2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 25Q022
School Name: P.S. 022 THOMAS JEFFERSON
Principal: JENNIFER MEYER
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>25Q022</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>342500010022</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K – 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>153-33 Sanford Avenue, Flushing, NY 11355</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-762-4141</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-358-1260</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jennifer Meyer</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:JMeyer5@schools.nyc.gov">JMeyer5@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Jennifer Meyer</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Leah Lewis</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Janie Diaz</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Jennifer Meyer</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Claudia Lopez</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>none</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>none</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 25 |
| Superintendent: | Danielle DiMango |
| Superintendent’s Office Address: | 30-48 Linden Place, Flushing, NY 11354 |
| Superintendent’s Email Address: | DDimang@schools.nyc.gov |
| Phone Number: | 718-281-7505 |
| Fax: | 718-281-7519 |

## Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Queens North</th>
<th>Lawrence Pendergast</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>28-11 Queens Plaza North, Long Island City, NY 11101</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:lpender@schools.nyc.gov">lpender@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>917-225-2020</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax: 718-281-7690</td>
</tr>
</tbody>
</table>
## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

### Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Meyer</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Leah Lewis</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Janie Diaz</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lauren Gaglin</td>
<td>Member/ Secretary/Teacher Representative</td>
<td></td>
</tr>
<tr>
<td>Zirun Zheng</td>
<td>Member/ Parent Representative</td>
<td></td>
</tr>
</tbody>
</table>

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2018-19 CEP
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claudia Lopez</td>
<td>Member/ Parent Representative /Chairperson</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Hee-Jung Kim</td>
<td>Member/ Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Esther Wu</td>
<td>Member/Financial Liaison/Representative</td>
<td></td>
</tr>
<tr>
<td>Jeanne Powers</td>
<td>Member/Teacher Representative</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Member/Teacher Representative</td>
<td></td>
</tr>
<tr>
<td>RupinderKaur</td>
<td>Member/ Parent Representative</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

| 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. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 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. |
| 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. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: 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. |

### The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our vision is to create a highly collaborative environment, among staff, parents, and children, in which we prepare students for college and career readiness by attending to the whole child. We employ research-based best practices while piloting new academic programs and interventions to provide students with various avenues to success in school and in life. Our high expectations for student performance, in tandem with the New York State Common Core State Standards, are routinely communicated to all relevant parties as part of our daily practicum.</td>
</tr>
</tbody>
</table>

2018-19 CEP
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.

PS22Q is a Title I, elementary (Pre-K to 5) school, located in Flushing, Queens. We serve a population of over 800 children, most of whom are immigrants, including first-generation. Our students represent the multi-ethnic, multicultural neighborhood of Flushing, where many new immigrants arrive daily. There are over 25 nationalities represented among our students. Approximately 60% of our children are English Language Learners and over 80% of them come from homes in which languages other than English are spoken. Chinese (mostly Mandarin, but also Cantonese and other Chinese dialects) and Spanish are the predominant languages spoken by our students. However, we also have students who speak Korean, Pashtu, Urdu, Bengali, Punjabi, Russian, Albanian, and Nepali.

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

our Hispanic ELL students are our targeted subgroup.

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.

PS 22Q has achieved numerous prestigious accomplishments including being designated a New York State Reward School, receiving a majority of 'Well Developed' ratings on the school Quality Review, and receiving a majority of 'Excellence' ratings on the New York City Framework for Great Schools Report.

Despite our pattern of excellence, we recognize the ever-changing nature of students, families, and pedagogy. Therefore, we have considered avenues of continued improvement and we have chosen the following areas of focus for the 2018-19 school year: 1) Building strong roots in mathematics by participating in the Algebra For All program and aligning professional development to teacher’s instructional needs and student’s academic needs as measured by a 5% increase on their performance on the 2019 State math test, ADVANCE, and end of unit tests. 2) fostering a supportive environment across the schools and a clear vision for Social Emotional Learning through the continued use of RULER, participation in the Muttigree program, parent teacher home visits, and a staff “adopt a student” program ultimately providing a large variety of nurturing experiences resulting in a 5% increase in students feeling connected to adults in the building as measured by teacher created surveys based on scholar centric. 3) building collaboration and alignment in teacher pedagogy and content knowledge across the curriculum through targeted professional development and planning opportunities focused on designing instruction that requires clear expectations, higher level thinking, student centered and rigorous tasks in order to increase student engagement resulting in 3% increase of teachers receiving an overall rating of “highly effective” in Danielson component 3c. 4) working closely in teacher team inquiry groups to increase teacher content knowledge, closely analyze student work products and improve instructional practices in Mathematics and ELA utilizing a variety of data sources resulting in a 3% decrease in the achievement gap of targeted sub-groups on the New York State ELA and Mathematics Assessment. 5) Strengthening our positive and collaborative relationship with families by creating a variety of both academic and enriching workshops and opportunities for parents to participate in with their children resulting in a 3% increase in parents responding positively about school events as measured by the 2019 New York City School Survey Report and/or a 3% increase in students reading at or above grade level in fifth grade as measured by TC Running Record levels.

2018-19 CEP
All of the above goals have been determined after careful consideration of our school data and a commitment to effectively creating a learning environment of professionalism and academic rigor within the context of camaraderie, mutual respect, and shared trust.
**School Demographics and Accountability Snapshot for 25Q022**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04,05</td>
<td>921</td>
<td></td>
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</tr>
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**English Language Learner Programs (2018-19)**

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

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>26</td>
<td>65</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># Dance</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>39</td>
<td>39</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**School Composition (2017-18)**

- % Title I Population: 91.0%
- % Attendance Rate: 96.2%
- % Free Lunch: 84.4%
- % Reduced Lunch: 6.7%
- % Limited English Proficient: 50.3%
- % Students with Disabilities: 10.5%

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

- % American Indian or Alaska Native: 0.4%
- % Black or African American: 0.5%
- % Hispanic or Latino: 33.0%
- % Asian or Native Hawaiian/Pacific Islander: 61.9%
- % White: 3.3%
- % Multi-Racial: 1.3%

**Years Principal Assigned to School (2018-19)**

| # of Assistant Principals (2016-17) | 4 |

**% of Teachers with No Valid Teaching Certificate**

| % Teaching Out of Certification | 0% |

**% Teaching with Fewer Than 3 Years of Experience**

| 12% |

**Student Performance for Elementary and Middle Schools (2017-18)**

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

| No |

** ELA Performance at levels 3 & 4 | 63.3% |

** Mathematics Performance at levels 3 & 4 | 74.3% |

** Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 91% |

** Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

**Student Performance for High Schools (2017-18)**

** ELA Performance at levels 3 & 4 | N/A |

** Mathematics Performance at levels 3 & 4 | N/A |

** Global History Performance at levels 3 & 4 | N/A |

** US History Performance at Levels 3 & 4 | N/A |

** 4 Year Graduation Rate | N/A |

** 6 Year Graduation Rate (2011 Cohort) | N/A |

** Regents Diploma w/ Advanced Designation | N/A |

** % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

** Overall YSH = Yes Safe Harbor**

** Elementary/Middle School**

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

** High School**

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

2018-19 CEP

12
### Part 1 – Needs Assessment

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

According to the 2018 NYS Math exam, 72% of English Language Learners in grade 4 scored a proficiency level of 3 or 4 compared to 45% of students scoring a proficiency level of 3 or 4 on the 2017 NYS Math exam, resulting in a 27% increase.

Also, according to the 2018 NYS Math exam, 91% students with disabilities in grade 4 scored a proficiency level of 3 or 4 compared with 31% of students scoring a proficiency level of 3 or 4 on the 2017 NYS Math exam.

In addition, 68% of Hispanic 4th graders scored a proficiency level of 3 or 4 on the 2018 NYS Math exam compared to only 39% of 4th graders scoring a proficiency level of 3 or 4 on the 2017 NYS Math exam.

According to the 2016-2017 Framework for Great Schools Report 71% of students tested met or exceeded State standards on the State Math test in 2017.

In fifth grade, 62% of students scored in overall proficiency level of 3 or 4 on the 2018 NYS Math exam compared to 68% of 5th graders scoring proficiency level of 3 or 4 on the 2017 NYS Math exam, resulting in a 6% decrease of proficiency level 3 or 4.

Based on our most recent NYS Math results from 2018, when asked questions aligned to the Common Core standard, 5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, 38% of 5th graders answered questions correctly. In addition, when answering questions aligned to the Common Core standard, 5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, 40% of 5th graders answered questions correctly. Based on our current data, we have noticed a trend of our school’s lowest performing standards in 5th grade all involved fractions. Furthermore, based on this data, this current trend involving fractions extends into 3rd and 4th grade.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>By June 2019, we will build strong roots in mathematics by participating in the Algebra For All program and aligning professional development to teacher’s instructional needs and student’s academic needs, with a specific focus on the New Generation Standard, NY-5.NF.6: Solve real world problems involving multiplication and fractions and mixed numbers.</td>
</tr>
</tbody>
</table>
numbers, resulting in a 5% increase in the number of 5th grade ELLs attaining a proficiency level of 3 or 4 on the NYS Mathematics Assessment.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

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

Teachers will analyze data on an ongoing basis administering Pre- and Post-Math Assessments.

Teachers will develop tools that can be used to collect formative assessment data throughout the unit and implement next steps based on the assessment. Teachers will create scaffolds targeting elements of the New Generation Standard, NY-5.NF.6: Solve real world problems involving multiplication and fractions and mixed numbers.

Teachers will share best practices utilizing formative assessment and creating next steps.

Teachers will provide students with scaffolds that can be used for independent work.

Teachers will use PD time to further develop student formative assessment tools.

<table>
<thead>
<tr>
<th>Targets Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All teaching and support staff. Students in grades 3-5.</td>
<td>September 2018 through June 2019.</td>
<td>School leadership, Community School District (CSD) 25 Superintendent, On-site Algebra for All Consultant, Staff Developers, ESL Teachers, Special Education Teachers, Core and Teacher Inquiry Teams, STEM Teacher, and At-risk Math Intervention Teacher</td>
</tr>
</tbody>
</table>
School leaders will monitor student progress through routinely collected data, such as Individual Student Level charts, Progress Reports, Report Cards, and the Advance observation process. Specifically, teachers will use feedback to reflect on and revise instruction practices to further enhance their teaching practices and pedagogy in mathematics.

At-risk Math Intervention Teacher will conduct baseline samples from each child identified.

At-risk Math Intervention Teacher will communicate and share data with classroom teachers, ENL teachers, and support staff so that formative assessments can be created to drive instruction.

At-risk Math Intervention Teacher will use instructional reports and end of unit assessments along with data from last year to support staff and students.

STAR Assessment Universal Screener will be utilized for grades 3-5 to measure performance and obtain data that will be used to modify future plans.

Additional planning periods will be provided for teachers.

Math enrichment opportunities will be provided to students.

<table>
<thead>
<tr>
<th>Professional Development</th>
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<tbody>
<tr>
<td>Designated teachers will work with Staff Developer and On-site Algebra for All Consultant to differentiate instruction to meet the needs of ELL's, SWD's and high achievers based on ongoing formative and summative assessments.</td>
</tr>
</tbody>
</table>

| School leaders, all teachers | September 2018 through June 2019 | School leadership, all teachers, and On-site Algebra for All Consultant |
On-site Algebra for All Consultant will help to build content knowledge and strengthen teacher pedagogy in Math instruction.

The Algebra for All On-site Consultant will build content knowledge and strengthen teacher pedagogy with a focus on the New Generation Standard, NY-5.NF.6: Solve real world problems involving multiplication and fractions and mixed numbers.

There will be a focus on deepening Mathematical practices to show teachers how to plan for open-ended investigative math tasks and lessons. Specifically, the consultant will guide teachers toward creating tasks and lessons that require a high level of cognitive demand for all students. Also, the consultant will help teachers create meaningful connections, in their lessons between procedures, concepts, and help to provide opportunities for building a coherent view of mathematics. Finally, the consultant will guide teachers toward developing lessons that ensure progress toward mathematical goals by making explicit connections to student approaches and reasoning.

To build capacity and to spread exemplary practice across the school a 4th grade teacher will be included in the 16 half-day PD sessions with the On-site Algebra for All Consultant.

Teachers will explore options to supplement our Algebra for All initiative by researching alternative curricula including Metamorphosis and Math in the City.

Teachers will attend professional development sessions offered by our in-house staff developer.
Teachers will turnkey/attend workshops outside of school and on Monday afternoons that model best practices.

Teachers will conduct and take part in inter-visitations on and off-site and lab sites to see these best practices in action.

Teachers will learn, turnkey, and implement Math strategies in accordance to their students’ areas of strengths/weaknesses.

Professional Development will be provided to teachers and staff members who are responsible for implementing the STAR assessment universal screener and progress monitoring tool.

**Additional Programming for ELLs and SWDs**

Teachers will increase the frequency with which they confer and assess the progress of ELLs and SWDs, holding them accountable for self-assessment and their goals.

ELLs and SWD’s will attend early bird and after school program to further support their needs based on ongoing assessment.

Guidance staff will support students with social-emotional issues that impede academic development.

At-Risk Math Intervention Teacher will support ELLs and SWDs with scaffolds that will bridge the gap.
All teachers, especially ENL and intervention teachers, will emphasize the use of scaffolds for ELLs and Students with IEPs to bridge the gap between misconceptions and proficiency.

### School-Student-Family Bonding Opportunities

<table>
<thead>
<tr>
<th>All Students and their families</th>
<th>September 2018 through June 2019</th>
<th>School Leadership, PTA, Parent Coordinator, Staff Developer</th>
</tr>
</thead>
</table>

**Monthly Coffee and Conversations with the Principal.**

**Parent Workshops on supporting students at home and understanding the curriculum.**

**Fun activities planned for Tuesday Family engagement time to support parents and students.**

**Translated Math introductory chapter letters to parents.**

---

### 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.

In order to build families’ understanding of Rigorous Instruction and the Common Core in order to support their children at we are implementing the following:

- PS 22 frequently opens their doors to parents to discuss curriculum and instruction. Administration often holds "coffee and conversation" meetings with families to discuss, in an open forum, how our school operates and what can be expected.

- Teachers frequently hold either individual classroom meetings or grade level meetings with families to discuss upcoming units, share and review student work, and prepare families for the rigorous instruction that their students will be engaged in.

- A Chinese speaking school aide, who not only has an elementary school age child herself, but is also involved in the community through a non-profit after school agency, works closely with parent coordinator and families. She is able to speak with parents, provide them with information and support, and make connections to their needs and struggles. Through her communication with our families, she has been able to determine and present workshops on specific topics our parents need and want to learn more about.
A "Curriculum Blurb Newsletter" is sent out with each student at the beginning of each month outlining what they will be immersed in, for each subject area, for the month ahead. This explains to families what their students will be learning and also highlights tools and ways that they can help their students at home.

**Part 4 – Budget and Resource Alignment**

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

| Salary for per session staffing (Title III) |
| Schedule adjustments and substitute coverage to facilitate PD |
| Schedule adjustments for departmentalized classrooms |
| Common prep time and ESL congruence preps built into the year |
| Additional planning prep once a month for all teachers |
| Inquiry team time |
| Use of teacher teams, peers, On-site Algebra for All Consultant, and At-risk Math Intervention Teacher |
| Additional collaborative planning time |
| The Danielson Framework and Advance for teaching evaluations combined with "grow and glow" feedback provided after each observation from administration |
| Title III funding for ELL trips outside school hours |
| Translation resources |
| Utilizing licensed ESL and Special Education staff members to provide staff development |

**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>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>
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<td></td>
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<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By January 2019, teachers will utilize assessments in the area of Math to drive their instruction, including but not limited to, Mid-Year STAR assessment, End of unit Math Exams, Mid-Year Go Math Assessment, as well as formative assessments, so that at least 50% of students show progress as measured by STAR 360.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
STAR 360

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?

Since our school has implemented RULER in 2017-2018, we have found that students are able to recognize their emotions, understand the causes and consequences, label the emotions to describe feelings precisely, express emotions to communicate in effectively, and regulate those emotions. Administrators, teachers, staff and parents are now assisting our students with challenging emotional experiences with effective strategies to regulate a positive school climate and culture. This indicates that the protocols that we have established are effective. We use protocols such as Crisis Intervention Team, SBST Team, Student of the Month, Life Skills Center, Respect for All curriculum, Peer Mediation, “Cozy Corner” in the cafeteria and in the classrooms, Student Government, Family Nights, Kindergarten Lunch Monitors, After-school enrichment programs such as Beautiful Me and Family Fun Days, Classroom incentive Charts, Classroom Economy token program, and daily/ weekly reflections using the Charter.

Although these teams, programs, and classroom management protocols are effective more specific guidelines for handling uncomfortable feelings and methods for creating and sustaining a positive climate need to be implemented. To collect data, the Emotional Intelligence Team analyzed the questions on the scholar centric survey and created a child friendly survey specific to each grade. The results of the Emotional Intelligence survey administered at the end of 2018 across Pre-K to 5, show that our students did not feel that they have at least one person in school that they can trust and talk to.

Throughout the 2018-2019 school year, we will implement new programs such as Parent Home Visits, the Muttigree program and a staff “adopt a student” program to provide a large variety of nurturing experiences and ensure that we are supporting the whole child. The implementation of the the Parent Home Visits will foster the connection between the student, parents, and teachers. Additionally each staff will “adopt a student” where the child will feel supported in school and have someone who they feel comfortable with. Along with that we will be implementing the Muttigree program curriculum into the classroom by using Lady Jefferson to help students become calmer, social, and focused students.

Part 2 – Annual Goal

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

By June 2019, we will foster a supportive environment across the schools and a clear vision for Social Emotional Learning through the continued use of RULER, participation in the Muttigree program, parent teacher home visits, and a staff “adopt a student” program ultimately providing a large variety of nurturing experiences resulting in a
5% increase in students feeling connected to adults in the building as measured by teacher created surveys based on scholar centric.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - 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). | | | |

Classroom Teacher will administer the student friendly surveys to students across grades Pre-K to 5 at the beginning of the year, middle of the year, and end of the year.

School leadership/ Emotional Intelligence Team will analyze the social emotional survey results throughout the school year to determine the areas of concerns and monitor students social emotional growth.

The Mutt-i-grees program curriculum will be incorporated into the classroom to create calmer, better-focused, and more social students.

Motivational quotes will be displayed around the school to promote positive thinking and social emotional growth.

Teachers and students will create a classroom charter and continue to conduct daily/weekly reflections using the Charter.

Guidance/ SAPIs staff will provide social-emotional support to students and teachers by conducting a series of lessons throughout the school year.

Guidance/ SAPIs staff will provide social-emotional support and strategies to students and families.
Administrators/ Teachers and Parent Coordinator will work with families to support their understanding of the RULER approach to Social and Emotional Learning by conducting parent workshops.

Teachers and staff will receive continued support and professional development with the building administrators/ RULER trainers.

Spanish speaking Parent Coordinator and Chinese speaking school aid will work with families to support their understanding of the RULER Approach and assist at parent workshops.

Teachers/ students will assess the mood meter on things that went well and things that need to be improved upon.

Teachers/ staff will receive ongoing lessons and skill-building activities to develop their RULER skills.

SAPIs (Substance Abuse Prevention Intervention Specialists Counselor) will facilitate student-led conflict resolution and self-esteem groups via lunchtime sessions, including the Cozy Corner Cafeteria.

### Professional Development

Teachers and staff will received continued support and professional development with the buildings RULER trainers.

Teachers/ Staff will receive ongoing lessons and skill building activities to develop their RULER skills.

An Emotional Intelligence team member for all stakeholders will turn key current practice to their constituents.

### Additional Programming for ELLs and SWDs

Spanish speaking Parent Coordinator and Chinese speaking school aide will work with families to support their understanding of the RULER Approach and assist at parent workshops.

| School leaders, all teachers, parents of ELLs and SWDs, Parent Coordinator | September 2018 through June 2019 | School leadership, RULER trainers, Emotional Intelligence Teacher Team, Guidance Team |

| All teachers, guidance, SAPIs, technology specialist | September 2018 through June 2019 | School leadership, RULER trainers, Emotional Intelligence Teacher Team, Parent Coordinators ENL teachers |
Teachers will use pictures to scaffold the important vocabulary of RULER, the Charters, and the Mood Meter.

Teachers will administer the surveys by including picture support and reading the questions out loud.

Teachers will incorporate oral language and written prompts to assist the students to formulating their responses and expressing their emotions.

<table>
<thead>
<tr>
<th>School-Student-Family Bonding Opportunities</th>
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<tbody>
<tr>
<td>Parents will be invited on Tuesday Afternoons to join their children in creating a Family Charter to encourage the use of RULER within their homes and outside of the school building,</td>
</tr>
<tr>
<td>All students and their families</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Chinese speaking school aide will hold workshops to help families understand the Emotional Intelligence program at home.

Parent coordinator will communicate with families to help them understand the Emotional Intelligence program at home.

Parents are encouraged to attend "open school week" so that they are aware of the Emotional Intelligence Program and can work alongside teachers, administrators, and staff to make this program successful.

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.

<table>
<thead>
<tr>
<th>Scheduling for PD, Inquiry meetings, PTA events, Parent Workshops, and music performances</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCRWP funding</td>
</tr>
<tr>
<td>Budget for translators if parent volunteers are insufficient</td>
</tr>
<tr>
<td>Budget for technology licenses, STEM materials, and printing materials</td>
</tr>
</tbody>
</table>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
Part 5 – Progress Monitoring

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

*By January 2019, there will be a 2.5% increase in students feeling connected to adults in the building as measured by teacher created surveys.*

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

- Danielson Observation Reports
- OORS Reports
- Teacher created SIE Survey

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

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

Part 1 – Needs Assessment

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

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

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

Historically, our progress reports have indicated a weakness in the area “closing the achievement gaps for subgroups, including English language learners (ELL’s) and Students with Disabilities (SWDs).” However, according to the 2013-2014 school quality guide we were rated as “meeting target” for closing the achievement gap. In addition, according to the 2016-2017 school quality snapshot we received an “excellent rating” in regards to closing the achievement gap and showing an improvement of ELL’s test scores on the ELA. While this data is encouraging and indicates that we are moving in right direction, our demographics are showing an increase in our ENL population prompting the need to accommodate ENL learners even more, especially our Hispanic ENL learners.

According to the 2016-17 School Quality Snapshot:

- Based on the results on the school quality guide from the 2016-2017 school year; our demographics show that our school is 53% English Language Learners. This number has increased by 8% from the 2016-2017 school year prompting the need to accommodate learners even more.

According to an analysis of NYSESLAT 2018:

- An analysis of PS 22 NYSESLAT for 318 ELLs in grades 1-5. Approximately 60 ELLs scored commanding. Approximately 23 ELLs scored expanding and 3 or 4 on the ELA.
- 3% of ELLs are in their fifth or sixth year of service
- There was an increase in Speaking across the grades from last year’s NYSESLAT.
- Writing has been noted as the area of need throughout the grades.

According to an analysis of 2018 ELA and Math:

ELA

- In 3rd grade, 72% of ELLs scored a level 1 or 2 on the ELA. There was a 2% decrease in proficiency level 3 or 4 from 2017. 68% of the 3rd grade students with an IEP scored a level 1 or 2 on the ELA. An analysis of our Hispanic subgroup, shows ELA growth from the 2016-2017 school year. In 2017, 33% of Hispanic students tested scored a level 3 and 48% of Hispanics tested scored a level 3 or 4 on the 2018 ELA.
- In 4th grade, ELLs, students with IEP’s and the Hispanic subgroup showed progress on the 2018 ELA. 76% of the ELLs tested scored a level 3 or 4. 66% of 4th graders with IEPs scored a level 3 or 4. 69% of the Hispanic subgroup tested 3 or 4 in 2018.
• In 5th grade, 90% of the ELLs scored a level 1 or 2 on the ELA. 80% of the students with IEP’s tested scored level 1 or 2 on the 2018 ELA. 58% of Hispanic students tested scored a level 1 or 2 on the ELA. This grade has been targeted as the weakest.

Math

• In 3rd grade, 68% of ELLs tested scored a level 3 or 4 on the 2018 NYS Math exam, 63% of students with IEPs scored a level 3 or 4, and 86% of the subgroup of Hispanic test takers scored a level 3 or 4. All targeted subgroups in 3rd grade showed an increase in number of students scoring a level 3 or 4 on the NYS Math exam.
• In 4th grade, 72% ELLs scored a proficiency level of 3 or 4 on the 2018 NYS Math exam. As compared with the previous year only 45% of 4th graders identified as English Language Learners scored a proficiency level of 3 or 4 on the 2017 NYS Math exam. 91% students with IEP’s scored a proficiency level of 3 or 4 on the 2018 NYS Math exam. 68% of 4th graders that were identified as the subgroup of Hispanic decent scored a proficiency level of 3 or 4 on the 2018 NYS Math exam. All targeted sub-groups in the 4th grade showed growth from the previous year.

Part 2 – Annual Goal

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

By June 2019, teachers will work closely in teacher team Inquiry Groups to increase teacher content knowledge, closely analyze student work products and improve instructional practices in Mathematics and ELA utilizing a variety of data sources resulting in a 3% decrease in the achievement gap of targeted sub-groups on the New York State ELA and Mathematics Assessment.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
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| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Teachers will analyze data and results of the 2018 NYSESLAT NYS ELA, and NYS Math exam to determine specific areas of needs for all students</td>
<td>September 2018 through June 2019</td>
<td>School leadership, Community School (CSD) 25 Superintendent, Teacher's College (TC) Staff Developers, ENL Teachers, Special Education Teachers, Support Teachers, Core and teaching staff</td>
</tr>
</tbody>
</table>

Classroom and ENL teachers meet for planning and analysis of student work to ensure that students are progressing and to differentiate instruction according to the students' needs.

Baseline data will be gathered through the usage of the STAR screener and progress monitoring tool.

School leaders will monitor student progress through routinely collected data, such as Individual Student Level charts, Progress Reports, Report Cards, and the Advance observation process.

Teachers will differentiate ELA strategies for students, conduct strategic small group instruction, provide print-rich classroom environments, implement ways to monitor individual participation in classroom conversations, and create language structure prompts (verbal and written) to assist students with the formulation of appropriate, meaningful responses. These instructional supports will be provided with the research-based framework of TC’s workshop model of literacy instruction.

Students who are identified as at-risk will be involved in RTI programs such as FUNdations, SPIRE, Sound Sensible, and Leveled Literacy Intervention. At-risk math students will work with the Math Intervention Teacher.
At-risk Math Intervention Teacher will communicate and share data with classroom teachers, ENL teachers, and support staff so that formative assessments can be created to drive instruction.

At-risk Math Intervention Teacher will use instructional reports and end of unit assessments along with data from last year to support staff and students.

### Professional Development

Teachers will attend professional development sessions regarding the implementation of effective use of formative assessments, and differentiated instruction using data gathered in all subject areas. Sessions will be geared toward working with all targeted subgroups.

Teachers will learn, turnkey, and implement ELA/Math strategies in accordance to their students’ areas of strengths/weaknesses geared towards all targeted subgroups.

ESL and Special Education teachers will continue to provide teachers with professional development focused on NYSESLAT Targets of Measure (TOMs), the 2018 NYS tests and implications for instruction aligned to the Next Generation Learning Standards for the implementation of effective scaffolds for targeted subgroups.

| School leaders, all teachers | September 2018 through June 2019 | School leadership, all teachers, TC staff developers, CSD 25 specialists, NYCDOE Dept. of ELLs and SWDs, Parent Coordinator |

2018-19 CEP
**Additional Programming**

Early bird and Afterschool to provide additional instructional time and strategy practice

Newcomer periods that provide newly arrived children with additional opportunities for language acquisition and communication within a small group setting.

Special trips for ELLs to provide exposure to settings and experiences beyond the school community.

Saturday Family Fun Day to encourage interactions with the community and increase conversations in all languages.

**School-student-family Bonding Opportunities**

School leaders, Parent Coordinator, ENL, Special Education, and General Education teachers will develop parent workshops to communicate how to support students' academic needs at home.

Parent-child workshops during Parent Engagement on Tuesdays

PTA Events (Fall festival, Movie Night, Flea Market)

Parent-teacher conference night exposure to feedback

Classroom reading/writing celebrations and feedback sharing

Career Day

Talent Show

Multicultural Day

Drama Performance

Guidance Workshops for Parents

<table>
<thead>
<tr>
<th>All targeted subgroups</th>
<th>September 2018 through June 2019</th>
<th>School leadership, ENL teachers, Support Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students and Parents</td>
<td>September 2018 through June 2019</td>
<td>School Leaders, All Staff, PTA, and Parent Coordinator</td>
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</tbody>
</table>
Coffee and Conversation with Administration

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.

Throughout the school year, September 2018 through June 2019, parents are encouraged to attend family workshops during parent-engagement time on Tuesday afternoons.

Teachers, administrators, and parent coordinators encourage parents to attend open-school week so that families can see and understand how teacher's are collaborating effectively to support their student's learning needs. Families are invited to not only observe, but to join the class in engaging learning experiences.

Chinese speaking school aide will provide information to families.

Family bonding opportunities throughout the school year are held.

SLT meetings held with administrators, teachers, and parents to discuss school-wide issues and events.

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.

- Substitutes for professional development
- Voluntary food submission for multicultural night
- Title III funding for after school and early bird
- PTA budget for PTA sponsored events
- PTA members and volunteer teaching staff for events occurring after school hours
- Aides support for photocopying workshop and volunteer related documents
- Budget for coffee and conversation refreshments

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

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<tr>
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</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2019, teachers will work to close the achievement gap across targeted subgroups, specifically our ENL Hispanic population, by incorporating strategies and techniques developed and studied during teacher team inquiry groups so that at least 1.5 percent of our targeted subgroup will show growth as measured by running records.

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

| 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.

Generally, teachers have been successful in Danielson component 3c, engaging students in instruction. For instance, among the teachers rated in ADVANCE during the 2017-2018 school year, 65% of them scored an overall effective rating for student engagement in each observation. Teachers scoring a developing in one or more observation showed growth by scoring effective in the following observations. However, only 11% of teachers scored a highly effective in student engagement in two or more observations and 19% of teachers scored at least one highly effective. Student engagement is an integral part of effective learning and teaching. In fact, when talking about the importance of student engagement the Danielson rubric states, “student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it.” With that said, it brings to light that all of the other components must be strong in order to be highly effective in student engagement as well. Therefore, in order to support teachers and build their capacity in student engagement we need to strengthen their pedagogy and knowledge across the curriculum.

To achieve this, teachers will participate in cycles of learning with the in-house staff developer and TC staff developers. The cycles will last for 4-6 weeks and consist of an overview meeting, lab sites, inter-visitations, in class coaching support, data review, think tanks, and debrief sessions. Teachers will be asked to complete exit tickets about their experience and their plan for continued implementation of their new learning. Follow-up coaching visits in the classroom will help support teachers with their new learning and prevent the “implementation dip” that often occurs. In addition to curriculum and instructional support, all learning cycles will include ways to engage students such as inquiry, questioning, rigorous and meaningful tasks, supportive partnerships, student choice, reflective practices, and self-assessment. Teachers will be asked to think about designing instruction and tasks that require them to not only be interested, enthusiastic, and motivated but also to ensure “they are challenged to be minds-on” and aware of the tasks’ expectations. Danielson defines an engaged classroom as a classroom where, “students are developing their understanding through what they do.” This is the lens all teachers should have as they design their tasks and lessons.

Cohorts will be created based on areas of need and various data sources. For example, we developed targeted professional learning for word study based on the June 2018 MoSL and 2018 ELA results. In June 2018, while all students showed progress on our MoSL, the results also indicated that 16% of K, 32% of 1st, 17% of 2nd, 28% of 3, 13% of 4th, and 23% of 5th scored below benchmark. In addition, our ELA results indicated that vocabulary acquisition, determining word meaning, and vocabulary usage were among our lowest five performing standards across grades 3, 4, and 5. These results prompted an audit of the curriculum to ensure that in addition to our reading workshop, word study and authentic vocabulary instruction was being done with fidelity and in an engaging manner. Based on this data, first grade continues to participate in targeted professional learning in Fundations and grade 3 is now implementing Words Their Way into their instruction due to their high number of below benchmark readers. School wide, teachers are looking at their vocabulary and word study instruction and ensuring that it is aligned to their students’ needs. Future professional development is planned around aligning their work with the TC reading
progressions, diving deeper into understanding what the lowest performing standards mean, and looking at units of study to identify teachable moments for contextual vocabulary and word study instruction.

Our TC staff developers will also work in small grade cohorts and conduct targeted professional learning sessions consisting of lab sites inter-visitations, and coaching sessions. The in-house staff developer and the district assigned Universal Literacy Coach will support the teachers in this work by conducting walk-throughs and coaching visits in between TC sessions.

To support planning needs, all teachers will be given extra planning preps throughout the year. This time is allotted for planning and preparation as outlined in components 1a Demonstrating knowledge of content and pedagogy and 1e Designing coherent instruction. ENL teachers and classroom teachers will continue to have congruence time so that they can align their teaching and plan effectively for the students. Teachers will also participate in multiple opportunities for job embedded professional learning through inquiry teams and inter-visitations. These inter-visitations have been increased from 2 to 4 this year. Teachers will be matched for inter-visitations based on ratings in ADVANCE, needs, and teacher interest. All highly effective practices will be highlighted, especially teachers that have demonstrated strong abilities to engage students. As a follow-up, teachers will be asked complete exit tickets about their experience and their plan for implementation of their new learning.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will build collaboration and alignment in teacher pedagogy and content knowledge across the curriculum through targeted professional development and planning opportunities focused on designing instruction that requires clear expectations, higher level thinking, student centered and rigorous tasks in order to increase student engagement resulting in 3% increase of teachers receiving an overall rating of “highly effective” in Danielson component 3c.</td>
</tr>
</tbody>
</table>
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will receive extra preps throughout the year to plan and analyze data</td>
<td>All Staff</td>
<td>September 2018 through June 2019</td>
<td>School leadership, TC staff developers, Teachers, Staff Developer</td>
</tr>
<tr>
<td>Classroom Teachers and ENL teachers will have congruence periods to plan, analyze data, and align their instruction.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teachers will collect formative assessment data throughout the unit and implement next steps based on their assessment.</td>
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<td></td>
</tr>
<tr>
<td>Teachers will share best practices during inter-visitations.</td>
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</tr>
<tr>
<td>Teachers will analyze ELA and Math data from last year’s state test to pinpoint our five lowest performing standards to help design coherent instruction and support students in these areas.</td>
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<tr>
<td>RTI teachers will utilize the data and the ongoing progress monitoring to assist in their assessment and development of targeted small group instruction.</td>
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<tr>
<td>K-3 teachers will implement Fundations and Words Their Way with fidelity, attend workshops, and receive in class coach sessions to better support their students in reading and writing.</td>
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</tr>
</tbody>
</table>
4-5 teachers will review their word study and vocabulary instruction to ensure that it is effective, meaningful, and representative of what their students need.

All teachers will analyze data to help them design, differentiate, implement, revise, and improve their instructional practices.

Teachers will participate in inquiry teams aligned to the school goals.

**Professional Development**

Teachers will work with TC staff developers, the in-house staff developer, the universal literacy coach to differentiate instruction to meet the needs of ELL’s, SWD’s and high achievers and thoroughly engage them in their learning by designing rigorous, high level thinking, meaningful tasks for all learners.

Teacher will attend district and Teacher’s College workshops in various locations to increase their knowledge and turnkey pertinent information to their colleagues.

Teachers will participate in need-based cohort learning cycles consisting of overview meeting, lab sites, inter-visitations, coaching support in class, data review, think tanks, and debrief sessions prioritizing designing coherent instruction and student engagement.

K-3 teachers will attend various professional learning sessions and receive in class coaching sessions to support their work with their word study programs.

4-5 teachers will participate in PD on Mary Anne Cuchiara’s work in order to support their content work and vocabulary instruction.

**Additional Programming for ELLs and SWDs**

In grades 3-5, teachers will use formative assessments and STAR data, teachers to differentiate instruction to meet the needs of ELL’s and SWD’s.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Participants</th>
<th>Dates</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's College Workshops</td>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>School leadership, all teachers, TCRWP staff developers, CSD 25 specialists, NYCDOE,</td>
</tr>
<tr>
<td>Professional Development</td>
<td>School leaders, all teachers,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need-Based Cohort Learning Cycles</td>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>School leadership, all teachers, TCRWP staff developers, CSD 25 specialists, NYCDOE,</td>
</tr>
<tr>
<td>ELLs and SWDs Programming</td>
<td>All teachers, ENL and Special Education teachers, and RtI teachers</td>
<td>September 2018 through June 2019</td>
<td>School leadership, ENL and Special Education teachers, and RtI teachers</td>
</tr>
</tbody>
</table>
Ell's will attend early bird and after school program to further support their needs based on ongoing assessments and STAR Data.

Rtl Teachers will use STAR data to create targeted small groups to support the needs of students.

4-5 teachers will participate in PD on Mary Anne Cuchiara’s work in order to support their content work and vocabulary instruction.

ENL teachers will participate in a cohort to create unit plans aligned to the standards, passport curriculum, and Mary Anne Cuchiara’s work in order to provide ENL’s access to complex text and vocabulary.

Students will participate in an early bird instructional program focused on word study and comprehension support utilizing researched based programs such Fundations, Words their Way, SPIRE, as well as teacher created data based small group lessons.

School-Student-Family Bonding Opportunities

PTA book nights and scholastic book fairs to promote reading at home and help parents support their child's progress.

Translated progress reports are sent home three times a year to help parents understand the progress their child is making

ENL workshops with parents and translators to support parents on how to help their child at home.

Various PTA supported nights such as the fall festival, multicultural night, to engage students and families in fun activities.

All students and their families

September 2017 through June 2018

School leadership, teachers, PTA Parent Coordinator,
Parents will be invited on a regular basis to engage in learning activities alongside their children during family nights, Tuesday parent engagement time and our Family Saturday Program.

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.

By June, 2018 monthly Coffee & Conversation workshops with school administration and Parent Coordinator will be conducted where information regarding school leadership, policies, and expected student outcomes will be shared and discussed with all participants.

Part 4 – Budget and Resource Alignment

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

Scheduling for PD, Inquiry meetings, PTA events, Parent Workshops, and music performances

TCRWP funding

Budget for translators if parent volunteers are insufficient

Printing budget for letters, workshop notices, and progress reports

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

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

Part 5 – Progress Monitoring

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

By January 2019, teachers will participate in targeted professional development and additional planning opportunities focused on designing instruction that requires clear expectations, higher level thinking, student centered and rigorous tasks in order to increase student engagement resulting in 1.5% increase of teachers receiving an overall rating of “highly effective” in Danielson component 3c.

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

Informal observations entered into the Advance rating system.

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.
   According to our 2016-2017 School Quality Snapshot,
   - 93% of parents responded positively to questions about strong Family-Community ties. This was equivalent to the district-wide average, and above the city-wide average by 1%.
   - 97% of parents responded that school staff regularly communicates with them about how they can help their children learn. This was higher than the city-wide average by 4%.
   - 91% of parents say that they have communicated with their child’s teacher about their child’s performance. This is lower than the city-wide average by 2%.
   - 96% of teachers say they work closely with families to meet students’ needs. This is lower than the city-wide average by 1%.
   - The priority needed to be addressed is related to the following data: 68% of parents responded that they had been asked or had the opportunity to volunteer time to support the school (spend time in classrooms, participate in school-wide activities).

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.

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, we will strengthen our positive and collaborative relationship with families by creating a variety of both academic and enriching workshops and opportunities for parents to participate in with their children resulting in a 3% increase in parents responding positively about school events as measured by the 2019 New York City School Survey Report and/or a 3% increase in students reading at or above grade level in fifth grade as measured by TC Running Record levels.
### 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>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All families, parents / guardians, grandparents, and children including younger &amp; older siblings</td>
<td>September 2018 through June 2019</td>
<td>School leadership, all teachers, Parent Coordinator, guidance and SAPIS staff</td>
</tr>
</tbody>
</table>

**Instructional Actions/Strategies/Activities**

- Topics for workshops will be selected based on feedback from parents regarding their needs and interests, along with teacher’s knowledge of their students’ needs and interests.

- School will increase opportunities for families to attend non-academic based workshops throughout the school day, on Tuesday afternoons, on Saturday mornings, and at monthly evening events.

- Saturday Family Day workshops for families to attend together with their children.

- Saturday Family Flea Market for families to attend with their children.

- School will provide workshops on various social, academic, and emotionally relevant topics for parents on Tuesdays during parent engagement time.

- Monthly PTA meetings and PTA events will be held.
Translation services during parent teacher conferences will be available to facilitate teachers and parents effectively communicating.

Become more culturally aware of our students, parents and their communities, by acknowledging and observing important dates, events, and holidays.

Create a PTHV Program protocol which helps educators and families overcome relationship barriers, and build trust, communication and common goals.

Strengthen partnership through the YMCA to extend our relationships and goals to collaborate with parents, through these extended programs.

Encouraging parents and the community to host meetings and events that will make our school a center for the community.

Alternating AM and PM PTA Meetings to provide more opportunity for parents to attend and get involved.

Instructional Actions/Strategies/Activities

Topics for workshops will be selected based on feedback from parents regarding their needs and interests, along with teacher’s knowledge of their students’ needs and interests.

School will increase opportunities for families to attend non-academic based workshops throughout the school day, on Tuesday afternoons, on Saturday mornings, and at monthly evening events.

Saturday Family Day workshops for families to attend together with their children.
Saturday Family Flea Market for families to attend with their children.

School will provide workshops on various social, academic, and emotionally relevant topics for parents on Tuesdays during parent engagement time.

Monthly PTA meetings and PTA events will be held.

Translation services during parent teacher conferences will be available to facilitate teachers and parents effectively communicating.

Become more culturally aware of our students, parents and their communities, by acknowledging and observing important dates, events, and holidays.

Create a PTHV Program protocol which helps educators and families overcome relationship barriers, and build trust, communication and common goals.

Strengthen partnership through the YMCA to extend our relationships and goals to collaborate with parents, through these extended programs.

Encouraging parents and the community to host meetings and events that will make our school a center for the community.

Alternating AM and PM PTA Meetings to provide more opportunity for parents to attend and get involved.

Drama and music performances will be held for families to attend and to volunteer in order to assist in helping to make it run smoothly.
Coffee and Conversations meetings will be held throughout the year with the principal as a forum to share volunteer opportunities as well as encourage families to have a voice in the school.

Parent coordinator will provide/keep a master list of volunteer opportunities by class or event.

Create parent survey to determine growth in parent/family positively agreeing that they volunteer their time to support the school.

Invitations provided in various languages sent home to families to invite them to not only attend but volunteer their time during school hours and after-school events such as winter concerts, PJ and a Book Night, and Movie Night.

Collaboration with FSC School and Mental Health Consultant, Kalli Glotsos to bring in specific workshops targeted to assist our population such as, “Parenting Classes” by Circle of Security.

Family Fun Friday afternoon opportunities for parents to come to classes to engage in learning opportunities with their children.

Professional Development
Creating workshops (“Strong Roots”) and professional developments aligned with district goals, that will build strong family/community ties, closing the relationship gaps and supporting their children in the community and academically.

Teachers collaborate to research ideas for workshops and volunteer opportunities for parents.

Inquiry team targeted at increasing family engagement.

Providing monthly parent surveys to collect and understand parent opinions, perspectives, attitudes, and perceptions
towards the school, their children, and education in order to improve the school climate and learning environment.

Attend “Parent Teacher Home Visit” program professional development workshops.

In House Professional Development on designated days, during Grade Conferences, and on Monday afternoons.

### Additional Programming

School leadership, Parent Coordinator, and translators collaborate to disseminate information to parents in various languages to encourage increased participation in events.

School Administration along with the Parent Coordinator and PTA Members, will meet and review the results to help us align our goals effectively. This will give both parents and school an idea of what works and areas of growth, in specific categories related to parent involvement.

<table>
<thead>
<tr>
<th>All families, parents / guardians, grandparents, and children including younger &amp; older siblings</th>
<th>September 2017 through June 2018</th>
</tr>
</thead>
</table>

### Teacher-Parent-Student Bonding Opportunities

Invitation to Coffee and Conversations with school leadership is extended to parents.

Monthly evening PTA Family events including the Fall & Winter Festivals.

Saturday program targeted toward bringing families together. Activities are designed for both, parents and students to engage in crafts / family fun together.

| All families, parents / guardians, grandparents, and children including younger & older siblings | September 2018 through June 2019 |

### Invitations to morning and afternoon Parent Workshops

Invitations to morning and afternoon Parent Workshops are distributed to educate parents about initiatives and instructional strategies for helping students. Parenting topics are covered as well.

| All staff including Leadership, Teachers & Support Staff | School leadership, Parent Coordinator, PTA, teachers, guidance and SAPIS staff, technology specialists |
Workshop opportunities and PTA events invite parent-child interaction.

School leaders, PTA, fifth-grade teachers, guidance and SAPIs staff, cluster specialists and technology/data specialist collaborate to coordinate annual award ceremony and luncheon, to which parents of graduating students are invited.

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.

Best Prep Academy and the YMCA are CBO’s in our school each day.

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.

Specialist collaboration time for performances

Translation services

Budget for Coffee and Conversation refreshments

Aides’ support for photocopying workshop-related documents

PTA members and volunteer teaching staff for events occurring after school hours

PTA budget for PTA-sponsored events

Budget for Multicultural Day Celebration decorations

Voluntary food submissions for Multicultural Day Celebration

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

| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | C4E | | 21st Century Grant | | SIG | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

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

By January 2019, staff and families will develop a collaborative relationship by working closely with the parent coordinator and PTA so that there will be an increase in opportunities and events at the school where parents feel welcome to attend and participate in highly engaging activities with their children, especially our Hispanic families.
and will result in a 2.5% increase of parents responding positively about school events as measured by a school created survey.

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School created parent survey</td>
</tr>
</tbody>
</table>

| **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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Grade 3-5 NYS ELA to identify students who are performing below grade level&lt;br&gt;Review of Grade 3-5 NYS ELA item analysis&lt;br&gt;In all grade we track monthly students reading levels&lt;br&gt;In writing, we review pre and post assessments for every unit of study to track students and identify those who are showing no movement or performing below grade level standards.&lt;br&gt;Analysis and samples of students’ written work&lt;br&gt;Progress using standard aligned rubrics&lt;br&gt;STAR 360 progress monitoring will be done three times a year for all students</td>
<td>Shared reading/writing, interactive writing, specific reading/writing strategies, Scholastic Guided Reading program, double-dose Fundations (K-3), Technology- Starfall, Imagine Learning, Brain Pop, Reading Eggs, World Book Online, Reading Intervention, Thinking Maps, Discussion prompts, Early Bird and After School programs, word work, Thinking Maps, Prompts for talking, Providing sufficient wait time/processing time, Previewing vocabulary&lt;br&gt;For Tier 2 research based programs such as SPIRE, Sound sensible, just Word, Rewards, LLI, and</td>
<td>Small Group (2-6), one-to-one</td>
<td>During school day (All grades)&lt;br&gt;Before / After school (Grades 3-5)</td>
</tr>
</tbody>
</table>
| Mathematics | In testing grades, we review NYS Math Assessment and item analysis. Use item analysis of end of chapter assessments to identify student’s strengths and weaknesses. Analysis and samples of student work, including written tasks/math reflections. | (11 students) Charts offering simplified language and picture support, reinforcing important content vocabulary, repeated reading of direction and questions, math games, Think Central, GO Math Reteach, Engageny.com, Thinking Maps, providing sufficient wait time/processing time, bilingual glossaries. | Small Group (2-6), One-to One | During school day (All grades) 
Before / After school (Grades 3-5) |
|---|---|---|---|---|
| Science | NYS 4th Grade Science Test  
Teacher’s observations  
Student works and exit slips | (4 students) Read Alouds, Brain Pop, Thinking Maps, Picture support for vocabulary and charts, Repeated readings, Videos, World Book On-Line, providing sufficient wait time/processing time, bilingual glossaries. | Small Group (2-6), One-to One | During school day (All grades) 
Before / After school within Literacy (Grades 3-5) |
| Social Studies | Analysis of classroom performance on social studies related tasks | (15 students) Thinking Maps, repeated readings, charts offering simplified language and picture support, reinforcing important content vocabulary, Brain Pop, World Book On-Line, pictures to build background knowledge, manipulatives and hand-on activities. | Small Group (2-6), One-to One | During school day (All grades) 
Before / After school within Literacy (Grades 3-5) |
<table>
<thead>
<tr>
<th><strong>At-risk services</strong> (<em>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</em>)</th>
<th>providing sufficient wait time/processing time</th>
<th><strong>Small Group (2-6), One-to One</strong></th>
<th>During school day (All grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>After several parent meetings and (RTI) Response to Intervention intervention, teacher completes (AIS) Academic Intervention Services form and the need for at-risk services is determined by the AIS teams at a scheduled meeting.</td>
<td>Discussion/games/scenarios about following school rules, dealing with family issues, getting along with peers, appropriate self-expression, self-esteem, compliment corner, positive time-out options during recess, lunch and breakfast, early arrival support group, attendance intervention support groups</td>
<td>During school day (All grades)</td>
<td></td>
</tr>
<tr>
<td>Identification of students in crisis, such as, death, divorce, alcoholism, and incarceration</td>
<td></td>
<td>Before school/Early Arrivals (All grades)</td>
<td></td>
</tr>
<tr>
<td>Review of attendance to identify students with lateness/absence issues</td>
<td></td>
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</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

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

<table>
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<tr>
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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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment: All teaching candidates must submit a resume outlining their education and experience to inform administration of abilities/talent/experience. When possible, tentative candidates plan and deliver a lesson, observed by administration. If the candidate has worked in other schools (student teacher, substitute, excessed), the principal personally calls the school to inquire about previous assignments and quality of teaching.

Retention: Teachers are invited to participate in the decision making of school related protocols, curriculum, etc. Teachers receive verbal and written commendations and thank you’s for their work and participation in school functions. Administration allocates time to collaborate on quality planning and analyzing student growth. There is ongoing professional development to ensure all teachers are highly qualified. Administration strives to ensure small class sizes to support high quality teaching.

Assignments: All staff assignments align to their licensed area of expertise and identified areas of strengths, interests, and preference.

Support of High quality PD: We currently have upper and lower grade TC staff developers and a in-house staff developer to conduct high quality professional development. Teachers participate in lab sites on site to observe new teaching practices and deepen others. Teachers and administrators attend Calendar Days at Teacher’s College. We hold grade and Monday afternoon Meetings for informing teachers in CCSS instructional shifts, Universal Design for Learning, and Webb’s Depth of Knowledge, The Capacity Framework, aligning curriculum to CCSS, Go Math planning, Unit Planning, and planned vertical and horizontal Curriculum. On Mondays, teachers attend specialty inquiry team meetings to research, discuss and reflect various areas of instruction. Teachers attend off site district specialty team meetings on topics such as oral language, text complexity, and academic language. In addition, teachers attend the Queens North Borough Field Support Center support for workshops on topics such as special education CCLS, ESL, Math, RTI, data analysis, Teacher Effectiveness, Quality Review. Staff also participate in inter-visitations to observe
colleagues in best practices which are scheduled by administration and by individuals. Staff also attends monthly in-house professional development sessions by grade delivered by administration and staff developer.

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).

TC primary (K-2) and upper grades (3-5) staff developers work with small groups of teachers on grade specific curriculum and units of study in Literacy. They also work one to one focusing on needs and interests of teachers. Teachers and administrators also attend calendar days. (Principal 1x month and 20 days throughout year for teachers). Staff developers also support non-fiction reading in content areas such as Science and Social Studies. In house staff developer supports the staff in all areas.

Administration attends PD to inform/educate teachers during Monday PD and Grade Meeting of new initiatives, Advance, MOSL, Danielson components, curriculum, implementing CCSS, rigor, CCSS instructional shifts, Universal Design for Learning, Webb’s Depth of Knowledge, The Capacity Framework, Go Math, special education, ESL, Math, RtI, data analysis, teacher effectiveness, and the Quality Review.

Teachers plan/use vertical and horizontal Curriculum and attend Specialty Team Meetings for support.

Queens North Borough Field Support Center specialists provide support for special education CCLS, ESL, Math, RTI, data analysis, Teacher Effectiveness, and Quality Review.

Teachers participate in Inter-visitations to observe colleagues which is scheduled by administration and by individuals. Monthly in-house professional development sessions by grade delivered by administration and staff developer.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A
Part 4: SWP Schools Only

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

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

Our preschool program follows the CCSS for Pre-K, which is the foundation for the Kindergarten standards. Teachers incorporate parts of TC reading and writing strategies into their lessons, such as read alouds, turn and talk, shared reading, and shared writing. Reading and writing focuses on various genres. Many students are brought into the school to participate in various cluster programs.

In June, Kindergarten teachers receive articulation cards and portfolios (math and writing samples). Kindergarten teachers are provided with information about the child’s academic, social, and emotional strengths and weaknesses. In addition, a workshop is led by the Pre-K teachers supplying the parents with information on what to expect in kindergarten and activities that can be done with their child over the summer to help make the transition easier. Staff members, such as parent coordinator and PRE-K social worker, provide the Pre-K parents and teachers with assistance and support as needed.

An instructional coach visits regularly to provide feedback to Pre-K teacher and to ensure smooth kindergarten transition.

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.

Administration meets regularly with teachers by providing time for grade meeting and Monday PD to discuss choices of assessments and how the data they receive will drive instruction. Vertical Teacher teams have been developed to discuss assessment and noticing. Time for each team member to turn-key information to their grade is scheduled. Administration is open to all teachers’ feedback about what works and what needs to be improved on. Teachers reflect about the rating they receive on 3c: Engaging Students in Learning and 3d: Using Assessment in Instruction, after each informal or formal observation. Teachers take into consideration these ratings when they are given options for or when requesting professional development.

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.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount (indicate the amount contributed to) | 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 |
Schoolwide pool. (Refer to Galaxy for school allocation amounts) consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify with an (X)</td>
<td>Section Reference(s)</td>
</tr>
</tbody>
</table>

| Title I Part A (Basic) | Federal | 384,226.00 | [ ] | [X] |
| Title II, Part A | Federal | 87,361.00 | [ ] | [X] |
| Title III, Part A | Federal | 44,840.00 | [ ] | [X] |
| Title III, Immigrant | Federal | 0 | [ ] | [ ] |
| Tax Levy (FSF) | Local | 4,734,094.00 | [ ] | [X] |

**Explanation/Background:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. <strong>PS 22 Q</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
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<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</thead>
<tbody>
<tr>
<td>PS 22 Q 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,</td>
</tr>
</tbody>
</table>
and in languages that parents can understand;

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

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act.

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

*PS22Q*, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,
agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

Name of School: ________  DBN: ________

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

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: ________

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

PS 22 is located in Flushing, Queens. It serves a student population of over 900 (Pre-K-5) children that is largely first-generation immigrant. As stated in the CEP, students come from the multi-ethnic, multi-cultural neighborhood of Flushing, where many new immigrants arrive daily. There are over 25 nationalities represented among our students. Approximately 50% of our students are English Language Learners and over 80% come from homes in which languages other than English are spoken. Chinese (a majority Mandarin, but Cantonese and other Chinese dialects are represented as well) and Spanish are the major languages spoken by our students, but we also have students who speak Korean, Pashtu, Urdu, Bengali, Punjabi, Russian, Greek, Moldovian and Nepali as well as other languages. PS 22 is a Title I school.

Based on the analysis of the NYSESLAT and Citywide Reading/Math Exam Reports, 149 ELLs took the ELA in Spring 2018. Fifty ELLs that were tested in grades 3-5 received a 3 or 4 on the ELA. Twenty-three of these students reached Commanding due to their score of a 3 or 4 on the ELA. Twenty-six ELLs received 3 or 4 on the ELA. In 3rd grade, 51 out of the 74 ELLs tested received a 3 or 4 on the 2017-2018 NYS Math. In 4th grade, 32 ELLs out of the 44 ELLs that were tested received a 3 or a 4 on the 2018 NYS Math test. In fifth grade, 16 out of 53 ELLs scored 3 or 4 on the 2018 NYS Math. An analysis of the 2018 NYSESLAT in grades 2-5 show that students area of need is reading and writing, but all modalities will be addressed. These programs are to help students achieve grade level work in ELA and Math, as well as to help them reach proficiency or progress on the NYSESLAT. All programs will focus on aiding social emotional development of all students. All classes are flexibly grouped, some with non-ELLs and all levels of ELLs, including newcomers, first time test takers and those who scored Commanding on the NYSESLAT 2018. A number of ELL students across the grades have an IEP or are At-Risk students, SETSS students, students in ICT classes and students in self-contained Special Education classes; thus the inclusion of special education teachers among those staffing these programs. Classes will either be co-taught or switched between general education and ENL teachers 50% of the time. All teachers will be offered 2.25 hours of paid professional development to collaboratively review data to help drive a cohesive plan for instruction and to enhance their ability to understand and use curricula, assessment measures and instructional strategies for ELL students. The collaboration between teachers will allow the students to benefit from best teaching practices and varied strategies and scaffolds. Attendance will be kept and monitored for each session by the teacher. All notices to parents will go home in English, Spanish and Chinese, with copies of all notices to be retained by the program administrator.

1. There are 5 ELLs PM programs fully funded by Title III. One teacher instructs each class, with approximately 7 to 16 students in each class. Two certified ENL teachers, 1 general education teacher, 1 Special Education teacher and 1 dually certified ENL/Special Education teacher will offer direct instruction to select LEP students in grades 2-5 in academic language development in literacy, math, and other core subjects. Students will also receive instruction in
Part B: Direct Instruction Supplemental Program Information

the "language" of assessments and of learning both pre and post the students' involvement in all state assessments [including NYSESLAT]. This program will take place between October 3, 2018 and May 29, 2019, on two afternoons per week, Wednesday and Thursday. Supplemental [not used during the school day] materials that will be used are NY ELA/NY Math Rehearsal Plus (Rally Education, 2015 edition) and Getting Ready for the NYSESLAT (Attanasio & Associates,) as well as teacher-made lessons using ENL and balanced literacy instruction strategies such as Interactive Read-Alouds, Thinking Maps, Guided Reading, Deconstruction/Reconstruction and Word Play with BICS and CALP. Teachers will also facilitate students' acquisition of English by immersing them in interactive and "Juicy Word Read Alouds" for vocabulary work and higher order thinking, by incorporating "response to literature" activities aligned to grade standards, and by engaging in needs-based interactive SmartBoard lessons and games to enhance their knowledge and facility with English vocabulary and grammar.

2. There are 6 PM Enrichment programs fully funded by Title III, on Wednesdays, between 2:20 p.m. and 4:05 p.m. The Enrichment program is set to begin on October 3, 2018 and will continue until May 29, 2019. One teacher will instruct each class, with approximately 7 to 16 students in each. Two certified ENL teachers, 2 general education teachers, 1 Special Education teacher and 1 dually certified ENL/Special Education teacher will offer direct instruction to select LEP students in grades 2-5 in academic language development in literacy, math, and other core subjects. This program will aim to enrich student's experiences and help develop students' oral language and social emotional development. Students are invited to participate in either Lego Robotic, Digital Literacy/ Blogging, Science and Literature Enrichment, ELL Enrichment/ Reader's Theater, or Newspaper Club.

3. Approximately 90 fourth and fifth grade ELLs in the program will be invited to see a Broadway show, "Wicked," accompanied by 12 teachers (including ENL teachers and the drama teacher), and a supervisor. This event will take place on a Saturday, January 26, 2019. The 100 tickets, the 6 hours per session for the teachers and supervisor, snacks for the students, and the bus will be paid for with Title III funds for a total of approximately $12,000. Students will prepare for this trip by learning about the history of Broadway and NYC, as well as the story elements present in the show. In preparation, they will view the movie, "The Wizard of Oz," with their ENL teachers and will be responsible for preparing a written and/or oral exit project based on their experiences. The pre and post lessons will be prepared by ENL teachers, taught in the PM programs, and will align with ELA and ENL learning standards in listening, speaking, reading and writing.
Part C: Professional Development

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

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

Begin description here: _____

The teachers in the program will work together for a total of 2.25 hours to collaboratively reflect on strategies and share best practices with each other, with the students’ ENL teachers and with classroom teachers, the approaches and scaffolds needed for the grade 2-5 students who will be taking the NYS ELA, NYS Math and/or NYSESLAT for the first time and also for ENL students who have demonstrated a need for further instruction to strengthen their listening, speaking, reading and writing skills. The certified special education teachers will lend specialized support for teachers whose students have IEPs. Data from the EDAT will be used for strategic planning as well. For professional development, support will be available from the Queens North Borough Field Support Center, and the Department of English Language Learners and Student Support as well as from administration. Teachers attend PD, sessions are full or half day, and are held in school or at other locations throughout the year at no cost to the Title III program. Teachers then turnkey information to other teachers in the program as well as to the entire school on an ongoing timeline. These sessions are 15-30 minute informational sessions depending on topic, or more in depth sessions that take place on Monday afternoons or on designated PD days, as well as during common prep time, with distribution of relevant materials. Topics for professional development will include aligning strands with the TC Workshop model and Next Generation Learning Standards, parallel instruction to the push-in model, and implementation of best practices using ENL strategies and techniques. Various assessments will be discussed and interpretation of data (including most recent NYSESLAT, ELA and Math results, as well as EDAT and STARS data) to drive instruction will be emphasized, using item analysis. Some other PD topics and workshops that teachers will participate in are: Show and Tell Writing Unit, Language Acquisition, Culturally Relevant Teaching, Spelling Based Phonics, Assessments for Phonics, Nonfiction Reading and Writing, Public Speaking and Publication, and Crosswinds between Math and Literacy. The assistant principal maintains a schedule of in-school PD, including agendas and attendance. In addition, the assistant principal also keeps a record of PD attended out of building by all teachers, which informs and drives future in-school PDs.

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: _____

To educate parents on the varied educational opportunities afforded ENL children at PS 22, parents will be invited to participate in a workshop to understand what students will be learning, and the strategies being used to help English Language Learners understand, speak, read, write
### Part D: Parental Engagement Activities

and think in English and become better prepared for content area learning and NYS exams in the spring. This workshop will be held sometime in November, facilitated by teachers from the program and by administration. Workshops will also be held to educate parents about the NYS ELA, NYS Math and NYSESLAT exams, in late winter, also facilitated by teachers, administration and other staff. Most workshops will be offered on Tuesday afternoons from 2:30-3:15, with some additional during the school day and at PS 22 Parent Nights, all at no cost to the program. Notification for these workshops will be by letters or flyers sent home, translated into major languages by bilingual staff members and parent volunteers. All workshops are also noted on the monthly calendar which goes home to all students. Translation will be provided for these parent participants at the workshops. PS 22 also holds an International Night for parents and students with food, displays of student work and family activities. All workshops have printed agendas and attendance sheets that are kept on file by the assistant principal.

### Part E: Budget

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

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>Per session</td>
<td></td>
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<tr>
<td>Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
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<td></td>
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<tr>
<td>Must be supplemental.</td>
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<tr>
<td>Additional curricula, instructional materials.</td>
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<tr>
<td>Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Queens</td>
<td>22</td>
</tr>
</tbody>
</table>

School Name: Thomas Jefferson

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Jennifer Meyer</th>
<th>Assistant Principal</th>
<th>Katherine Tessoni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Ellaina Despotoulis, ENL Coord</td>
<td>Jeanne Powers, Staff Developer</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Esther Wu</td>
<td>Dan Levine</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Christine Yu, ENL</td>
<td>Parent Karla Esteva</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jane Mishra, Special Ed.</td>
<td>Parent Coordinator Lilliana Coltelli</td>
<td></td>
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<tr>
<td>Related-Service Provider</td>
<td>Lauren Daniel, Speech</td>
<td>Field Support Center Staff Member Maria Vasiliou Rozos</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Danielle DiMango</td>
<td>Other (Name and Title) N/A</td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tbody>
<tr>
<td>8</td>
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<td>6</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>919</td>
<td>463</td>
<td>50.38%</td>
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</table>
A. ELL Programs

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
<td>Chinese</td>
<td>16-17</td>
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Part III: Assessment Analysis

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

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

   Early literacy skills of ELLs are assessed using NYSITELL, results of NYSESLAT, Spanish LAB, TCWRP, Stages of Language Acquisition, performance tasks and teacher observations. The data provides information that informs how these students may be lacking or have strengths in many areas such as vocabulary, concepts of print and letter and sound recognition. It can also help us identify SIFE students. In addition, the data helps inform decisions about placement of students. Program and software decisions are also based on this data. Professional development for both classroom and ENL teachers is geared towards needs identified by these assessments.

   Sixty-six students achieved Commanding on the NYSESLAT 2017. In 3rd and 4th grade, five Expanding students scored a 3 or 4 on the ELA.

2. What structures do you have in place to support this effort?
Running records are analyzed monthly by teachers, administrators, ENL teachers, and other support teachers. ENL teachers have scheduled monthly meetings with classroom teachers in order to analyze these assessments and to drive differentiated instruction.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? The success of programs for ELLs is evaluated by analyzing data: NYSESLAT, ELA, NYS Math and Science Assessments, ELL Data Analysis Tool, Running Records, Writing Continuum, AYPs for ELLs and/or attendance, specifically looking at statistics for ELLs. Students progress is measured in Math and Reading by analyzing running records and tests. The Writing Continuum is used to analyze students' writing using pre and post assessments using TC checklists and rubrics for each writing unit. The conditions of learning for ELLs in the classroom are observed to ensure that ELA, ESL and Common Core Standards are followed. Stages of language acquisition are also examined as a measure of ELLs' progress. Progress for ELLs are measured by analyzing data by grade and modality.

4. What structures do you have in place to address interventions once the summative data has been gathered? After classroom teachers and ENL teachers have analyzed data, observed classroom progress and behaviors, and tried various Tier 1 RTI interventions, students are brought up to the RTI/AIS team in order to address further interventions. As of September 2017, in addition to an IEP Teacher (Jane Mishra), we will have a full-time RTI ELA (Jillian LaManno - also TESOL certified), RTI Math (Sitsa Xerras), and a Reading Teacher (Sandra Paolo). Our lower grade RTI reading teacher is addressing the needs of the 1st and 2nd graders using the Fountas and Pinnell leveled literacy intervention program. The leveled lessons include built in running records administered every few lessons taught, in order to continually assess students' growth and progress. In addition, based on data, a Fundations group of beginner Spanish speaking ELLs with little to no letter sound recognition has been formed. They will be assessed using the Fundations unit assessments. Our RTI ELA teacher is also using the Fountas and Pinnell leveled literacy intervention program with the students that preformed in the bottom third based on the standardized ELA exam. Our IEP teacher is implementing the SPIRE reading program. An initial placement assessment is given to form small groups in order to drive her instruction. Decoding, pre and post assessments are used to determine pacing and mastery. There are also timed fluency drills to measure progress and fluency. The students that were in the bottom third from the data gathered from the Math standardized test for Grades 3, 4 and 5 receive AIS services from the RTI Math teacher. The RTI Math teacher is using resources from Think Central as well as supplemental materials from Go Math.

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 first step in acquiring data about an ELL is to study the student's HLIS form to uncover factors that could influence the English language learning process. Other sources of data are the NYSITELL, results of NYSESLAT, Spanish LAB and TCWRP Running Records. Students who are not showing sufficient progress in necessary skills and competencies receive more differentiated instruction based on identification of the specific skills that are lacking. Our school implements the RTI framework by supporting skills in reading, writing, listening and speaking. Strategies to help build ELLs' language development might include: building background knowledge, close reading, interactive read-alouds, visual supports, bilingual dictionaries and glossaries, scaffolding complex texts, sentence/discussion prompts, linguistic frames, storytelling with wordless books, role playing, intensive vocabulary instruction, interactive and shared writing, and reading and spelling instruction based on phonemic awareness, phonics and sight words. These strategies also take into consideration the necessary cultural and linguistic needs of our students. Also, this instruction makes appropriate connections to ELLs' community values and identities in order to accommodate the needs of our students and their families. Targeted lower grade students receive double-dose Fundations.

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].) According to the analysis of the 2017 NYSESLAT data shows 476 English Language Learners. The total number of ELLs includes 90 students who scored Commanding from the 2016 and 2017 NYSESLAT.
In grades 1 through 5, the majority of students are at the Expanding level (60 - 1st grade, 44 - 2nd grade, 48 - 3rd grade, 35 - 4th grade and 28 - 5th grade.) Five Expanding students in the 3rd and 4th grade are Commanding due to scoring a 3 or a 4 on the 2017 ELA. Nine Expanding students in the 5th grade are Commanding due scoring a 3 or 4 on the 2017 ELA. These students will continue to receive 90 minutes of integrated ENL services. In Kindergarten, the 2017 NYSITELL data shows that most students are Entering and Emerging. The greatest number of English Language Learners remains in the lower grades, Kindergarten through 2nd grade.

The ENL teachers gather and analyze student data from the RLAT. The teachers determine the strength and weaknesses for each student by examining each modality in order to drive rigorous instruction for our ELLs. Through congruence with the classroom teachers, ENL teachers are able to access and utilize results from running records, and other assessments in order to differentiate instruction.

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

The ENL teachers analyze the results in order to group students according to the Stages of Language Acquisition. Based on the assessment results, ENL teachers are assigned accordingly across the grades. Presently, we have eight ENL teachers, two bilingual teachers, and one self-contained ENL teacher in order to meet the needs of our ELL population. ENL and classroom teachers have scheduled, monthly ENL congruence meetings to discuss observations and findings, which drives small group and classroom instruction. During congruence, classroom and ENL teachers meet in order to discuss student progress, readjustment of small groups as needed, students' social and emotional development based on stages of language acquisition as per the data.

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

   PS 22 has a Freestanding ENL Program in which all entitled students are served in a collaborative push-in instructional model. In addition, ELLs receive instruction in a pull-out environment twice a day in a small group, focusing on Entering, Emerging and Transitioning students. To ensure consistency and alignment of instruction and planning, and to assure that the mandated number of instructional minutes are provided as per CR Part 154, there are two or more dedicated ENL classes on each grade, with at least one ENL teacher assigned to the grade whenever possible. Students are grouped based on data from the NYSESLAT, information from congruence meetings, observations, and other student data based on formative and summative assessments. PS 22 has eight full-time, fully certified ENL teachers. All mainstream classes at PS 22 are heterogeneous and travel in a block; most classes with entitled students include students in all proficiency levels (Entering through Commanding), with a few having only Transitioning, Expanding, and Commanding students. Most classes also have some English speaking students as well. PS 22 runs on a 7-school day, 50 minute period schedule. Across a month, ENL teachers spend a minimum of either 360 or 180 minutes per week in each class delivering explicit ENL instruction. Classroom teachers provide the ELA instruction. Entitled ELLs in ICT and self-contained Special Education classes are fully served as per their IEPs.

   b. TBE program. *If applicable.*

   The TBE programs follow the same daily schedules as general education/ENL classes on their grades. Students in those classes are ELLs of all proficiency levels. Both classes include (as per CR Part 154) a language arts instruction component including both Mandarin and English, an ENL component and a bilingual content area instructional component. All instruction is Common Core Learning Standards aligned.
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)?

   Students are served between 90-360 minutes in a stand-alone and integrated ENL depending on their level of language acquisition. ENL instruction is delivered by a certified ENL teacher. Entering students receive 360 minutes, 180 minute in stand-alone. Students who are newcomer to the country receive one or two 50-minutes periods of explicit language instruction in a pull-out setting. Emerging students are served 90 minutes in stand-alone ENL (which includes explicit language instruction in a pull-out setting), 180 minutes of integrated instruction, which includes reading, writing and word study, and 90 minutes in integrated ENL in other content areas including math, science and social studies. Transitioning students are served 90 minutes in integrated ENL and 90 minutes in stand-alone or integrated ENL with ELA or any other content areas. The Advanced students are served 180 minutes in integrated ENL/ELA or another content area. Commanding students are served 90 minutes of integrated ENL/ELA or any other content area. In the TBE classroom, students are taught content areas, Math and Social Studies classes, in Chinese. Native language support is provided by the Bilingual teacher and home language is visible in the classroom through vocabulary cards and labels. The Bilingual teachers activates prior knowledge by connecting literacy and content through interactive read-alouds and classroom discussions in the home language. Several ENL teachers are also bilingual and offer support to students and parents.

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.

   ENL and bilingual teachers refer to NYS Learning standards-based content area curriculum calendars for all subject areas, incorporating ENL strategic methodologies and instructional strategies alongside ELA methodologies to provide a balanced literacy program that is aligned with Common Core standards in ENL, ELA and content areas. Explicit ENL and scaffolded content area instruction are delivered in English in whole class, small group and individual settings, with planning based on curriculum calendars and ongoing assessments, both formal and informal. ENL teachers accompany their classes to selected Science periods in an effort to make the content comprehensible, to build academic language, both written and oral and to promote students’ participation in academic conversations and collaborations. More than half of the ENL teachers are bilingual and offer support to students, parents and staff with academics and other issues. Bilingual books, glossaries (math, science and social studies) and dictionaries are available and used by students, teachers, paraprofessionals and parents to help make content comprehensible. A variety of approaches and methods are used by both classroom and ENL teachers such as Shared Reading, Guided Reading, Shared Writing, Interactive Writing, Deconstruction/Reconstruction, Mapping Meaning to Text, Demystifying Figurative Language, Total Physical Response and Word Play with BICS and CALP. Charts modeling correct language usage and content vocabulary, as well as various thinking maps are integral part of instruction at PS 22. Classroom teachers and ENL teachers sometimes share the whole class instruction through parallel teaching, station teaching, team teaching or the one teach one observe models, in order to further enrich language development for all students. ENL teachers accompany their classes to the science class once or twice a week. All instruction is co-planned by a classroom and ENL teacher with a language goal and content goal aligned to the teaching point of the lesson.

   In the TBE classes, the classroom teacher delivers the ENL component in English and Chinese. In the TBE classroom, students are taught content areas, Math and Social Studies classes, in Chinese. Native language support is provided by the Bilingual teacher and home language is visible in the classroom through vocabulary cards and labels. The Bilingual teachers activates prior knowledge by connecting literacy and content through interactive read-alouds and classroom discussions in the home language.

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

   In an effort to evaluate ELLs' abilities in their native language, we talk to parents and students at registration, use the HUJS to look at prior education (including any documentation brought from the native country), administer the Spanish LAB and
informally evaluate wherever possible. More than half of our ENL teachers are bilingual and are able to assist classroom teachers in evaluating student work throughout the year. Whenever possible, a teacher fluent in the home language will also help to scaffold content for the student. In the TBE classes, the teachers are planning to create and administer periodic assessments (examples are Chinese character recognition assessment, sentence building assessment) throughout the year in order to evaluate the students in their home language.

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

a. SIFE students receive the mandated ENL instructional time. In addition, depending on their individual needs for instruction in language arts and/or mathematics, they receive additional instruction during Title III and At Risk programs. Where possible, a teacher fluent in the SIFE’s language will also help to scaffold content for the student as well as emotional support. There is also an ENL teacher who is trained in the Wilson Program. Currently there are 6 SIFE students at PS 22.

b. Newcomers receive the mandated ENL instructional time, which includes differentiated small group instruction based on both formal and informal assessments. Scaffolds such as pictures, charts, and realia, as well as computer-based instruction such as More Starfall, Imagine Learning, and Brain Pop ESL are an integral part of the newcomer program. Traditional ENL texts may be used when appropriate. During the writing period, newcomers are offered paper suited to their level of English proficiency. They are encouraged to write in their native language at first and to add English as they learn. Teachers of ELLs often place them in triads where they can listen to peers as models. Some also receive additional instruction in Title III programs. Students who will be taking the ELA for the first time receive additional instruction to help them become accustomed to the exam. There are extra teaching periods in some ENL teachers’ schedules which may be devoted to working with newcomers.

c-d. Developing and Long-Term ELLs receive the mandated ENL instructional time for their proficiency level on the NYSESLAT. Small group differentiated instruction is provided by both the classroom and the ENL teacher during the school day and in Title III programs. Based on formal and informal assessments such as NYSESLAT, performance tasks, and teacher-made assessments, students in these categories will receive specific strategy lessons in listening, speaking, reading and/or writing. To help meet the performance standards in listening, students listen to books on tape or computer based listening websites, play listening games and take part in additional read aloud and explicit listening strategy lessons. Small group and individual instruction for speaking skills include choral reading, Readers Theater, dialogues, repetition drills and formal and informal conversations with teachers and peers. Students who need help meeting performance standards in reading may be involved in commercial programs such as Imagine Learning, Starfall, Fundations, Words Their Way, and Scholastic Guided Reading. These students, who often have fluency but lack academic language, receive focused strategy lessons in academic vocabulary and usage. Additional personnel such as the RTI ELA teacher (Jillian LaManno), RTI Math (Sitsa Xerras), and Reading Teacher (Sandra Paolo) help to further differentiate instruction for these students. ENL teachers might also confer with Special Education teachers, speech teachers or members of the SBST to collaborate on ideas for helping these students. Ongoing testing with Running Records checks their reading progress frequently and helps to drive instruction. Pre-teaching of content area vocabulary also aids in content area comprehension for these students. To help students meet performance standards in writing, students might also (in addition to the strategies listed above) receive explicit instruction in writing development, organization, language use and mechanics.

e. Former ELLs receive testing accommodations for 2 years following their testing Proficient/Commanding on the NYSESLAT. In year 1, those students are usually placed in a general education ENL classroom where an ENL teacher will be pushing in for 360 or 180 minutes per week, affording them the same co-teaching scaffolds as the current ELLs. All ELLs were invited take part in Extended Day programs, Saturday Enrichment programs, other before and after school academic programs offered at PS 22. ENL and classroom teachers are aware of who these students are and pay specific attention to their language acquisition skills as well as their academic skills and place them strategically in small groups to reinforce and teach.
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?

Students With Disabilities and ELL-SWDs at PS 22 are served by the same intervention programs as non-ELLs. For all subjects, students are served with differentiated instruction provided by classroom teachers, ENL teachers and support staff, using programs such as Fundations and Scholastic Guided Reading. All classrooms have leveled libraries to meet the needs of all students. There are At Risk and SETTS programs. Go Math is used at PS 22; the Spanish version is used, as well as the Differentiation Handbook to individualize lessons for ELLs. Go Math also has many interventions on many different levels, including RTI lessons. Math manipulatives help to make math content comprehensible at all levels. Bilingual glossaries (science, social studies, math) are available in many languages and are distributed for classroom and home use. Bilingual dictionaries are available in all classrooms.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school supports ELL-SWDs by making sure scheduling is arranged so that ENL and other services such as OT or speech do not overlap. ENL teachers are aware of SWD’s IEP goals and work towards meeting those as well as towards English proficiency goals. ENL programs are arranged so that the ENL teacher is present in all subject areas during the required ENL minutes. There are 2 self-contained special education classes at PS 22; ENL students in those classes are served by the same standards as students in general education or ICT classes. We currently have a part-time Spanish Bilingual Speech Therapist as well as a full-time Monolingual English Speech Therapist. The Title III before and after school programs are offered to ELLs and ELL-SWDs. Strategies to help build ELLs-SWDs language development might include: building background knowledge, close reading, interactive read-alouds, visual supports, bilingual dictionaries and glossaries, scaffolding complex texts, sentence/discussion prompts, linguistic frames, storytelling with wordless books, role playing, intensive vocabulary instruction, interactive and shared writing, and reading and spelling instruction based on phonemic awareness, phonics and sight words. Classroom and ENL teachers meet for planning and analysis of student work to ensure that students are progressing and to differentiate instruction according to the students’ needs.

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.

Due to our large ELL population, ELLs are included in all intervention programs. Programs include At Risk/SETTS provided by the IEP Teacher (Jane Mishra) who will be implementing Double Dose Fundations, SPIRE, and Great Leaps. We will have a lower-grade Reading Teacher (Sandra Paolo) who plans to be utilizing Recipe for Reading and Fundations. We will also have RTI Math teacher (Sista Xerras) who will be using tools from Go Math. We will have a RTI ELA teacher (Jillian LaManno) who may be using Leveled Literacy Intervention and Fundations. In addition, we also have some SWD/ELL with language paraprofessionals (Chinese, Spanish, Korean). We have a part-time Spanish Bilingual Speech Therapist and a full-time Monolingual English Speech Therapist. Our School Based Support Team consists of a Bilingual Chinese Psychologist, a Bilingual Spanish Social Worker, and a Bilingual Spanish Family Worker. Also see #6 and 9.

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

According to the data collected from EDAT we noticed that 30% of our ELLs who took the NYSESLAT 2017 advanced at least one proficiency level. Twenty-four students advanced two or more proficiency levels. Only 4% of the students regressed one proficiency and no students regressed two or more proficiency levels. Based on the EDAT, we noticed that the strongest modality in 1st grade was reading. The strongest modality in 3rd grade was speaking. The modality of need in 2nd, 3rd, and 5th grade was writing. Only five students scored low across modalities in 4th grade.

Moving forward, instruction will be geared towards improving students’ writing in all units of study as well as preparation for the upcoming NYSESLAT and ELA. Especially for 1st and 2nd grade, we will focus on text complexity and developing reading and writing stamina as test takers.

PS 22 is engaged in new programs including Spire (intensive Reading intervention for non-readers and struggling readers), Leveled Literacy Intervention (provides small group intensive literacy instruction), and Great Leaps (the IEP teacher and academic paraprofessionals have been trained to implement this program). Teachers are working on and delivering new and
creative workshops in order to meet the needs of our parents and students. In addition, family nights will be added to the school calendar. The drama teacher, aided by the PTA will plan several assembly events for all grades in order to improve student engagement and foster a sense of community. We now have a full-time staff developer (Jeanne Powers) who will focus on ELL strategies in accordance to our school-wide instructional focus, which is to improve instruction and scaffolding techniques for ELLs and SWDs.

10. If you had a bilingual program, what was the reason you closed it?
PS 22 currently has no plans to discontinue any programs/services for ELLs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are given the same opportunities as all other students to participate in after school and supplemental services whether the programs are universal or based on need. Parents receive notification and brochures in various home languages. Such programs include chorus, art club, student government, drama, and Title III ENL.

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.
PS 22 uses a balanced literacy program; books on all levels are available for all classrooms. Native language books in fiction and non-fiction are available as well for both the independent reading period and to support content area. All classes use the Passport to Social Studies program for social studies and the NYC Full Year Trade Book Program, which help to make the content more comprehensible for ELLs. Go Math is used throughout the school, enriched with manipulatives and many differentiation models. The Foss Program is used for science in all grades; where all students can learn through hands-on activities, usually accompanied to science class by their ENL teachers. All classes receive hands-on instruction in technology using computers, laptops, and iPads in the classrooms. All classrooms, including ENL and Special Education rooms, have SmartBoards which are used for hands-on internet-based instruction and as a visual aid during instruction. ENL teachers bring other resources such as realia, posters, picture cards and alternate texts to the classroom to help enrich language and make the content more comprehensible.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In the Freestanding ENL push-in model, native language support is provided through books (bilingual dictionaries, glossaries, dual language and native language literature.) Students are placed in partnerships and triads for instruction, collaboration and discussion, often with one or more proficient peers who speak the same language. PS 22 is a culturally diverse school and literature and lessons reflect our sensitivity to the backgrounds of our many ELLs and their families. In the TBE classroom, students are taught content area, Math and Social Studies, in Chinese. Native language support is provided by the Bilingual teacher and home language is visible in the classroom through vocabulary cards and labels. The Bilingual teachers activates prior knowledge by connecting literacy and content through interactive read-alouds and classroom discussions in the home language. Several ENL teachers are also bilingual and offer support to students and parents. There are some SWD/ELL with language paraprofessionals. We have a part-time Spanish Bilingual Speech Therapist and a full-time Monolingual English Speech Therapist. Our School Based Support Team consists of a Bilingual Chinese Psychologist, a Bilingual Spanish Social Worker, and a Bilingual Spanish Family Worker.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All programs, placements, required services, resources and instruction at PS 22 are age and grade appropriate, providing standard bearing grade level instruction. Information gleaned from entrance interviews and the HLIS form help to inform these decisions. We have eight ENL teachers in order to effectively support ELLs at each grade level by providing grade and age appropriate instruction. Since the ENL teachers are mostly assigned to specific grades, they are able to focus on their particular grade.

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 (Lilliana Coltelli) advertises public library programs, community connections and other various resources and activities available for families. She is always available to parents who need help. Many kindergarten students are tested in June affording them an early introduction to PS 22. There is a Kindergarten Orientation, Meet the Teacher night (all teachers and staff), and ELL Parent Orientations (all ENL teachers) for newly enrolled ELLs. ENL teachers pay special attention to newly enrolled students, often taking them on a tour of the school and introducing them to peers who speak their language. Newly enrolled students at any time of the year are met in the main office by an ENL teacher to help with the registration process.

17. What language electives are offered to ELLs?

At this time, PS 22 offers a Freestanding ENL Program and a TBE Program in Mandarin Chinese (in Kindergarten and 1st grade). We have no other 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)?

Not applicable

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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?

   Since the percentage of native English speakers at PS 22 is so small, all teachers and staff at PS 22 are considered teachers of ELLs, whether classroom teachers, cluster teachers or ENL teachers. Therefore, many of the professional development planned focuses on the needs of the ELLs. Turnkey workshops within the school are scheduled in order to share information during Monday afternoon professional development. Teachers are surveyed at the beginning of the year to determine who exhibits best practices in various areas, then teachers are matched for inter-visititation based on needs. All teachers of ELLs and non-pedagogic staff who attend meetings and conferences outside the building turnkey to the staff on the following Monday afternoon of the attended workshop. PS 22 is a Project School for 2017-2018. TCRWP staff developers have created lab sites and discussion groups by interest and/or grade within the school which all classroom and ENL teachers attend. All teachers have access to online support and resources through TCRWP, Go Math, and various webinars. Various inquiry teams were developed dealing with the special needs of the students in the school. The professional book clubs meet to have open book discussions. Many books focus on topics surrounding ELLs.

   Professional development is provided through various means, much of it focused on Common Core Learning Standards and how to support ELLs as they engage in Common Core. Beginning with the 2017-18 school year, PS 22 will have a full time staff developer, Jeanne Powers, who will attend workshops and then provide in house PD on various topics as well as coordinate materials for teachers. Outside of the school, the Division of English Language Learners and Students Support and other DOE offices offer many opportunities for study which teachers take advantage of. Similarly, the Teachers College Reading Writing Project offers workshops which many teachers attend. TCRWP staff developers makes sure to address the ELLs during all meetings when planning for reading and writing. ELL Compliance and Performance Specialists support ENL teachers and administration by ensuring that mandates are met and that ELLs and their parents are receiving all services to which they are entitled. The Queens North Borough Field Support Center offer ENL workshops and are available to teachers to answer any ELL
related questions and issues. Many ENL teachers have visited the Field Support Center for various workshops and meeting. They are also involved in on-going study groups such as TCRWP study group for grammar and ELL Workshop Series with Maryann Cucchiara. Two ENL teachers (one upper grade, one lower grade) will attend the Passport to Social Studies ENL support workshops.

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.

Administration has a Professional Learning Plan in place for Mondays Professional Development. Teachers are required to sign an attendance sheet for each meeting which Administration keeps on file as well as an agenda. ENL teachers provide training and workshops for their grade, as well as for the whole school. Teachers are sent to TCRWP calendar and study groups focusing on ELL related topics. The majority of the professional development attended by ENL teachers specifically addresses the need of ELLS and ELA instruction. All teachers of ELLs and non-pedagogic staff who attend meetings and conferences outside the building turnkey to the staff on the following Monday afternoon of the attended workshop which include ELL-specific professional development.

### Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

As per the CR Part 154, each ENL teacher is responsible to hold an annual meeting with each parent or guardian. Each teacher will be responsible to schedule his own meetings, as well as keeping his own record of these meetings. In the meetings, the goals of the program, language development needs in all content areas will be discussed during the annual individual meetings with parents of ELLs. NYSESAT data, their child’s stage of language acquisition and language development will be explained and discusses. Also, strategies will be discussed in order to bridge the gap between the classroom and the home. Interpretation and translation will be provided as needed through the use of the phone translation service or with the help of bilingual staff members. Meetings will be held in person or by phone.

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

As stated above, PS 22 has a PTA which holds monthly meetings and activities. Students who have been chosen as "Student of the Month," are presented with certificates at these meetings. Various family activity nights and afternoons (PJ & A Book, Multi-Cultural Night (May 23rd), Fall Festival (October 24th), Flea Market (November 18th), Bingo Night, choral and instrumental concerts, dance performances) are held throughout the year. During Multi-Cultural Night, parents are asked to bring in a dish to share that represents their culture. There are also arts and crafts centers for teachers, parents and students to work together in order to teach each other about different traditions and cultures. This year we are hosting a Flea Market in order to give back to our community. School staff and faculty will be donating household items, toys, clothing, etc. for the event. This year we are starting a monthly Saturday Fun Day program where parents are invited to come with their children to be involved in various engaging extracurricular activities including arts and crafts, cooking, physical fitness, and literature circles.

Other parent meetings are held throughout the year on topics such as writing, understanding state assessments or disciplining your child. Parents are invited to accompany class trips. The PS 22 ENL Department has created an ENL Report Card which is sent home along with the classroom teacher’s report card so parents can be made aware of their child’s progress in language acquisition as well as in content area. All report cards are translated into Chinese, Korean and Spanish, the three dominant languages at PS 22. ENL teachers hold workshops specifically geared towards ELL parents, as well as holding individual meetings. Many teachers have their own websites; many teachers offer email access to parents. PS 22 has a school website with links to other sites of interest and assistance to parents. There are also links to all the online subscriptions that PS
22 holds, including WorldBook Online, which is available in different languages and translations and has sections for both adults and children. There is a large curriculum calendar by grade posted in the main hallway; this calendar is also sent home monthly to parents. Parents are welcome to visit the school at any time.

### 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.

N/A
Part V: ELL Identification Attestation

Principal Certification

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

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

### School Name: PS 22Q Thomas Jefferson
### School DBN: 25Q022

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Jennifer Meyer</td>
<td>Principal</td>
<td></td>
<td>06/15/17</td>
</tr>
<tr>
<td>Katherine Tessonii</td>
<td>Assistant Principal</td>
<td></td>
<td>06/15/17</td>
</tr>
<tr>
<td>Lilliana Coltelli</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/15/17</td>
</tr>
<tr>
<td>Esther Wu</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/15/17</td>
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<tr>
<td>Karla Esteva</td>
<td>Parent</td>
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<td>06/15/17</td>
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<tr>
<td>Christine Yu</td>
<td>Teacher/Subject Area</td>
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<td>06/15/17</td>
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<tr>
<td>Ellaina Despotoulis</td>
<td>Coach</td>
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<td>06/15/17</td>
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<tr>
<td>Jeanne Powers</td>
<td>Coach</td>
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<td>06/15/17</td>
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<tr>
<td>Dan Levine</td>
<td>School Counselor</td>
<td></td>
<td>06/15/17</td>
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<tr>
<td>Danielle DiMango</td>
<td>Superintendent</td>
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<td>N/A</td>
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<tr>
<td>Maria Vasiloiu Rozos</td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Jane Mishra</td>
<td>Other IEP Teacher</td>
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<td>06/15/17</td>
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<tr>
<td>Lauren Daniel</td>
<td>Other Speech Therapist</td>
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<td>06/15/17</td>
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<tr>
<td>N/A</td>
<td>Other N/A</td>
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</table>
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>
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<tbody>
<tr>
<td>(*Primary)</td>
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</table>

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

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

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

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

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

   As per Chancellor's Regulation A-663, schools must determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school. The UPPG and RHLA reports in ATS helps us to identify oral and written translation needs of parents; Part III (Parent Information) of the home language surveys which asks parents for their preferred languages for both oral and written communication; face to face conversations with parents, information provided by parent on emergency blue cards, in house survey, previous knowledge of prior parents/families.

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.
PS 22 consists of approximately 83% non-English speaking parents. As per RHLA report:

Albanian 2; Chinese 364 (Cantonese 5, Mandarin 163, Other 196); Arabic 5; Bengali 5; Dari/Farsi/Persian 4; English 143; Greek 1; Gujarati 1; Haitian Creole 1; Hindi 4; Indonesian 3; Japanese 2; Korean 38; Moldavian 1; Nepali 2; Pashto 2; Tagalog 2; Punjabi 9; Russian 3; Serbo-Croatian 1; Spanish 239; Tamil 2; Tibetan 1; Ukrainian 1; Urdu 10, Vietnamese 2

* Findings are reported to the school community: at SLT meetings then at PTA meetings with use of translation devices, by Parent Coordinator on an as needs basis

* School aides have a checklist posted to ensure parent notices go home in the appropriate languages, including lunch forms and Chancellor's Regulations.

* All classroom teachers are informed of family language through in house blue/yellow cards that move with a child every year to the new teacher, or if a new admit by secretary or ENL teacher

* As per LES parents prefer being informed of events through notices sent home, but in addition we use Global Connect-a phone message system which allows us to leave phone
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*All DOE provided letters are printed and distributed in native language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*In September parents receive copy of Bill of Parent Rights and Responsibilities in home language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*In November and March, Parent teacher conference letters are distributed in native language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*In October and January, progress reports are sent home in English and native language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*In October, school's after-school and early-bird invites are sent home in native language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*In November, March and June report cards are sent home in English and native language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*In September and June, Meet the Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*In November and March, Parent-Teacher Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Every Tuesday there are parent workshops and individual meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Monthly PTA/Family Night are attended by parents, children, and teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Culminating event of the Multicultural Day include parents at the end of the School in the Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*ENL teachers schedule one-on-one meetings with parents throughout the year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

**All DOE provided letters including registration forms are printed and distributed in native language**
*Majority of school parent letter are translated by in-house staff or parent volunteers

*Chinese Outreach Family Aide helps with translations

*On occasion a translation stamp is used

*Translation money is used to purchase copy paper for parent notices in translated languages

*Translated signs notifying parents of availability of interpretation services is posted in main lobby of school in most prominent languages- English, Chinese, Spanish

*Safety plan has procedure to ensure parents in need of language access service are not prevented from reaching administrative office

**Part E: Monitoring Provision of Language Services**

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

*Parent Surveys

*Monthly Coffe and Conversation with PRincipal

*Parent Coordinator surveys parents

*Parents receive the "Preferred Language Form" in their home language , in addition to the HLIS form

*All methods of translation are used to ensure parents receive opportunity tp aprticipate in and have access to programs and services critical to their childs education