tr>
<th>Special Education &amp; Academic Intervention Teachers provide targeted instruction in small groups to all Level 1 and 2 students</th>
<th>All Level 1 students</th>
<th>9/18-6/19</th>
<th>2 Special Education Teachers provide</th>
<th>All Level 1 students</th>
<th>9/18-6/19</th>
<th>2 Special Education Teachers provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>All students</td>
<td>All staff</td>
<td>All staff</td>
<td>All staff</td>
<td>All staff</td>
<td>All staff</td>
</tr>
<tr>
<td>At-Risk</td>
<td>At-Risk</td>
<td>Administrators and All staff</td>
<td>Administrators and All staff</td>
<td>Administrators and All staff</td>
<td>Administrators and All staff</td>
<td>Administrators and All staff</td>
</tr>
</tbody>
</table>
using LLI (Leveled Literacy Intervention) and /or Go Math, Focused Mathematics Intervention, TouchMath

Special Education Teachers provide small group targeted instruction to all Level 1 & 2 students using LLI (Leveled Literacy Intervention) and Go Math, TouchMath

<table>
<thead>
<tr>
<th>Services</th>
<th>All Level 1 &amp; 2 Special Education students</th>
<th>9/18-6/19 Daily</th>
<th>Special Education Teachers in Collaborative Team Teaching/ /Self Contained classes</th>
</tr>
</thead>
</table>

ENL teachers provide mandated students targeted instruction based on progression levels using LLI, Imagine Learning, Go Math.

<table>
<thead>
<tr>
<th>Services</th>
<th>All Level 1 &amp; Level 2 ELL students</th>
<th>9/18-6/19 Daily</th>
<th>ENL Teachers</th>
</tr>
</thead>
</table>

Guidance Counselors provide mandated and at-risk services to reluctant learners and targeted students. When necessary outside referrals are made.

<table>
<thead>
<tr>
<th>Services</th>
<th>Students identified by teachers and/or parents</th>
<th>9/18-6/19 Daily</th>
<th>2 Guidance Counselors</th>
</tr>
</thead>
</table>

Parent Coordinator, Teachers, and Guidance Counselors provide parent workshops and outreach to parents of at-risk students including Students with Disabilities and ENLs. All handouts and literature will be translated as well as translation services will be available for all activities.

<table>
<thead>
<tr>
<th>Services</th>
<th>All Parents</th>
<th>9/18-6/19 Daily</th>
<th>Parent Coordinator, Teachers, Guidance Counselors</th>
</tr>
</thead>
</table>

School’s Core Values of Respect, Responsibility and Kindness are taught and lived everyday by the school community. This and a strong commitment to communication with parents foster trust among the school community.

<table>
<thead>
<tr>
<th>Services</th>
<th>Staff, Parents &amp; Students</th>
<th>Bi-Monthly</th>
<th>Staff, Parents &amp; Students</th>
</tr>
</thead>
</table>

Parent-Teacher Home Visits (PTHV) model

<table>
<thead>
<tr>
<th>Services</th>
<th>Families shared with JHS 195</th>
<th>10/19 - 6/19</th>
<th>Selected teachers (4 and Students)</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

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

For the 2018-2019 school year, families will be invited to monthly workshops organized by the administration, teachers, and Parent Coordinator. Workshops such as Coffee and Tea with the Principal, will be designed for families to participate in activities that inform parents of the tasks in mathematics and ELA their children participate in.
Teachers and the Parent Coordinator will present on topics related to instruction during PTA meetings and parent engagement Tuesday afternoons. All classroom teachers will be responsible for inviting families into their classrooms at least twice: once in the fall and once in the spring for the end of unit celebrations. Parent-Teacher Home Visits (PTHV) model will be implemented in our school with at least 4 teachers collaborating with teachers at JHS 185 from PS 21 creating a bridge between shared families.

**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.

An Academic Intervention teacher, 2 Special Education teachers, Leveled Literacy Intervention Kits, Guided Reading Library, Teachers College professional development, Online subscriptions including Imagine Learning, Go Math, Raz Kids, Compass Learning’s Pathblazer will be utilized with the purpose of increasing development of skills and assessment. Teachers invited to lead workshops will receive per-session for training and planning.

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

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, the administration has facilitated at least three professional development sessions for utilizing Universal Design for Learning (UDL) for teachers to create lessons with the purpose of addressing the learning needs of all students particularly our neediest subgroups – mid-point running records, mathematics assessments, and writing on-demands will be analyzed resulting in a mid-point increase 5% in progress across all grades.

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

Student data gathered through TC running records, Think Central Go Math unit Assessments, NYS mathematics exam, NYS ELA exam, and NYSESLAT exam.

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

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

Part 1 – Needs Assessment

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

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

Our school’s strengths relative to Supportive Environment consist of the following:

1. On the 2017-2018, NYC School Survey 93% of respondents, felt that students do their work when they are supposed to.

2. The NYC School Survey Teacher section states that 79% of teachers responded that a lot or all of the students in their classes behave well in class even when the teacher isn't watching.

Our Priority needs that will be addressed in the Supportive Environment goal consist of the following:

1. Based on a review of the 2017-2018 OORS data there were a total of 67 infractions as defined on the Citywide Behavioral Expectations to Support Student Learning booklet in the 2017-2018 school year that required a student intervention based on the discipline code. 42 of the infractions were at a level 3 and 8 were at a level 4. Based on this data, we will be incorporating an further developing our Emotional Intelligence component within our PBIS framework to help support our community learn how to understand and regulate their emotions as well as empathize with others to help foster healthy emotional growth. It is our hope that students and staff will be more attuned to their own feelings and the feelings of others that it will improve overall classroom climate. The Yale RULER program will be implemented in each classroom and teachers will help to create class charters, mood meter, Metamoment and Blueprints that will help student’s build an awareness and understanding on what SEL is across all grades levels. In addition to RULER, as of September 2018, to further enhance the school wide initiative to promote SEL we will have a team of SEL specialists which will include two SEL Literacy specialists, teaching the Second Step Curriculum and a PBIS specialist, to not only work with school and class wide incentives but also to target our tier 2 and tier 3 students who based on OORS report would benefit from a more individualized behavior plan.

2. Based on the data from the NYC School Survey, 86% of teachers say that adults at their school have access to school based supports to assist in behavioral and emotional escalations. In response to this data, our school will be implementing more than one method for Social Emotional Learning for both staff and students. As mentioned above, three new positions will be incorporated at PS 21 to provide additional SEL support to staff. This will include
Professional Development on RULER, Second Step and Mindfulness practices. Cabinet meetings will be held weekly to debrief members on identified tier 2 and tier 3 students in order to provide teachers with recommendations for additional support. Support will include preventative practices such as daily behavior charts, check in/check out, Breakfast Club and Lunch Box in order for identified students to have a plan in place and relationship established should a crisis occur. PBIS specialist will take the lead on building relationships with identified students and their families, as well as head the PBIS committee for school wide and class wide incentives to promote positive behavior. PBIS Specialist, SEL Literacy teacher and guidance counselor will assist as a liaison between teacher and student and parent and student to help promote positive behaviors for themselves and the school community.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, we will foster a Supportive Environment across all grades and support a vision of “Equity and Excellence for All” in Social Emotional Learning with all staff and students implementing Mindfulness and Emotional Intelligence practices on a daily basis, school-wide, class-wide and individualized resulting in a 5% decrease in Teacher Removals based on the 2017-2018 total number of 50 level 3 and level 4 infractions.
### 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>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee and Tea With the Principal</td>
<td>All families</td>
<td>Monthly</td>
<td>Administration</td>
</tr>
<tr>
<td>PBIS Positive Behavior Intervention System (PBIS) Tier 1, Tier 2 and Tier 3 Interventions implemented daily, weekly and monthly. PBIS Core team will conduct monthly meetings, create events, activities and classroom lessons that teach about Being Respectful, Being Responsible and Being Kind through the use of the school-wide 3 Be's Matrix and what expectations are and practicing what it looks like. Tier I Initiative include:Be Respectful: Respect for All (RFA) - &quot;Stomp Out Bullying&quot; March. Welcome back 3 Be's Pep Rally Be Notes (individualized incentive contest)Be Kind: Veteran's Letter Be Kind: Warm It Up To Kindness activity 3 Be's Bake Sale3 Be's Spirit Week Be Responsible: College Career Day Tier II Initiative include: PBIS Check in/out with school counselors and administration At risk counseling groups At risk individual counseling Lunch Box, Play Works to train lunch staff to incorporate appropriate learning and social skills. Tier III initiative includes: PBIS check in/out with school counselor and administration At risk counseling groups At risk individual counseling Lunch Box Breakfast Club</td>
<td>All students Pre-K – Grade 5 - ENL students SWD</td>
<td>9/18-6/19 Daily, weekly &amp; Monthly</td>
<td>PBIS Team, Administration &amp; School Community</td>
</tr>
<tr>
<td>Academic Intervention Teachers - Provide ongoing cycles of support and strategies for classroom environment for all staff and identified students at risk.</td>
<td>At Risk Students</td>
<td>9/18-6/19 On an as need basis</td>
<td>2 Special Educators 1 Academic Intervention Specialist</td>
</tr>
<tr>
<td></td>
<td>All Students</td>
<td>9/18-6/19 Daily</td>
<td>All Staff Administration SEL Team</td>
</tr>
</tbody>
</table>

As of September 2018, the Yale RULER program will be implemented school-wide. The Yale RULER program will be incorporated into every classroom starting September 2018, all classrooms will have PS 21 Class Charters and Mood Meters to build social emotional capacity. As of September 2018, all classes will be receiving the social emotional literacy based program called Second Step as a cluster period for students to have further accessibility to SEL curriculum at PS 21. We will continue with our pre-existing PBIS program and as of September 2018, a PBIS position with a trained specialist will be added to support to
the PS 21 community to help all students with particular care towards identified tier 2 and tier 3 students. We will be implementing ODR’s to track, show trends and to make changes to decrease level 3 and level 4 infractions in identified at risk students to improve overall SEL school climate at PS 21.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Audience</th>
<th>Start &amp; End Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>As of September 2018, SEL Literacy Teachers will be using Second Step Program. This will be taught as a cluster, Pre K-2 grade and 3-5 Grade.</td>
<td>All Students</td>
<td>9/18-6/19 Daily</td>
<td>Two SEL Literacy Teachers</td>
</tr>
<tr>
<td>PBIS specialist will be working with our tier 2 and tier 3 students in need of a more individualized plan, conduct PBIS assemblies and restorative circles when incidences occur. Specialist will also work on coming up with school wide and class wide initiatives to promote the Three Be’s.</td>
<td>All Students</td>
<td>9/18-6/19 Daily</td>
<td>PBIS Specialist Guidance Counselors SEL Team</td>
</tr>
<tr>
<td>2 School Counselors:</td>
<td>All students</td>
<td>9/18-6/19 Weekly</td>
<td>Pupil Personnel Team School Implementation Team and Daily Guidance Debriefing</td>
</tr>
<tr>
<td>• Provide mandated counseling services (one on one and group)</td>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide at-risk counseling counseling services (one on one and group)</td>
<td>Staff members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Support &quot;Breakfast Club&quot; and “Lunch Box Club” (Support for identified tier 2 and tier 3 students)</td>
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<tr>
<td>• Crisis Intervention Team `</td>
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</tr>
<tr>
<td>• Child abuse and suicide prevention liaisons</td>
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<tr>
<td>• RFA Liaison, conduct anti bullying March and do activities</td>
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<tr>
<td>• Individualized parent meetings with families to discuss appropriate discipline practices at home</td>
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<td></td>
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<tr>
<td>• Provide Professional Development re: Chancellor’s Regulations</td>
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<tr>
<td>• At-risk students participate in a Check In-Check Out program with key personnel daily as per RTI</td>
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<tr>
<td>• Provide workshops to teachers, parents &amp; students re social/emotion health &amp; well-being</td>
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<td></td>
</tr>
<tr>
<td>• Make recommendations for outside counseling when appropriate Leads biweekly PPT meeting for academic and social at need students. Provide support to staff on classroom management</td>
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<tr>
<td>• Conduct Mindfulness workshops</td>
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<td></td>
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<tr>
<td>• Community Service and Enrichment Opportunities</td>
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</tbody>
</table>
- Weekly Enrichment Program
- Attend trainings on yoga and turn key to provide morning yoga. Provide yoga to students and staff.
- Cross Curricular Art Program – Anti bullying written & performed by Drama, Art and Dance students. Samuel Field After School Program to provide homework assistance, physical activity and art.
- PBIS school wide events which include: Fun Bus and Game

| Weekly Cabinet meeting to discuss tier 2 and tier students | Tier 2 and Tier 3 students | 9/18-6/19 weekly | Principal, Assistant principal, Guidance counselors, AIS and ENL |

### 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.

For the 2018-2019 school year, key school staff trained in Mindfulness and Emotional Intelligence will be responsible for leading workshops during PTA meetings and Coffee and Tea with the Principal meetings to inform families about these practices.

Parent Engagement Nights (September and May), Parent Teacher conferences (November and March) and Parent workshops lead and organized by the parent coordinator will re-introduce the 3 Be's to our PS 21 families as well as explain the connection to the concepts of Mindfulness and Emotional Intelligence that can be used in school and at home.

In the spring, the school community will host a Multicultural Night for all families to come and celebrate their heritage. Last April, we piloted Multicultural night which was very successful. Parents were provided an opportunity to participate in various multicultural events and were invited to bring food from their culture to share and celebrate together as a community. Due to the overwhelming response, we will be scheduling our second annual Multicultural Night for May 2019.

School counselors will be responsible for working with identified Tier II and Tier III students and their families on how to implement Mindfulness and Emotional Intelligence at home and in school. PBIS specialist will be working along side the school counselors to build relationships with the families of our identified at risk students. This will include weekly phone calls and/or parent meetings (if needed), based on their behavior chart to encourage parents to positively reinforce their good choices in the home setting (in addition to the reinforcements he/she will receive in school).

To target our ENL families, the parent coordinator and ENL coordinator, have created various activities and workshops which include adult ENL class, family game night and Title 3 initiatives.
To target continuity in education with our ENL population, PS 21 has created a Mentorship program with our feeder school JHS 185. In doing so, alumni from PS 21 who now attend JHS 185 are partnered with ENL students to build a supportive relationship.

**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.

- **Mindfulness Workshops**
- PBIS Trainings
- PBIS specialist
- PBIS school-wide incentives; Game Truck, Fun Bus, Carnival, Prizes, and enrichment activities
- SEL Literacy Teachers: Second Step Curriculum
- PBIS paraprofessional: one to one support for tier 3 students with aggressive and/or extreme behavioral difficulties who have yet to be evaluated
- Breathe for Change Yoga training
- RULER Yale Center for Emotional Intelligence
- Kognito Training
- Mental Heath Consultant, Ms. Morris
- Yoga for students and teachers
- Play Works

Master Schedule Organization including periods for Common Planning, Lunch Box, Enrichment, SAVE room and Breakfast Club, Daily guidance, PBIS speicialst, and other support staff Check-in/Check-out for tier 2 and tier 3 students

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

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

**Part 5 – Progress Monitoring**

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

As of September 2018, through utilizing the expertise and guidance of our newly appointed PBIS specialist, PS 21 will research how to effectively implement Office Discipline Referrals forms (ODRs), as a way to identify, monitor and track behavioral data. Beginning in February 2019 ODR forms will be developed. Their implementation will begin with two professional development sessions whose aim is to explain and orient the teachers and other support staff to these forms. Once professional development has been provided, ODRs will be completed by classroom teachers and other support staff in order to collect data on level 3 and level 4 infractions for the 2018-
2019 school year. In addition, the ODR’s will track resolutions to problematic behaviors and identify the interventions in place to decrease future occurrences. Office of Discipline Referrals (ODRs) and Online Occurrence Reporting System (OORS) will be collected and analyzed.

By February 2019, administrators will ensure that an ODR form has been developed and professional development has been provided for school staff on the purpose of the form. The data collected will be analyzed and used to compare beginning of year and end of year data for level 3 and level 4 infractions aiming for a 5% decrease.

The SEL Team will meet as part of a cabinet on a weekly basis to discuss identified at risk students and next steps. The data that has been collected by the PBIS specialist will be shared with the team and reviewed during meetings and measured on a quarterly basis, with report card distribution, (November, January, March and June), to establish trends and to determine whether the implementation of SEL, Mindfulness and Emotional Intelligence practices.

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

OORS reports be utilized as the instrument of measure.

**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>
</table>
| 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. |

Our school’s strengths relative to Collaborative Teachers consist of the following:

1. Teachers at PS 21 are committed to the success and improvement of quality instruction delivered in classrooms and throughout the school. On the 2017-2018 NYC School Survey teachers report, 91% of teachers say that they design instructional programs (for example, lessons and units) together.

2. 100% of teachers say that they talk with one another about instruction. This indicates that teachers see themselves as professionals who routinely collaborate with one another.

Our Priority needs that will be addressed in the Collaborative Teachers goal consist of the following:

1. On the NYC School Survey (2017-2018) 52% of teachers say that they had the opportunities to work productively with teachers from other schools on professional development. This percentage is significantly lower than the District and City average and indicates that teacher may want to work with teachers from other schools.

2. In this same survey, 67% of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.

For the 2018-2019 school year, professional development will continue as teachers participate in Professional Learning Communities. These teams will be charged with the work of using student assessment data, formative and summative, to drive professional development centered on our school's instructional focus and progress monitoring. This work will include collaboration with other schools through inter-visitations.

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. |

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By June 2019, we will build on our vision of providing quality professional learning for our teachers which fosters “Equity and Excellence for All” through providing opportunities for collaboration with teachers from other schools on designing instruction in mathematics and instruction targeting ELLs resulting in an increase of 5% on the NYS mathematics exam across all testing grades.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2 teachers, student</td>
<td>9/18-6/19</td>
<td>Administrators</td>
</tr>
<tr>
<td>3-5 teachers, students</td>
<td>9/18-6/19</td>
<td>Administrators</td>
</tr>
<tr>
<td>Classroom Teachers, Cluster Teachers, Service Providers and Paraprofessionals</td>
<td>9/18 - 6/19 weekly</td>
<td>Administration, Core Professional Learning Team</td>
</tr>
<tr>
<td>Teachers of the arts</td>
<td></td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>9/18 - 6/19 Monthly</td>
<td>PTA; Parents, SLT</td>
</tr>
</tbody>
</table>

Teachers of grades K-2 attend regular professional development in Mathematics instruction from Bank Street. They collaborate with teachers from other schools to plan to increase the rigor of Go Math tasks.

3-5 teachers attend Algebra for All training - Teachers collaborate with grade level counterparts as well as teachers from other schools in designing rigorous math tasks.

PS 21 has weekly professional development on Monday afternoons facilitated by teachers and administrators. Professional development for 2018-2019 will be in cycles of 10-12 weeks spearheaded by Core Professional Learning (PL) Team members.

In addition to the Monday PD, PS 21 teachers of the Arts also have other forms of Professional development: PD for the Arts: Carnegie Hall- Music City Center- Dance PD

Monthly PTA Executive and General Meeting Monthly SLT Meetings to: Involve parents in the development & review of school’s goals and progress. Monthly workshops Translated versions of meetings, programs & activities are distributed.
The out of classroom ENL Specialists attend regular professional development on enhancing the teaching and learning experience for ELL students provided by Maryann Cucchia and District ENL Specialists.

Professional development attended by PS 21 teachers from Teachers College. Teachers attend “calendar days”/workshops at the University. Teachers choose the workshops based on their professional goals and/or interest in the content. The Principal also participates in monthly professional development from Teachers College Reading and Writing Project in a Principals’ Institute.

During Professional Development Mondays classroom Teachers, Clusters, and Paraprofessionals have participated in SESIS training, Effective IEP writing, Crisis management training, FBA-BIP training. Monthly Special Education meeting facilitated by the Special Education Liaison/Asst Principal. To analyze student data, and revise instructional program. Turnkey updates to Special Education Teachers and Support Staff. Review SMART Goals and practice writing goals that are in alignment with the learning standards. Special Education Mentor teachers support newer Special Education Teachers by coaching, doing demonstration lessons, and providing feedback on Special Education best practices and systems. All Units of Studies (reading, writing, social studies, and science) are aligned to the standards and differentiated for students with special needs. During the Tuesday afternoons for “professional responsibilities” teachers use some of the time to review IEPs, and participate in conversations about best practices pertaining to Special Education. Cluster Teachers have been given summary forms that include services and accommodations for all the students they service. Special Education Teachers and service providers meet during designated periods plan, and or revise information pertaining to special education services. NYSAA Training.

<table>
<thead>
<tr>
<th>ENL students</th>
<th>Monthly/As needed</th>
<th>ENL Teachers</th>
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<td>9/18-6/19</td>
<td>Monthly</td>
<td>9/18-6/18</td>
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<td>Monthly</td>
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<tr>
<th>All Teachers and Principal</th>
<th>9/18-9/19</th>
<th>All Special Education teachers, Clusters, and para-professionals</th>
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<tr>
<td>9/18-6/19</td>
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<th>SWD</th>
<th>Administration</th>
<th>Classroom Teachers</th>
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<tr>
<td>9/18-6/19</td>
<td>Monthly</td>
<td>Cluster Teachers</td>
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<table>
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<tr>
<th>Administration</th>
<th>Core PL Team</th>
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3b – Parent and Family Engagement

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

Families will be informed of the school's instructional focus and the work teachers will engage in to develop best practices centered on providing "Equity and Excellence for All" though teachers planning for targeted instruction by the Principal at monthly Coffee and Tea with the Principal meetings, the Parent Coordinator through workshops and by classroom teachers through meetings and celebrations. Families will be invited to engage in using strategies taught to students in school at home through teacher-led workshops for families, correspondence sent home with students. The administration, Parent Coordinator, and classroom teachers will be responsible for implementing and overseeing these practices.

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.

The resources that will be leveraged to achieve the annual goal and facilitate the implementation of the action plan aligned with promoting will be texts such as UDL Now, scheduling one period per week for PLCs to meet, teacher session for planning for professional development sessions for teachers not attending out of school PD.

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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<th>Tax Levy</th>
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<td>PTA Funded</td>
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<td>In Kind</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, at least two teachers per grade have participated in collaborating with teachers from other schools for professional learning in mathematics instruction and/or instruction of ELLs.

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

A February Mid-Point check in of professional development opportunities related to assessment in instruction will be utilized.

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.

Our school’s strengths relative to Effective School Leadership consist of the following:

1. Based on analysis of 2017-2018 Advance MoTP data, 94.9% of the teachers are rated as effective or highly effective.

2. 50.59% of the teachers are as identified as highly effective on Advance MoTP.

3. Advance MoTP data shows that 44.28% of teachers are effective.

Our Priority needs that will be addressed in the Effective School Leadership goal consist of the following:

1. Based on an analysis of the 2018 NYS Mathematics Assessment results, only 39% of English Language Learners grades 3-5 were proficient.

2. Based on an analysis of the 2018 NYS ELA Assessment results, only 13% of English Language Learners grades 3-5 were proficient.

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 design and strategically monitor professional learning opportunities aligned to supporting teachers in planning for instruction that addresses the Every Student Succeeds Act (ESSA) ensuring that students will be taught to high academic standards as evidenced by UDL aligned lesson plans and a 5% increase in highly effective teacher ratings on the MOSL overall rating as well as a 3% increase on the NYS ELA and Mathematics Assessments among English Language Learners.
**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal and Assistant principals meet with Lead Teachers of all teams to discuss goals and progress of those goals.</td>
<td>Lead Teachers 9/18-6/19 Monthly As needed</td>
<td>Principal, Assistant Principal &amp; Core Professional Learning Team Members</td>
</tr>
<tr>
<td>Administration meets with all staff members for a one-on-one conference.</td>
<td>All staff 9/18-6/19 Monthly Daily/ As needed</td>
<td>Principal &amp; Assistant Principal</td>
</tr>
<tr>
<td>Principal meets with SLT to ensure shared decision making &amp; development of the CEP.</td>
<td>Parents &amp; Teachers 9/18-6/19 Monthly/ As needed</td>
<td>Principal &amp; Assistant Principals</td>
</tr>
<tr>
<td>Principal &amp; Assistant principals have an Open Door Policy welcoming staff and parents to voice their concerns.</td>
<td>Staff &amp; Parents 9/18-6/19 As needed</td>
<td>Principal &amp; Assistant Principals</td>
</tr>
</tbody>
</table>
Administrators conduct Faculty and/or Grade Conferences to ensure clear expectations and instructional goals are clear.

Frequent observations non-evaluative and evaluative using Danielson rubric.

Administrators conduct frequent walk-throughs to ensure continuity of instruction.

Participation in weekly professional development.

Participate in Teachers College professional development

Conduct Data dive to follow the progress of those At-risk students receiving Academic Intervention Services

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Principal &amp; Assistant Principals</th>
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<tbody>
<tr>
<td>9/18-6/19</td>
<td>Monthly/ As needed</td>
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<tr>
<td>9/18-9/19</td>
<td>Daily/ As needed</td>
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<td>9/18-6/19</td>
<td>Monthly/ Daily/ As needed</td>
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<td>9/18-6/19</td>
<td>Weekly</td>
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<td>9/18-6/19</td>
<td>Monthly</td>
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<td>9/18-6/19</td>
<td>Monthly/ As needed</td>
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</table>

Administrative team, Professional Development Team

Principal & Assistant Principals

Principal, Assistant Principals, Data Specialist

ENL Coordinator, Professional Learning
Collect Data on all students with a specific focus on the progress of ELLs and SWD

Special Education service providers and teachers meet to discuss plans for students with IEPs

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.

Monthly Meetings with the SLT and the Parent Coordinator. Administrators will also organize workshops for parents lead by teachers to provide them with strategies on how to help their children with academic discourse and Mindfulness strategies. The principal, Parent Coordinator, and SLT members will re responsibility for the implementation and oversight of this work.

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.

Resources that will be leveraged to achieve the annual goal and implement this action plan are the Core Professional Learning Teams, collaborations with outside organizations, desktops/laptops for online programs.

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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<th>Tax Levy</th>
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<th>Title I SWP</th>
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2018-19 CEP
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, administration will ensure that Professional Learning Communities (PLCs) have participated in at least one cycle of professional development aligned with making instruction accessible to English Language Learners (ELLs) resulting in a change in practice as evidenced by data gathered by administrators marked by a 5% increase in students' baseline TC running records, TC Writing on-demand data, and baseline Go Math assessments as they relate to NYS Assessments.

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

Danielson rating on Advance 3d- Using Assessment in Instruction

TC Running Records Data

TC Writing on-demand Data

Go Math baseline assessment

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

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

Part 1 – Needs Assessment

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

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

Our school’s strengths relative to Strong Family and Community Ties consist of the following:

1. The School Survey indicates that 97% of families say that they feel well-informed by the communications they receive from their school.
2. Our 2017-2018 School Survey was completed by 100% of our parents and 97% of our teachers.

Our Priority needs that will be addressed in the Strong Family and Community Ties goal consist of the following:

1. On the 2017-2018 School Survey 77% of parents/guardians responded that, since the beginning of the school year, they have been asked or had the opportunity to volunteer time to support their school (for example, spent time helping in classrooms, helped with school-wide events, etc.) sometimes or often. After carefully reviewing each question in the section, it was determined that our families want to participate in school by volunteering and meeting with their child’s teacher more often. This will continue to be a key area for us to focus on in the 2018-2019 school year.
2. A total of 120 attendees came to the seven months of Coffee and Tea with the Principal sessions offering workshops and informational sessions to parents.

Part 2 – Annual Goal

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

By June 2019, our SLT will work with our PTA, teachers, and Parent Coordinator to improve family engagement by inviting families to monthly school events using translations services and supporting families through workshops and Parent Teacher Home Visits which support the academic and social-emotional development of children, with specific emphasis on our neediest sub groups resulting in a total 10% increase in attendance of the parenting workshop series.
facilitated by our Parent Coordinator and Coffee and Tea with the Principal as evidenced by attendance logs, workshop agendas, presentations, and feedback from our parent community.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Home Visits (PTHV) model - teachers will visit homes of select students to learn more about the families of PS 21 - how they envision the future.</td>
<td>fifth grade families and students</td>
<td>10/18-6/19</td>
<td>5th grade teachers, administrators</td>
</tr>
<tr>
<td>Parent Coordinator, Teachers, and Guidance Counselors provide parent workshops and outreach to parents of at-risk students including Students with Disabilities and ENLs. All handouts and literature will be translated as well as translation services will be available for all activities.</td>
<td>All students</td>
<td>9/18-6/19</td>
<td>Administrators, guidance counselors, parent coordinator, teachers</td>
</tr>
<tr>
<td>Teachers College Classroom Writing Celebrations</td>
<td>All students</td>
<td>10/18-6/19</td>
<td>Classroom teachers, administrators</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

JHS 185 (collaborative work with Rising Star Mentors). 7th and 8th-grade Hispanic boys serve as mentors to 1st and 3rd-grade boys. The JHS boys visit PS 21 once a week and work with Hispanic boys by reading with them and supporting them in their academics. Once a year, families are invited to a showcase where they learn more about the work the students have participated in. ENL teachers, the principal, and assistant principals are responsible for working collaboratively with the administration and teachers of JHS 185 to carry out this work and inform families about events. Parent-Teacher Home Visits (PTHV) model - PS 21 teachers - this program will be implemented with PS 21 teachers collaborating with teachers from from JHS 185.

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.

Title I and Title III funds will support after-school per session and materials for after-school programs. Funds obtained from grants from Project Boost-New York State Senator Tony Avella and Queens Theatre Education's (QTEL) program which facilitates language acquisition, builds confidence and improves story-writing skills by involving students. Teacher expertise in ELA and Mathematics. ENL teachers and Parent Coordinator.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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**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, administration will analyze data obtained through logs submitted by the Parent Coordinator and of Parent-Teacher meetings, Writing Celebrations, and agendas of monthly Parent Workshops and we will compare month to month parent attendance as a result of goal-related parent participation opportunities to determine if the school is on course to meet the annual goal.

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

The instrument of measure that will be used to assess progress is the attendance logs for the different activities offered for family engagement.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Review of NYS ELA data</td>
<td>Leveled Literacy Intervention</td>
<td>Small Group One to One</td>
<td>During the school day and after school.</td>
</tr>
<tr>
<td></td>
<td>Teachers College Running Records</td>
<td>Guided Reading (Maryann Cucchiar methods)</td>
<td></td>
<td>On-line at home.</td>
</tr>
<tr>
<td></td>
<td>On-Demand Writing</td>
<td>Fundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Imagine Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compass Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Review of NYS Math Data</td>
<td>Engage NY Fluency Drills</td>
<td>Small Group One to One</td>
<td>During the school day and after school.</td>
</tr>
<tr>
<td></td>
<td>Unit Assessments and Weekly problem solving from Engage NY</td>
<td>Compass Learning</td>
<td></td>
<td>On-line at home.</td>
</tr>
<tr>
<td></td>
<td>Go Math Benchmarks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Review of NYSScience Assessment data,</td>
<td>Amplify Hands on Kits</td>
<td>Small Group One to One</td>
<td>During the school day.</td>
</tr>
<tr>
<td></td>
<td>Unit Assessments, Formative Assessments during lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NYS Science Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Teachers College Running Records</td>
<td>Close Reading (Mayann Cucchiar)</td>
<td>Small Group One to One</td>
<td>During the school day and on-line at home</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Passport To Social Studies Unit assessments, Formative Assessments during Lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Pupil Personnel Team/RTI Team Data analysis/ SBST</th>
<th>At-risk small group Guided Reading (Maryann Cucchiar) Mindfulness</th>
<th>Small Group One to One</th>
<th>During the school day and on-line at home</th>
</tr>
</thead>
</table>

At-risk small group Guided Reading (Maryann Cucchiar) Mindfulness | Small Group One to One | During the school day and on-line at home |
**Section 7: Support for Students in Temporary Housing (STH)**

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

**Supporting Students in Temporary Housing (STH)**

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


<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>There are 220 students in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>1) Academic Programs &amp; educational support services such as AIS for students in need of academic interventions</td>
<td></td>
</tr>
<tr>
<td>2) Basic/emergency supplies - the school's Parent Coordinator has basic supplies for students who need it such as - back packs and school supplies</td>
<td></td>
</tr>
<tr>
<td>3) Counseling services - At risk counseling for STH students</td>
<td></td>
</tr>
<tr>
<td>4) Data collection to assess the needs/progress of STH - Running Records and Go Math data as well as OORS data.</td>
<td></td>
</tr>
<tr>
<td>5) Parental involvement opportunities - invitations to attend classroom and school wide events.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></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 STH population may change over the course of the year).</td>
<td></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>
<td></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.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All teachers on staff are highly qualified, i.e., New York State certified in their area of assignment. When an opening for a teacher exists, only teachers who are highly qualified in the area of need are recruited and assigned to fill the position. We reach out to our university and college partners for a referral. We also use Open Market and references from colleagues. In an effort to promote teacher retention, teachers are provided access to professional learning opportunities offered by Teachers College Staff Developers, Queens North FSC-Professional Development, NYC Passport to Social Studies, Mindfulness, and Emotional Intelligence (Yale) throughout the year.

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).

High quality and ongoing professional development opportunities are available to the principal, assistant principals, teachers, paraprofessionals, and staff through Teachers College, Queens North FSC Professional Development, Emotional Intelligence (Yale), Mindfulness - Barnaby, District 25, Carnegie Hall, and other professional development providers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

Parent Workshops, Open House Events, Cross Grade Curriculum Teams, Student Profiles, On-going professional development in all content areas and spring time visits with teachers for the following school year to bring familiarity to the Early Childhood students.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

MOSL Team, Grade Leaders, RTI team, PPT, Professional Learning Communities (PLCs), Core Professional Learning Team members have been formed to include representatives of different constituencies when making decisions regarding assessment measures and professional learning. Teachers on these teams meet weekly to engage in discussions about school wide initiatives aligned with decisions regarding assessment and professional learning. Each team has one member who is part of the Principal's Cabinet. The Principal's Cabinet meets weekly and team representatives are encouraged to bring comments, questions and/or concerns to these meetings with the purpose of shared decision making.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$11,190</td>
<td>X</td>
</tr>
</tbody>
</table>
Title II, Part A
Federal 89,868 X 5A; 5B; 5C

Title III, Part A
Federal 43,342 X 5A; 5B; 5C

Title III, Immigrant
Federal 11,757 X 5A; 5B; 5C

Tax Levy (FSF)
Local 7,662,937 X 5A; 5B; 5C

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>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [PS 21Q] , in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA) is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 21Q 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;

### 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 The PTA 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-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;

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**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.

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**School-Parent Compact (SPC)**

P.S. 21 Q 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;
- conducting individualized ENL conferences for each parent to discuss the progress of their child and receive information of supporting their child at home;
- 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 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;

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### III. Student Responsibilities

**Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;

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

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

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

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

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

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

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

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

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

Part A: School Information

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

Part B: Direct Instruction Supplemental Program Information

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

| Total # of ELLs to be served: ______ | |
| Grades to be served by this program (check all that apply): | | |
| ☒ K | ☒ 1 | ☒ 2 | ☒ 3 | ☒ 4 | ☒ 5 | ☒ 6 | ☒ 7 | ☒ 8 | ☒ 9 | ☒ 10 | ☒ 11 | ☒ 12 |

| Total # of teachers in this program: ______ | |
| # of certified ESL/Bilingual teachers: ______ | |
| # of content area teachers: ______ | |
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:

Our Title III supplemental program will be an ongoing after-school program from October to May. The program will provide a safe and inclusive learning environment that recognizes the cultures and needs of ELL's as provisioned through ESSA. The program supports equitable outcomes among a diverse population.

Administration and ENL team compile multiple-data sources (EDAT, NYSITELL, NYSESLAT, Imagine Learning data, individual reading benchmarks, state exam scores, teacher feedback) to determine how best to meet student's language developmental needs.

To address the needs of ELL's, we are collaborating with QTELL, a community based program, to support student achievement and social-emotional development through, Reader's Theater. Our ELL's will have access to standards based curriculum to support four modalities-Reading, Writing, Listening and Speaking. The students will receive support from computer based programs (Imagine Learning and Compass), LLI-Leveled Literacy Intervention, close reading skills and strategies through the content areas of Science and Social Studies to enhance language development.

The programs will run in four 6-8 week cycles, two days a week (Wednesday and Thursday) for 1 and a half hours a day. Student biographical information and academic performance are documented on a data base. Program notifications and invitations will be translated into the student's home language. All responses will be filed. Attendance and parent response are maintained by the ENL Coordinator.

Cycle 1: October 24, 2018 - December 20, 2018: All ELLs in Grades 1 and 2 Readers Theatre After school
Projected number of Classrooms- 2 with 25 students in a group
2 Certified ENL Teachers along with 2 lead teaching artists an 1 musical director
Number of Sessions- 15- Wednesday and Thursday afternoons-2:40-4:15
This program will facilitate language acquisition, builds confidence and improve story writing skills.

Cycle 2: January 9-March 14 Students selected based on the following EDAT specifications:
- At risk level 4 and above,
- Remained on the same level on the NYSESLAT\(\text{EX-EX}\)
- Scored less than a 1 or a 2 on ELA\(\text{EX}\) or Math State\(\text{EX}\) Exams.
- At risk of becoming long-term ELL's
Number of classrooms: 4
Ratio: 1 Dually Certified ENL teacher for 10-15 ENL students,
Number of Sessions: 18 Wednesday and Thursday afternoons-2:40-4:15
Teachers will be using the strategies of Maryann Cucchiara to provide instruction using close reading strategies, shades of meaning, linguistic frames and sentence deconstruction/construction to provide instructional support in reading comprehension and vocabulary development.

Cycle 3: April 17-May 23 Newcomer ELL's in Grades 1-5
Number of classrooms: 3-5
Ratio: 2 Dually Certified ENL teachers for 6-8 ENL students-
Part B: Direct Instruction Supplemental Program Information
Number of Sessions: 10 Wednesday and Thursday afternoons-2:40-4:15
Teachers will be using Fundations to support early literacy development (Five pillars of reading) Teachers will use Leveled Literacy Intervention that integrates specific academic vocabulary instruction, language and content objectives, and research based practices such as multimedia, graphic organizers, and visuals.
ENL staff will support students with skills and strategies in literacy. Teachers will use Leveled Literacy Intervention that integrates specific academic vocabulary instruction, language and content objectives, and research based practices such as multimedia, graphic organizers, and visuals.
Contact person: Lerna Karanfiloglu - Lkaranf@schools.nyc.gov 718-445-8833

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: _____

Our school’s instructional focus is: Plan meaningful instruction through data collection and analysis, collaboration and professional learning with the goal of making learning accessible to all students. In an effort to identify and outline the instructional goals of the supplemental instructional after school program, teachers in the Title III after school will attend professional development and planning meetings prior to the start of each cycle. Teachers will meet three times during each cycle at the onset, mid-year and conclusion to analyze data and assess student progress. Teachers will use Running Record Assessments, the EDAT tool, and Writing On-Demand in the beginning of the cycle to inform their small group instruction aligning to ENL progression levels. Professional development time will support teachers planning with research based programs. It will give teachers the opportunity to analyze the data and plan instruction to meet the needs of the students in their groups. The time utilized for analyzing, planning and instruction will impact the progress our ELL’s reading levels, writing progress, language development and progression levels.

1. Professional development for the Readers Theatre program (Cycle 1) will occur at the onset of the program in October 2018. Teachers will receive a 2 hour training from representatives (teaching artists) from Queens English Language Learner Program (QTELL).
2. For cycles two and three:
   a. One, two hour, training session in January 2019 will be dedicated to professional development/planning. The meeting will outline the program and provide planning time for Fundations and Cucchiara work. A trained lead teacher will turnkey and provide ongoing support to teachers in implementing the Cucchiara strategies through close reading.
   b. Two, two hour training sessions will be given to support planning and preparation. The meetings will outline the program and offer training using the Leveled Literacy Intervention Program (LLI) to be used for instructional support. Professional development will be provided by a Staff developer.

Records of professional development agendas and attendance sheet will be compiled in a binder. Articles and literature utilized to support the learning will be included in the binder. All records of professional development are kept by the ENL Coordinator.
**Part C: Professional Development**

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ______

Based on our parent survey, ENL provider meetings with parents, and an analysis of assessment data (mathematics, reading, and writing) we have made the following decisions. At the beginning of the year, the parent coordinator meets with the Parent Advisory committee to determine how the school can support ELLs families. A survey is sent home to parents to determine how we can support the home school connection. The parent workshops will be given at different points in the day to make it accessible for families to attend.

The parents in our community have varied needs. The parent meetings are held twice a month from October-June on Tuesdays during parent engagement time by ENL providers in the school to aid and assist parents of ELLs in a variety of ways throughout the year. For each meeting held, translated fliers go home to each family announcing meetings. Fliers are posted in the building and our school site. Our parent coordinator targets parents of ELLs and makes calls to inform them of meetings that are taking place. Bilingual translators are provided for all parent workshops. ENL providers explain and answer questions regarding programs we are utilizing to deliver instruction.

Our parent coordinator has set up a "Bilingual Buddies" program to assist the school community with translations for meetings, school events and school documents. Our school uses the app "REMIND" to remind the parents of upcoming meetings. Our parent coordinator helps to set up 1-2 hour sessions once a month for outside services to visit the school for homework help, testing, safety, anti-bullying, middle school preparation/applications, assistance with immigration and public services, how to prevent injuries in and around your home, CPR as well as health insurance. The parent coordinator will maintain records of agendas, invitations (in multiple languages) and attendance sheets in a binder.

**Part E: Budget**

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>-na</td>
<td>na</td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**For Schools Not Conceptually Consolidated Only.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $___

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>na-</td>
<td>na-</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>na-</td>
<td>na-</td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>na-</td>
<td>na-</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>na-</td>
</tr>
<tr>
<td>Other</td>
<td>na-</td>
<td>na-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>na-</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

#### A. School Information

- **District**: 25
- **Borough**: Queens
- **School Number**: 021
- **School Name**: Edward Hart

#### 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.

- **Principal**: Michael Swirsky
- **Assistant Principal**: Jennifer Nigro
- **Coach**: type here
- **Coach**: type here
- **ENL (English as a New Language)/Bilingual Teacher**: Lerna Karanfiloglu
- **School Counselor**: Lisa Hamada
- **Teacher/Subject Area**: Sunny Kim/ ENL Provider
- **Parent**: Donna Vetter
- **Teacher/Subject Area**: Luisa Ghiozzi/ AIS
- **Parent Coordinator**: Jennie Cheng
- **Related-Service Provider**: Lisa
- **Calabrese/ IEP Teacher**: type here
- **Superintendent**: Danielle Dimango
- **Other (Name and Title)**: type here

#### C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Description</th>
<th>Number of Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>6</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>4</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>4</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics
Total number of students in school (excluding pre-K) | 0 | Total number of ELLs | 425 | ELLs as share of total student population (%) | %

**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

- Check all that apply

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

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

   In a review of Teacher’s College assessments, 73% of ELL students are performing at level one, below grade level standards and 19% are performing at level two, approaching the grade level standards. Formative and curriculum-embedded assessments will be used to guide instructional planning for ELLs. Reading levels are assessed five times throughout the year using the Fountas & Pinnell Teacher’s College Reading benchmark tests. In reading, students are given a pre-assessment (formative) for every unit to guide educators in differentiating for all students based on standards. A post-assessment (curriculum embedded) follows each unit to review student progress. Within each reading and writing unit, curriculum-embedded TCRWP formative assessments are included such as post-it analysis, academic discourse analysis, ongoing student friendly checklists, individual and small group conferences. Less than 50% of our ELL students are performing at level one based on the writing continuum and On-demand writing tasks serve as baseline assessments for each writing unit. Ongoing...
Writer's Notebooks and Reading Response notebooks serve as formative assessments. Teachers review entries to guide their instruction on a daily basis in conferences, small group, and whole group instruction. Reading and writing are assessed by an online program, Compass Learning. Students take baseline assessments to put them on a differentiated learning path. Teachers are able to view progress and run reports to inform their instruction. An additional online program used for ELL students is Imagine Learning students take a screening test and are directed to their individual learning path. Compass and Imagine learning both support students literacy skills and progress monitoring is embedded in the programs. Teachers can run weekly progress reports to inform their instruction.

After Analyzing our data based on 2017 NYSESLAT Score testing 294 students, we found 48% of our Kindergarten students are at the Expanding proficiency level. 53% our First Grade students scored at the Expanding level. 52% of our Second Grade students performed at the Expanding level. 78% of our third-grade students scored at the Expanding level. After further analysis, our students in grades 1-5 are making little to progress within the proficiency levels. Only 26% of our test takers moved one level, 7% moved two levels. Through analysis we found an overwhelming response, only 18% of our ENL students reach the Commanding progression level and 24% of our students remained on the same progression level. Based on the 2017 NYSESLAT scores, we found that our students perform well within the Speaking and Listening modalities and perform low on the Writing Modality. Our ELL students in grades 4-5 performed low on the Reading and Writing modalities on the NYSESLAT and also scored between a 1 or two on the ELA exam. 6% of our students in grades 4 and 5 are at risk levels 3 to 8. At least 10 of our students have the potential for becoming long-term ELLs. 12 of these students are both ELL and SWD, receiving more than three years of service, who are at risk of becoming long-term ELL’S based on not making progress within their progression levels over the past two years as well as scoring a 1 or a 2 on the ELA and Math Exams.

In response to our data we have provided our K-2 and ENL teachers and classroom teachers with Entering and Emerging students as well as teachers of SWD students in Fundations to address early literacy skills: letter/sound identification, sight word knowledge, fluency and comprehension based on reading levels and NYSESLAT progression levels. To support our ELL students in grades 3-5 we have trained our ENL staff and classroom teachers of ELL students in the Leveled Literacy Intervention (LLI) program to support skill and strategy based reading and writing supports. This program has a progress monitoring component built in. Our ENL staff and classroom teachers embed Listening and Speaking standards into their daily instruction and have implement language objectives into their lesson plans. Our K-2 students who are at-risk and in need of academic intervention were determined after analyzing data as viewed on the EDAT tool and reading level data. These students in grades K-2 can receive intensive small group reading instruction based on the five pillars of literacy through our school-wide RTI period. Our trained ENL teachers and classroom teachers trained in Fundations will provide double dose, Dibbles, Great Leaps, Orton Gillingham, guided reading and shared reading to support literacy skills; phonemic awareness, phonics, fluency and comprehension skills. Our classroom teachers and ENL teachers for grades 3-5 students who are at-risk and in need of academic intervention will be provided with small group structured skills and strategy based lessons. These teachers are provided with training to use the Leveled Literacy Interventions (LLI) as well as provided with training to support their students in using close reading skills to support academic language work play activities, deconstructing sentences and developing a deep understanding of complex grade level text as based on the work with Maryann Cucchiara. Our ENL and SWD students use both Imagine Learning and Compass learning, to support students literacy instruction on their individual learning paths.

The Go Math program supports students through small group and stations work based formative and curriculum-embedded assessments. Every unit has a pre and post assessments and an online component (Think Central). Students can take either a paper/pencil or online test (audio component reads the test to the student). Based on the results, teachers form differentiated groups. Teachers use the data generated by the benchmark beginning, middle and end of the year testing to inform their instruction and assign students differentiated tasks. The Go Math program has differentiated ELL components and RTI components that can be embedded in each lesson. Formative problem-solving tasks are embedded in each math unit and lesson to support students with developing math fluency and content-based academic vocabulary.
1. **What structures do you have in place to support this effort?**

   Teacher’s College staff developers provide literacy support throughout the school year. The K-2 staff developer is an ENL specialist. All grade level teachers have common planning time to collaborate with ENL providers to support classroom practices. The school data specialist provides reports for administration and each classroom teacher for analysis. Professional development is provided in mathematics, RTI, Pillars of Literacy, Fundations, Leveled literacy Instruction (LLI) and Maryann Cucchiara methods for ELLs. ENL teachers attend professional development through BFC cohorts as well as using professional literature to support inquiry-based instruction. A cohort of classroom teachers who support ENL students and ENL providers attend workshops and in-school professional development to support the work of Maryann Cucchiara using close reading within content areas of Science and Social studies, academic wordplay, and deconstructing juicy sentences. A school-wide professional development plan supports professional development in cycles to ensure staff is provided with up to date professional supports within literacy and mathematics. Classroom teachers and ENL providers are part of Professional Learning communities to discuss student work and progress, noticing trends and student strengths and needs. Benchmark dates have been included in each grade’s curriculum calendar to ensure continuity and rigor for all students. The school’s instructional focus emphasizes how students use metacognition skills to support discussion within the content areas. On-going professional development opportunities are provided to the staff to support student discussion protocols that are age, grade and appropriate for ELL students based on their progression levels. A Core Professional Learning Team and Professional Learning Communities meet to analyze school data, and identify a school-wide problem of practice as well as providing support to staff in designing activities to support bridge to practice within their PLC Teams.

2. **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?**

   Our school uses multiple data tools and assessments to determine student areas of strengths and needs. The EDAT Tool provides our school with student’s current progression levels based on the NYSESLAT. Student baseline data for Teachers College Reading and Writing formative assessment data is measured through benchmarking. Compass Learning, Imagine Learning and Go Math offer the opportunity for teachers to track their student's progress as they move through the respective programs after taking a screener to set students on their individual learning paths. ENL staff look for progress on the NYSESLAT from year to year, i.e. progression levels and trends. Staff assesses progress as well as gains on all NYS exams. Summative assessments in literacy include post assessments in both reading and writing in the form of reading tasks and On Demand assessment in writing. Summative assessments of Speaking and Listening standards include culminating publishing celebrations where students present their work and partake in academic discourse through peer feedback utilizing sentence starters and discussion techniques such as Think-Pair-Share.

   After analysis of our Summative assessment data, using the EDAT tool and Teachers College Reading and Writing benchmark assessments we found that 73% are of our ELL students are below grade level standards in both reading and writing. There is little progress in writing among ELL students based on both Summative and Formative assessments. Writing is the modality of the NYSESLAT where students scored the least amount of points. After analysis of data, student reading levels and NYSESLAT progression levels for students in grades 3-5 there are discrepancies and lack cohesion. We are providing students with small group skills and strategy based lessons using programs, Teachers College Reading and Writing units of study, LLI-Leveled Literacy Intervention program. Reading and Writing are progress monitored through benchmarking. Programs such as LLI are progress monitored on a weekly basis. In support of students increasing their reading levels and movement within progression levels. Students need to have access to grade level curriculum to develop skills through close reading to support their understanding of complex texts and academic vocabulary. ENL instruction and classroom instruction will provide students with skills and strategies to support an increase in writing on all assessments. Content areas and mathematics summative assessments include chapter tests, math tasks, unit tests, and projects. NYS State exam results are used to identify areas of need in the grades K-5. Each of these grades is provided with an item skill analysis report to notice trends across grades and come up with next steps.

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

   Common planning time for teachers’ is embedded into schedules to support data analysis. Grade meetings are held with the
administration to review data to support students next steps and goals. Teachers meet at PLC’s to develop plans and analyze student data to inform their instruction. A Core Professional Learning Team and Professional Learning Communities are in place to guide school-wide decisions for professional development.

Through Data Dive analysis and using the EDAT tool the ENL teachers, classroom teachers and administration review student NYSESLAT and State Exam data to provide students with differentiated skill-based instruction. ELL students in need of intervention are supported through our Title III after-school programs and embedded RTI scheduled time based on specific areas of need. We use data to look for trends, and selecting students who have made little to no progress within their progression levels for the past two years, students who are at-risk for becoming long-term ELL’s, ELL and SWD students who are at-risk for not making progress on the progression levels and have scored a 1 or 2 on the state exams for the past two years. Students who are at-risk who are in need of more intensive support are discussed with our PPT and SIT teams to discuss student appropriate programs and supports.

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.]

The EDAT tool analysis provides the school with NYSESLAT data and state exam data which is used to group students based on their progression levels and performance. Student baseline content data is used to support small group tier 1 instruction. Classroom teachers and ENL teachers analyze data collected to determine students in need of tier 1 interventions ENL teachers and PPT members meet to discuss student progress and those in need of Tier III services. An RTI period has been embedded into the school day to ensure all students including ELL students receive intensive small group instruction differentiated as extra support that does not replace their service periods. Classroom teachers participation ENL cohort to support instructional routines gained towards providing RTI interventions to all students based on good practices for ENL students. Student NYSESLAT progression level data, Teachers College reading and writing data, content baseline assessments and state exam results are used to recommend and provide RTI to ELL students for after-school programs and an ENL summer programs.RTI tier 2 and 3 services are provided to ELL students through push-in and pull-out services. RTI practices in place are small group instruction, utilization of components of balanced literacy that include guided reading, phonics-based instruction, close reading skills and shared reading. Abstract language and concepts are introduced to students as they learn about their world throughout all the grades. Key concepts and academic vocabulary are previewed, reviewed and revisited to reinforce student learning.

Based on the data that has been gathered, instruction is scaffolded in the content areas for our ELL students. Teachers use visuals, realia, interactive whiteboards and computer-based programs to assist with delivering instruction for assessments. ENL teachers employ the use of strategies such as TPR, chants, rhymes, songs, guided dialogue, language frames, and language games to support their instruction. Teachers use Speaking and Listening standards to support their planning, and instruction. Teachers track student progress in 6-8 week cycles to determine progress and next steps for tiered intervention services. Teachers support ELL students through crafting standard based language goals/objectives and planning for use of academic language and discussion. Students have opportunities to learn about, study, and discuss the language of texts. Students use text-based content learning in interactive experiences through labs, demonstrations, dramatic play, and debates that promote academic conversational skills to enhance their reading and writing levels.

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].

NYS Exams such the NYSITELL, NYSESLAT, state exam results and reading and writing benchmark data is used to evaluate student progress and inform our ENL program for each progression level. The results of these exams and assessments analyzed to determine the areas of proficiency and areas of need. They inform the specific skills that need to be targeted as well as the instructional strategies that should be employed to support students in making progress. Based on Student baseline data and pre and post assessments for reading, writing and mathematics are consistently progress monitored through benchmarking and through units of study to support our ENL integrated instruction and pull-out instruction based on student progression levels. Our ENL teachers meet for common planning time and school professional time to discuss student progress and next steps to inform their instruction. ENL teachers utilize programs such as Imagine Learning, Leveled Literacy
Intervention (LLI), Compass Learning, and Fundations to support students movement within progression levels, reading levels, writing levels.

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

Data reports are generated by teachers, administration, data specialist and ENL coordinator. State testing, Imagine Learning, Compass Learning, Reading and Writing benchmark data and Go Math data are analyzed by the ENL team and classroom teachers, to evaluate student progress based on the ENL progression levels. ENL staff and teachers look for trends through analysis of multi-sources of data to make informed decisions about students strengths needs and next steps to ensure students progress through their current grade level standards. Classroom Teachers and ENL providers meet on common planning times to create lessons and use co-planning techniques to support students language skills and content area comprehension.

Classroom teachers and ENL team meet with supervisors and PPT teams to share academic findings based on formative assessments to develop plans for students not making academic progress or progress within learning the English language. ENL PLC utilize data results to create differentiated lessons to support modifications, accommodations and scaffolds providing students access to modified and providing students access to grade level curriculum. ENL PLC reviews student progress on a by weekly process to inform their planning and practice. ENL staff progress monitors students on all proficiency level using programs such as Fundations and LLI to ensure students are making adequate progress in their language skills development. ENL staff and classroom teachers will use both formative and summative data analysis to determine necessary programs and skills to meet the demands of individual ENL student learning needs.

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.

   ENL instruction is delivered by Stand Alone ENL and Integrated ENL instruction models for the mandated minutes as determined by the five proficiency levels; entering, emerging, transitioning, expanding and commanding. We organize the ELL students into classes that contain heterogeneous/mixed proficiency ELLs and general education students that are good models of the English language. The makeup for these classes is one-third to one-half ELLs and the remainder of the class is comprised of fluent English speaking students. These class sizes initially are kept smaller than the rest of the classes on the grade in an effort to afford a space for newly arrived students as well as to afford the maximum amount of teacher-student time per child.

   b. TBE program. If applicable.

   Our Kindergarten Transitional Bilingual Education (Chinese) program provides students with ENL support within the classroom setting. Students are heterogeneously (mixed proficiency levels) placed based on their NYSITELL scores and parent surveys. The teacher will use 70-80% of students native language and 20-30% in English during the instruction. This percentage ratio will change over the course of the year, based on students and their progress.

   c. DL program. If applicable.

   N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Each year the ENL Coordinator and ENL teachers create a comprehensive list of ELLs, including each student’s level of proficiency. Programming is based on the NYS mandates of 360 minutes for Entering and Emerging student (180 minutes of Stand Alone and 180 minutes of Integrated), 180 minutes for Transitioning and Expanding students (180 minutes of Integrated), and 90 minutes for all Commanding students (90 minutes Integrated). An ENL provider is assigned to each grade level and programs are created to support ELA and content-based instruction.

ENL ELA and Freestanding programs are provided from classroom teachers and our ENL providers, focusing on using questioning and discussion into their daily instruction. ENL providers co-plan lessons to support students oral language skills to promote high levels of student-led conversations. Classroom teachers and ENL staff work to support the five pillars of reading instruction. Using Fundatons and LLI- Leveled Literacy Intervention programs to support students with phonemic awareness and phonics instruction. Students are provided with accountable talk stems and sentence frames to increase their fluency. Our classroom teachers and ENL providers support students literacy skills through guided reading and shared reading activities. Our staff works with TC staff developers to promote academic discourse building their academic vocabulary and word-play activities to support students through the writing units of study. Our Teachers and ENL Staff are involved with the work of Mariann Cucchiara, examining complex texts through the close reading of juicy sentences across content areas such as Social Studies and Science to support students levels of comprehension. Students will be provided content based supports through our school-wide RTI embedded instructional period using multiple entry points providing students access to grade level texts. Teachers support students HLA through the use of the translation of texts and questions as well as providing students with bilingual dictionaries. Our TBE Kindergarten class provides students ELA instruction in English following the Teachers College units of study for both Reading and Writing Workshops. The classroom teacher focuses instruction to support students phonics and fluency skills through guided reading, Fundations and shared reading. The TBE classroom teacher provides two periods each day to supporting students HLA within the content areas of Social Studies and Science. The classroom teacher supports HLA and ELA providing both English and HLA throughout the classroom.

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.

The ENL curriculum is vertically aligned in grades K-5 based on the Next Generation Standards. Instruction in the Freestanding ENL model is delivered in English. Students with Entering and Emerging proficiency levels receive sheltered instruction in the target language. Fundation is used to support phonemic awareness, sight words and promote fluency. Shared reading, shared writing and interactive writing are used to support language development. Oral language development is fostered through the use of songs, chants and poems, speaking prompts and language frames.

Instruction in Integrated ENL is delivered in English. Students will have access to texts of increasing complexity building upon the strategies learned in close reading. In content areas, such as Science, Math and Social Studies, ELLs are pre-taught academic vocabulary through different types of word-play. Students will act it out, talk it out and use shades of meaning to differentiate related words. Students will deconstruct and reconstruct sentences through close reading, using visuals and realia. They are given supports such as bilingual dictionaries/glossaries and use of Chromebooks for vocabulary development and comprehensible input.

Instruction in the Transitional Bilingual Kindergarten class will be in Chinese and English. Core content in the Bilingual Program will be delivered using the Teachers College Workshop Model and Go Math Curriculum. Guided groups, strategy groups, literacy centers, and independent center to support social and language developments. Instruction will be delivered in both Chinese and English in various ratios depending on students’ needs and levels.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In the TBE classroom, students are evaluated daily in their home language in the content areas. All ELL students are administered the NYSETELL to determine their progression level based on the results. Language paraprofessionals have been assigned to several of our ELL students with special needs to ensure that they have access to the general education curriculum after being evaluated in their home language. The paraprofessionals evaluate students' home language skills. Home language development is assessed through the use of Imagine Learning. Students are assessed using benchmark data for reading, writing, and mathematics through formative assessments. ELL students are assessed in their development of language skills through analysis of screening tools and on-going data analysis of individual learning paths through Compass Learning and Imagine Learning. The NYSESLAT and ELA are administered in English while the NYS Math and Science tests are offered in alternate languages. When necessary, or beneficial to the students, they may have the assessments available to them 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

There are currently no SIFE students enrolled at P.S.21. Should our population include SIFE students in the future, they will receive additional instruction in the form of AIS/RTI provided through programs such as Fundations, LLI-Leveled Literacy Intervention. Newcomers receive 360 minutes of ENL instruction per week. They are placed in classrooms with teachers that have experience working with ELLs. Classroom teachers collaborate with ENL teachers and attend professional development to improve their ENL instructional approaches. ENL teachers push into these classrooms for mandated number of minutes each week to work with classroom teachers and students. Teachers use methods such as Total Physical Response, the use of visuals to access prior knowledge, peer tutoring, and multiple entry points to differentiate instruction. The students receive small group instruction which is driven by the data attained through continuous assessment. Developing students receive 180 minutes of ENL instruction per week. During this time, lessons are aligned to the Common Core State Standards and differentiated to meet the needs of each student. Students, in small groups are provided with scaffolded lessons, multiple entry points and pre-taught academic vocabulary. Long term ELLs will receive language and academic support from an AIS or ENL teacher. They are also referred for professional evaluation for possible language processing deficits. Our current long-term ELLs are students who receive Special Education services. Our ENL instruction is differentiated based on students needs and is driven by the data available in these students’ IEPs. In order to provide transitional support, ELLs who have reached English proficiency receive 90 minutes of ENL instruction from ENL teachers. ENL teachers and classroom teachers are involved in continuous discussions of students’ language needs. The TBE classroom teacher provides students with opportunities to read literature in both English and their HL.

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

The instructional strategies used by teachers of ELL-SWDs provide access to academic content, by modeling good practices for core curriculum areas, differentiated materials, small group instruction, peer tutoring and reading/writing partnerships. Close reading and discussion protocols are used for support of student language skills. Teachers frontload vocabulary, use pictures, repetition and visual cues to facilitate learning. In addition, grade level materials such as Wilson, Explode the Code, Fundations, Touch Math, along with other compute-based programs are used to support phonemic awareness and language development.

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?
All educational decisions for our ELL-SWD’s are made in conjunction with the special educators, the classroom teacher, guidance counselor and SIT/PPT and LPT teams. Students are provided opportunities to learn with their non-disabled peers. If students are making significant progress in their current services and placement, the SIT team can provide support to students through flexible programming indicated on the student’s IEP within the program recommendations as a LRE. ENL providers continue to support students within the new recommended program both in ELA and content area instruction. All service providers have open communication and access to the IEPs of students on their caseload. ENL teachers of ELL-SWD provide both pull-out and push in services to support classroom content. Students are provided with language acquisition, and reading comprehension development through close-reading, shared reading and RTI based programs used to support students learning needs and students IEP goals. Students IEP goals are progress monitored to ensure they receive proper instruction to meet both their language and instructional content needs. ENL staff are part of the IEP process and support staff in the development of student instructional yearly goals and monitoring of student assessment results.

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.

All AIS/RTI services offered during the school day and afterschool are delivered in English. There is currently one Academic Intervention Specialist, one IEP teacher and a SETSS provider that offer support for our students. ENL teachers also provide RTI services to ELL students who are identified in need of AIS are scheduled into programs that support standard-based targeted instruction as a are pullout program using small group instruction. All content area tier 1 strategies are provided by the classroom teacher for all students. Within the classroom through small group instruction and individual conferences utilizing the Teacher’s College Workshop model, the work of Maryann Cucchiara, reading complex texts through close reading within Science and Social Studies content areas, deconstructing juicy sentences, academic word-play. Compass learning, LLI, guided reading lessons and GoMath programs support tier 1 interventions. Students are provided with support in language acquisition and individual language goals. ELL students in need of tier 2 and tier 3 are serviced by out of the classroom providers utilizing programs as well as double-dose of Fundations, LLI, small group skill and strategy based lessons as well as guided reading and shared reading for 6-8 week cycle and are progressed monitored on both daily and weekly. ELL students are provided are provided HLA supports through use of translated exams, lessons, questions, and charts. Students are provided with bilingual dictionaries to support content-based academic vocabulary understanding and usage.

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

After analyzing the data using the EDAT tool to compare NYSESLAT and state exam scores, reading and writing benchmark data and Go Math data we found that there are 79 students that have made no progress within their progression levels through grades 1-5. We noticed a trend between students who have stayed on the Expanding level for two years have discrepancies within their reading and writing levels, students are below the grade level standard. Our students in grades 3-5 who have made little no progress on the NYSESLAT and scored a level 1 or 2 on the state exams are at-risk for becoming longterm ELL’s. Our ENL SWD’s students are at great risk not making progress on the NYSESLAT, state-exams and reading and writing data.

Based on these results and trends we are implementing cycles of targeted instruction within the Title III after school program. A cohort of teachers implement the work of Maryann Cucchiara, supporting close reading skills within the content areas of Science and Social Studies with the use of academic word play and deconstructing juicy sentences. Compass Learning instructional time is provided for students opportunity to continue on their individual learning path.

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

N/A

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

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.
All students use the Go Math program which provides ELL differentiation activities to be provided by teachers. Students can access math support through Think Central. Students have access to Imagine Learning, a computer based literacy program for ELL students and struggling students. This leveled program places and tracks students as they progress in their literacy skills. Targeted areas are identified, calling attention to areas where the students need extra support. Students regularly use mobile computer labs, Chromebooks and iPads to access technology for multiple assignments in the classroom. The TCRWP allows teachers to use a variety of materials to meet the needs of their students for literacy instruction in planned units of study. Additionally, teachers have access to the LLI program, which is used with small groups of students for guided reading. The Fundations program and all its components are used for phonics instruction in the early grades and for entering ELLs to build early language skills. ELL students have access to a library of leveled books in English as well as a library containing bilingual books.

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

Newly arrived and entering level students are partnered with buddy students who help to support the home language for these students while transitioning to English. Many of our staff members speak multiple languages and language paraprofessionals offer home language support to identified students. Teachers provide students access to the curriculum supporting translation into their native languages. ELL students have access to a library of leveled books in English as well as a library containing books in other languages. ENL programs support students home language through the use of translated documents and content area instruction and assessments provided to the students to support language translation needs. Classrooms are supported with both words and pictures to support students English language development. Students are assessed using grade level reading and writing benchmark assessments, and grade-appropriate content area formative assessments. Our TBE program provides students opportunities to have ELA instruction and vocabulary work translated both in English and their home language. Classrooms are labeled in both the home language and English language. Home language support is provided through two periods each day within content area instruction.

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

Student age and grade levels are accurately established at registration, by checking the student’s date of birth and education history. When available, past report cards and academic reports are accepted and reviewed by the LPT team in order to accurately place students in age-appropriate grades. The ENL Coordinator and/or the pupil personnel secretary informs the ENL service providers, classroom teachers and any other previously mandated outside service provider of any newly admitted student who should be added to their roster. All students are provided with age and grade level curriculum materials for all content area subjects. Classroom teachers and ENL staff provide appropriate progression level supports to ensure students are provided with scaffolds, allowing access to the grade level curriculum. ENL staff provide language support to students and provide intensive literacy skills and strategies to improve students reading levels based on their reading level assessments. Students are matched to their current reading levels while being exposed to grade level units of study. Students are provided with scaffolds and accommodations of translated documents and texts to support their content area learning and language development.

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?

N/A

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).

The Parent Coordinator holds parent meetings to welcome the parents and the students to the school and assist them as they acclimate. These meetings occur at the onset of the school year and continue throughout the year. Workshops are held to assist parents with a variety of services and identified needs (translation and interpretation homework assistance, access to school wide events). Our guidance counselors are available to work with our newly arrived students and their families as they...
become acclimated to our school. After school and Saturday programs support newly enrolled families with language development and cultural support/understanding. Our school is part of a mentorship program to support entering and emerging Hispanic ELL boys in grades 1 and 2. The male mentors from JHS 185 provide support for language acquisition and social-emotional development.

17. What language electives are offered to ELLs?
   As an elementary school, we do not offer language electives.

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

   N/A

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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?

   Staff is provided professional development opportunities to support best practices adhering to the NYS Learning standards. Professional development offered to staff: social and emotional well being, grade level literacy expectations, supporting students in writing, early literacy foundational skills and oral language skills. Workshops are designed to scaffold literacy-based instruction. Information learned in these workshops as well as other staff development days are shared among the classroom teachers during common preparatory times as well as at grade meetings. The staff turn-keys information during PD sessions to support ENL instruction.

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.

   Professional development is offered to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all ENL teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Our Staff is provided with content area training with specifics to support special populations such as ENL students and ENL Students with disabilities. Our school staff is guided through professional development: Fundations and LLI- Leveled Literacy Intervention. The staff is provided with professional development opportunities to use the work of Maryann Cucchiara in developing language skills through close reading to support academic vocabulary. ENL teachers meets monthly as a PLC to support ELA using strategies studied in the work of Soto-“Ell Shadowing A Catalyst for Change”. ENL team members attend Liaison meetings and TBE workshops to support curriculum development.
All professional development days are documented in the Professional Development plan for the school. The secretary documents all workshops attended by teachers. She has, on file, copies of all workshops attended outside of the building. This ensures classroom and ENL teachers have the mandated hours of professional development in ENL. In-house professional development agendas and attendance kept on file by the ENL Coordinator.

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?

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. A Parent Advisory Committee led by the Parent Coordinator and monthly Coffee with the Principal allows parents to attend monthly meetings at the school to discuss their interests and ideas regarding school-related matters. A Workshops provide networking opportunities and information to our ELL parents. Workshops include: informing ENL parents of their rights and placement, promoting language acquisition, ways in which to help their child at home, homework help, and test prep information. Parents are invited to attend Title III events and culminating activities as part of our after-school programs. Parents are encouraged to attend monthly PTA meetings which focus on engaging children and rigorous learning. Parents are invited to attend or to volunteer at school functions (based on the school survey) and classroom events. All school communication is translated into languages based on HLIS. Translation is available for each meeting and event. Parents are encouraged to volunteer to support our school-wide need for translation and sign up with the parent coordinator as "Translation Buddies". Parents receive school notifications and classroom information through the REMIND translated into parent home languages. Parents volunteer their time for both oral and written communication for school information to those who cannot speak or understand English. The school provides workshops to parents of students in our TBE program providing activities to support both their home language content area learning and ELA instruction. Parents are invited to attend school-wide Parent Engagement Nights and are encouraged to meet with both classroom teachers and ENL staff during Tuesday afternoon parent engagement time. Parents are invited to attend workshops two times a year for support with their ELL-SWD. Parents of ELLs can participate in our Winter and Spring Multi-Cultural Nights, for which they volunteer to teach others dance and music from their culture and also prepare cultural food and read cultural literature. Parents are invited two times a year to a culminating celebration through our partnership with QTELL.

Our school secretaries are provided with professional development to support ENL parent intake during registration and overall parent support. Our school parent coordinator attends monthly meeting to learn skills and strategies for supporting families with their language development and family outreach needs.

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.
Part V: ELL Identification Attestation

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, Michael Swirsky, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Michael Swirsky</td>
<td>Principal</td>
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<tr>
<td>Jennifer Nigro</td>
<td>Assistant Principal</td>
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<tr>
<td>Jennie Cheng</td>
<td>Parent Coordinator</td>
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<tr>
<td>Lerna Karanfiloglu</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Donna Vetter</td>
<td>Parent</td>
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<tr>
<td>Sunny Kim/ ENL Provider</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Luisa Ghozzi/ AIS Teacher</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Lisa Hamada</td>
<td>School Counselor</td>
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<tr>
<td>Danielle DiMango</td>
<td>Superintendent</td>
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<tr>
<td>Maria Vasilius Rozos</td>
<td>Field Support Center Staff Member</td>
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**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 25Q21  **School Name:** Edward Hart  **Superintendent:** Ms. DiMango

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>Jennie</td>
<td>Cheng</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>No</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.

   Upon registration, the ENL Coordinator, assess home language and assigns the OTELE code on the HLIS form. This data is entered into ATS by the secretary. Our secretary downloads the RHLA and the RPOB reports from ATS to identify the written translation and oral interpretation needs of our parents. This report is distributed to our ENL teachers and our Parent Coordinator, who keeps an updated list for distribution of materials, flyers and information to our parents in the family room. The school’s Parent Coordinator also conducts a survey with the classroom teachers and gathers information regarding student language and home language needs. This list is managed and updated as necessary periodically, throughout the school year for distribution of materials, flyers, and other pertinent information that gets distributed home.

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.
We have four major languages represented in P.S.21; English 43% (students) Chinese 26% (students) Spanish 18% (students) and Korean 10% (students). We currently have approximately 5 Pashto speakers and 2 Italian students.

These findings are reported to the school at the SLT meeting, the PTA Executive and General Meeting and in the school’s bi-annual school newspaper.

### 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>A monthly parent letter describing the instructional goals of the literacy and math units of study is distributed in all grades in the parent's home language. This letter is available for translation through the GO Math, as part of the program. In addition, certain administrative letters or announcements are also sent home to parents in their native language. These letters are translated by the NYC Translation and Interpretation Unit. Teachers and other staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
</table>

Oral translators are hired for both the November and March Parent Teacher conferences to ensure parents have a meaningful conference and understand the expectations of the school and curriculum. Translators, either our own pedagoges or over the phone interpreters are also available at the ENL Parent meeting that take place throughout the school year. We have staff members and parent volunteers that assist during parent teacher conferences, the ENL parent meetings and during individual parent conferences throughout the year. Interpreters are always used during safety and special education meetings with parents who require this service. Oral translators and staff members are also used to administer student tests, in particular our Gifted and Talented testing, and the selected NYS examinations. We also use phone translators as well.

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

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

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

When parents register their students they are given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Also, in the main office on the counter, on a school bulletin board located by the main office, and in the family room, there is a notice that indicates translation services are available. In our school safety plan, it is stated that all parents regardless of language have access to the administrative offices. All major forms required to be signed are given in translated versions.

**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 parent coordinator is always available to the parents through telephone and email. The parent coordinator is also actively a part of the Title I activities throughout the year. The parent coordinator has formed a parent group of involved parents. This group regularly meets to discuss school matters and school improvement. The information gathered at these parent meetings is shared with the administration and staff as needed.

All letters and telephone calls are addressed directly with parents.

Parent surveys distributed also gathers feedback from parents yearly.