2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 27Q065
School Name: P.S. 65 - THE RAYMOND YORK ELEMENTARY SCHOOL
Principal: RAFAEL MORALES
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Raymond York Elementary School</th>
<th>School Number (DBN):</th>
<th>27Q065</th>
</tr>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>342700010065</td>
<td>Grades Served:</td>
<td>K-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>103-22 99 Street Ozone Park, NY 11417</td>
<td>Phone Number:</td>
<td>718 323-1685</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 323-1685</td>
<td>Fax:</td>
<td>718 323-1785</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Rafael Morales</td>
<td>Email Address:</td>
<td><a href="mailto:rmorale@schools.nyc.gov">rmorale@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Rafael Morales</td>
<td>UFT Chapter Leader:</td>
<td>Michelle Stango</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Amanda Lopez</td>
<td>SLT Chairperson:</td>
<td>Michelle Stango</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Dasuntie Parmanand</td>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
<td></td>
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</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>27</th>
<th>Superintendent:</th>
<th>Mary Barton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>82-01 Rockaway Blvd. Ozone Park NY 11416</td>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:mbarton@schools.nyc.gov">mbarton@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 642-5800</td>
<td>Fax:</td>
<td>718 348-2994</td>
</tr>
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</table>

### Field Support Center (FSC)

| FSC: | Queens South | Executive Director: | Marlene Wilks |

2018-19 CEP
Executive Director’s Office Address: 82-01 Rockaway Blvd. Ozone Park NY 11416

Executive Director’s Email Address: Mwilks@schools.nyc.gov

Phone Number: 718 281-3259  Fax: 718 348-2994
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>Rafael Morales</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Michelle Stango</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Amanda Lopez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Dasuntie Parmanand</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></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></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></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lisa Calcagnile</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Melissa Caraballo</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Nicole Lake</td>
<td>Member/ AP</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>MalinaSharmaLopez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>LisetteJoza</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Alicia NabyJohan</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
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<td>Member/</td>
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<td>Member/</td>
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</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.

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS 65’s vision statement is as follows:</strong></td>
</tr>
</tbody>
</table>

The Raymond York Elementary School strives to provide a secure, nurturing environment for learning, wherein all student abilities and learning styles are addressed. We believe that children learn differently, and that students should be respected and valued so that they may reach their full potential, and leave us with confidence in their abilities. We foster the whole child through the positive models we present them each day.
As a Community Learning School, we know that education is a product of the combined efforts of parents, students, staff, and community. Together, we share a strong commitment to move all students forward. Enduring relationships forged between PS 65 and the community will give our students the resources they need to become productive members of their communities and responsible citizens of the world. The enthusiasm and inspired love of learning that we instill in our children will enable them to become valuable contributors to our global society as life-long learners, critical thinkers and problem solvers.

### 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.

Raymond York is a K-5 elementary school housed in a leased building located in an industrial section of South Ozone Park, Queens. P.S. 65, The Raymond York School has 452 students from kindergarten through grade 5. The school population comprises 6% Black, 45% Hispanic, 4% White, 34% Asian, and 11% other students. The student body includes 9% English language learners and 9% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2017-2018 school year is currently 95.5%.

PS 65 was renamed The Raymond York School in 2003 in honor of a 20 year New York Fire Department veteran who tragically died on duty from the World Trade Center attacks. Every year, PS 65 celebrates Raymond York’s legacy by having a “Ray Day” community event.

PS 65 was the first elementary schools in Queens to participate in the Community Learning Schools Initiative. The Community Learning Schools Initiative was launched by the United Federation of Teachers in 2012 with support from the New York City Council, the New York State Senate, the Partnership for New York City and Trinity Wall Street. The goal of the Community Learning Schools Initiative is to facilitate partnerships between schools, non-profits, business and government to connect vital services to public school buildings, improve student achievement and meet the health, safety and social service needs of students and communities.

P.S. 65 has made the most progress in establishing community partnerships. The school has a comprehensive strategy for keeping families engaged and connected to the school. Although, PS 65 has a high immigrant population with many transient students, the school has been successful in involving parents. At the beginning of the year, parents are given a survey and this data is used to plan meaningful programs throughout the school year. Parents are also asked to indicate if they have an expertise in any area. If so, parents are encouraged to share these special skills or talents with our school community in order to enrich our student and parent programming. Any willing parents are trained by NY Cares to be certified volunteers. Every Saturday, parent volunteers run classes open to students and families in their area of expertise. In 2015-16 community partnerships and parents led the following programs:

- New York Cares volunteers led a weekly Math and Movement program for 51 students; New York Cares trained parent volunteers to lead weekly Computer Basics and English Conversation classes for 10 parent participants; a teacher from the Department Of Education’s Office of Adult and Continuing Education taught daily English as Second Language classes for adult participants; parent volunteers led weekly recreational activities for children and adults, including basketball and tennis and Zumba/fitness; volunteers from Price Waterhouse Cooper led a series of three financial literacy workshops for the entire fourth grade; United Federation of Teachers facilitated a monthly book club for parent participants; New York Cares provided Winter Wishes gifts for all 500 children at P.S. 65; the New York University College of Dentistry provided free teeth cleanings to nearly 500 children; Helen Keller International’s ChildSight Program provided low-cost vision screenings for students as well as free glasses for 24 students in need; and Fidelis Care provided support in planning, funding, and executing our school’s annual Thanksgiving feast and first ever Community Health Fair.
In addition to strategically using parents as community resources, the school has developed partnerships with New Horizons for mental health services, NYU College of Dentistry for dental screening for the school and community, Helen Keller Vision Screening for students, LaGuardia Community College for tutoring services, New York Cares for student and adult programs, Price WaterHouse Cooper for Financial Literacy courses, Heavenly Angels Animal Rescue, FDNY Fire Safety Education, Health Plus, Eat Smart, New York, United Federation of Teachers, NYC Department of Social Services, and Rising Star Dance Studio.

At P.S. 65 the staff works hard to build and sustain positive and productive relationships with parents. We want parents to be a part of every aspect of their child’s education. This year’s initiative to engage parents’ involved grades or staff members planning a series of interactive parent workshops in order to engage parents in curriculum related activities. As a result, in 2016-2017, the school was able to offer parents several workshop opportunities. These opportunities included Literacy Pajama Nights, Math Nights as well as a Cultural exchange Night.

Other key initiatives and celebrations include P.S. 65 being recognized as a Learning Partners Program Host school for the first time after serving as a Showcase School for the past three years. These initiatives set the tone for a positive school culture. Most staff participate voluntarily to plan and run community events. Administration provides opportunities such as sign-up sheets in order to encourage participation. All participants in events get the same letter of recognition regardless of what they do: volunteer time, help decorate, donate items, or so on. There is also a lot of collaboration between staff members, including daily common planning, teacher team meetings, and teacher-directed professional development.

PS 65Q key focus for 2018-19 school year will continue to focus on our instructional practices across all curricular areas with a focus on implementing the Teacher’s College Reading and Writing curricula at our school. In addition, we will be focusing on providing professional development to staff on Social Emotional Learning. The school also considers school data. The current instructional focus continues to be planning and preparation, particularly in regards to literacy practices, which relates directly to the instructional core. In mathematics, the focus is on creating rigorous exemplars for students as well as in the implementation of the A4A tenets within all mathematics classrooms. This includes the reverse gradual release model. The instructional team will continue to create and implement a yearlong professional development plan based on the instructional focus that is differentiated across all curricular areas. The goal is to continue this differentiated approach to professional development. The school builds capacity across the organization by asking all teachers, not just those with a lot of experience or strong ratings, to develop and deliver professional development. P.S. 65 also identifies “universal practices” so that there are common practices and expectations across grades and across the school. As an instructional focus for next year, the school will develop yearlong unit plans in literacy and mathematics which focus on the needs of all students including accommodations for ELLs and Students With Disabilities.

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

In regards to special populations within the building, 11% of our student body are ENL students. In addition, 17% of our students are students with disabilities. Within these populations the needs are diverse. For our ENL population, needs are around language acquisition as well as in reading fluency and phonemic awareness. For our students with disabilities, needs are around reading comprehension in grades 3-5 with a particular focus on answering inferential questions and decoding and fluency in grades k-2. In addition, a focus is on moving these students from being able to verbalize their understanding to putting their thoughts and ideas onto paper.

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

This year, we have seen a great deal of success with the elements of Rigorous Instruction as well as Strong Community and Family ties. As we move forward, we are going to continue to focus on these areas as well as the element of collaborative teachers.
**School Demographics and Accountability Snapshot for 27Q065**

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>Grade Configuration</th>
<th>0K,01,02,03,04,05</th>
<th>Total Enrollment (2017-18)</th>
<th>456</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
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<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA)</td>
<td>38</td>
<td># SETSS (ELA)</td>
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<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td></td>
<td># Special Classes (Math)</td>
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<td># SETSS (Math)</td>
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<td># Integrated Collaborative Teaching (Math)</td>
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<td># Foreign Language</td>
<td>0</td>
<td># CTE</td>
<td>0</td>
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</table>

### School Composition (2017-18)

- **% Title I Population**: 71.0%
- **% Attendance Rate**: 92.4%
- **% Free Lunch**: 69.3%
- **% Reduced Lunch**: 1.3%
- **% Limited English Proficient**: 10.7%
- **% Students with Disabilities**: 19.1%

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

- **% American Indian or Alaska Native**: 9.4%
- **% Black or African American**: 6.4%
- **% Hispanic or Latino**: 43.0%
- **% Asian or Native Hawaiian/Pacific Islander**: 37.9%
- **% White**: 2.9%
- **% Multi-Racial**: 9.9%

### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**: 10.21
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 3%
- **% Teaching with Fewer Than 3 Years of Experience**: 9%
- **Average Teacher Absences (2014-15)**: 6.6

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

- **ELA Performance at levels 3 & 4**: 56.7%
- **Mathematics Performance at levels 3 & 4**: 46.8%
- **Science Performance at levels 3 & 4 (4th Grade)**: 86%

### 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

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Yes</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>YES</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>

#### High School

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

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**2018-19 CEP**
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Evidence of need in this area came from a variety of sources. These included 2017 NYS ELA exam results which showed 45% of students in grades 3-5 performing at grade level. In the area of literacy, we have seen a gain of 7% in literacy on the NYS ELA exam.

We continue to departmentalize across all curricular areas including Reading and Writing this year based upon the growth shown across this data point. In addition, differentiated professional development was provided across these areas. This professional development is being provided in the area of literacy as we are a Teacher’s College Project school. We have moved to utilizing Teacher’s College for both reading and writing as a curriculum.

Curriculum mapping continues across these new units of study with a focus on students with disabilities as well as ENL students.

Math data on NYS assessments showed an increase of 4% of students performing at levels at grade level moving the school from 37% at level to 41%. Our school has become a part of the Algebra for All initiative so as to further move students forward in the area of mathematics with a focus on writing in this curricular area as well as problem solving. Professional development in the area of mathematics is provided by our Algebra for All teacher as well as our assistant principal.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By June 2019, teachers will receive departmentalized professional development in the areas of reading and writing as part of the TC Reading &amp; Writing Project Schools initiative, which will lead to 100% of all students attaining at least one years growth on the June 2019 Teachers College Running Records as compared to June 2018</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher College Reading workshop Model (2 periods)</td>
<td>K-5</td>
<td>Sept. 2018-June 2019</td>
<td>Administration Classroom teachers TC staff developer</td>
</tr>
<tr>
<td>TC Writers Workshop will be utilized (2 periods).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmentalization across literacy (Reading /Writing)</td>
<td>K-5</td>
<td>Sept. 2018-June 2019</td>
<td>Administration Classroom teachers</td>
</tr>
<tr>
<td>Teacher Teams will utilize assessment data to refine curriculum calendars that will</td>
<td>K-5</td>
<td>Sept. 2018-June 2019</td>
<td>Administration Instructional team</td>
</tr>
<tr>
<td>include multiple entry points for group of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued On site Professional development will be provided to staff on Teacher’s</td>
<td>All staff</td>
<td>Sept. 2018-June 2019</td>
<td>Administration Instructional team TC staff developer</td>
</tr>
<tr>
<td>College Reading and Writing project to help implement the new curriculum and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluate instructional practices. (20 sessions each/ upper and lower grades)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

We will continue to provide workshops for families in all curricular areas with a tie to rigorous instruction in literacy as well as a deeper understanding of the Common Core Standards. Training will be provided by Staff 5 times a year at evening events. In addition, parents will have the opportunity to attend Teachers College parent workshops to gain a deeper understanding of expectations. Teachers will also have a Meet the Teacher Night at which curricular areas and expectations will be explained to parents and will communicate student progress through monthly progress reports. In addition, a monthly newsletter will provide parents with information regarding what their children are learning across curricular areas for that month. We will also place particular focus on including parents in classroom celebrations of the academic achievements in all curricular areas.

### Part 4 – Budget and Resource Alignment

**Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.**
Professional development will be provided on Mondays as per UFT collective bargaining. Professional development will be provided through a partnership with Teacher’s College. Monthly on-site professional development will be provided to staff who teach literacy. Lab site visits will be done once a month in grades k-5. These will consist of model lessons, inter-visitation as well as department level planning in the area of literacy.

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, we expect to see an increase 1/2 of the letter growth necessary for all students as evidenced by Teachers College Running records results.

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

We will be utilizing Teachers College Running Records as our measure to assess progress.

**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?

As a school, we are departmentalized for the third year. Through this departmentalization, teachers have been able to receive both internal and external professional development as part of the Algebra For All initiative. Teachers have also engaged in inter-visitation, collaborative planning, instructional rounds and common planning time to create unit plans in mathematics. Furthermore, teachers have created an online system through Google docs in which they can store assessment data and review trends in student performance to indicate pedagogical next steps.

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.

1. By June 2019, teachers will receive departmentalized professional development in the area of mathematics as part of the Algebra for All initiative which will lead to 60% of students performing at or above grade level in grades k-5 as evidenced by June End of Year Go Math assessments.
Part 3a – Action Plan

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

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

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

| Staff will continue to receive professional development from A4A staff developers as well as internal staff. | K-5 | Sept. 2018-June 2019 | teachers/ admin/ instructional team |
| Math teachers will work to create exemplars and rigorous/engaging tasks for students in the area of mathematics. | K-5 | Sept. 2018-June 2019 | teachers/ admin/ instructional team |
| Teachers will engage in 2-3 cycles of learning in their teacher teams. | K-5 | Sept. 2018-June 2019 | teachers/ admin/ instructional team |
| Teachers will engage in instructional rounds as well as inter-visitations 2-3 times during the school year | K-5 | Sept. 2018-June 2019 | teachers/ admin/ students |

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.

Monthly progress reports will provide parents with a snapshot of their students current achievement levels as well as their goals. In addition, expectations, goals, promotional criteria and specifics regarding curricula will be done at our Meet the Teacher Night. Monthly grade level newsletters will also provide parents with insight as to grade specific targets.

Part 4 – Budget and Resource Alignment

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

Professional development will be provided on Mondays as per UFT collective bargaining. Administration and key instructional staff will continue the practice of Instructional Rounds in mathematics. Funds will be utilized for staff coverage to allow for intervisitations as well as professional development. Professional development will be targeted to department needs based on student data.

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

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

By February 2019, there will be an increase of at least 45% of students performing at or above grade level on interim Go Math assessments.

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

We will be using Go Math assessments to measure student progress.

**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.

This area of concentration was selected so as to continue to move allow teachers to have an opportunity and framework/tool to engage in cycles of learning within their teacher teams. The refining of the practice of looking through data for a problem of practice, researching and defining a change strategy and, finally, implementing the strategy through cycles will further enhance teacher moves so as to move students forward.

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.

1. By June 2019, 100% of teachers in grades K-5 will engage in 2-3 Cycles of Learning in reading, writing and math in their teacher teams as evidenced by completion of the Cycles of Learning documentation tool digital document.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC Project School in house professional development in the areas of reading and writing.</td>
<td>Classroom staff/ Clusters</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers/ Admin/ Teachers College</td>
</tr>
<tr>
<td>Continues Inter-visitations in the areas of reading, writing and mathematics.</td>
<td>Classroom teachers/ Clusters</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers/ Admin/ Teachers College</td>
</tr>
<tr>
<td>Ongoing and continuous review of data in teacher teams</td>
<td>Classroom Teachers/ Clusters</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Instructional team, TC training</td>
</tr>
<tr>
<td>Completion of teacher team Cycles Of Learning Tool (2-3 cycles)</td>
<td>Classroom teachers/ Clusters</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Instructional Team</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Parents will be provided with key opportunities to engage with staff in regards to student best practices as well as how they can assist their children in gaining knowledge of what they should know and be able to do. These workshops will be held by departments in the evening once a month and will focus on areas such as Reading, Writing, Mathematics, Social Studies and Science. In addition, teachers will share out these research based practices at parent meetings/workshops.

### Part 4 – Budget and Resource Alignment

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

Tax levy funds will be utilized to purchase professional development resources including professional texts, Mathematics resources, TC Writing program and the reading program. Funds will be utilized to provide per diem coverage for instructional rounds, inter-visitations as well as external professional development. School wide funds will be utilized to pay for TC and math materials as well as professional development.

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

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

By February 2019, teachers will have completed at least 1 cycle of learning as documents on the Cycles of Learning Online Tool.

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

By February 2018, staff will have participated in at least 1 cycle of learning as well as one cycle of instructional rounds.

**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.

Although many (98% of staff) participated in the Option Prose teacher evaluation process as well as external professional development in the areas of Reading, Writing and Math, there was no formalized manner in which teachers shared their learning with their departments. Teachers participated in external professional development at Teachers College and through the A4A. Although the information and methods were used by teachers who went to the trainings, the remainder of staff in the department did not always have access to this information.

**Part 2 – Annual Goal**

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

1. By June 2019, 100% of teachers and staff who attend external PD opportunities will disseminate their learning to staff as evidenced by professional development agendas, a school-wide professional development calendar, attendance sheets, and PD informational packets.
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).

| IPC meetings will be held with staff in order to ascertain needs, interests and availability for PD opportunities | Classroom staff/Clusters | Sept. 2018 | Teachers/ Admin/instructional team |
| A professional development calendar/schedule will be created to ensure that information from external PD is disseminated to staff | Classroom staff/Clusters | Sept. 2018 | Teachers/ Admin/instructional team |
| Teacher surveys will be provided after professional development information is shared with staff to ascertain its effectiveness | Classroom staff/Clusters | Sept. 2018-June 2019 | Teachers/ Admin/instructional team |

3b – Parent and Family Engagement

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

Parents will be provided with key opportunities to engage with staff in regards to student best practices as well as how they can assist their children in gaining knowledge of what they should know and be able to do. These workshops will be held by departments in the evening once a month and will focus on areas such as Reading, Writing, Mathematics, Social Studies and Science.

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.

We will be utilizing per diem funds to cover teachers for professional development. In addition, we will be utilizing internal staff to cover departments when professional development is sought by staff off/site.

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


Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, 100% of staff will have engaged in disseminating information to colleagues or be scheduled to do on the school-wide professional development calendar

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will do a mid-point benchmark through reviewing key artifacts such as the professional development calendar, professional development agenda, professional development packets from sessions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

**Part 1 – Needs Assessment**

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

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

As we move toward the 2018-2019 school year, we continue to look for opportunities to engage parents in learning opportunities that will assist them in becoming partners in their children's learning. During the 2017-2018 school year, we had the most success in bringing parents into the school at times when student work was on display (i.e., the Science Fair) or when students had an opportunity to share what they had learned with parents. Only 65% of families say they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child.

**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, as a result of increased parent engagement and celebratory activities during the school day, there will be a 15% increase (from 65% to 80%) in the percentage “of families that say they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child,” as measured by the results of the 2019 NYC School Survey.
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents will be surveyed in September to assess needs in programming</td>
<td>Parents/Staff/students</td>
<td>Sept 2018</td>
<td>Admin, CLS advisory board, CLS subcommittees</td>
</tr>
<tr>
<td>Calendar of student celebratory parent events will be created in unison with parents</td>
<td>Staff/Parents/Community</td>
<td>Sept 2018</td>
<td>Admin, CLS advisory board, CLS subcommittees</td>
</tr>
<tr>
<td>Parent engagement opportunities will be a monthly topic at SLT meetings. Attendance sheets and parent survey results will be reviewed and analyzed to assess needs.</td>
<td>Parents/Community/Students</td>
<td>Sept 2018- June 2019</td>
<td>Admin, CLS advisory board, CLS subcommittees, NY Cares, OACE</td>
</tr>
<tr>
<td>Student events will be created to include parents. Parents will be surveyed at the close of the workshops to assess effectiveness.</td>
<td>Parents/Staff/Community</td>
<td>Sept 2018- June 2019</td>
<td>Admin, CLS advisory board, CLS subcommittees, Parent Coordinator</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

NY Cares, UFT

**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.

Staff will be utilized to lead and plan student/parent events. Funding will be utilized to enhance and strengthen programming for parents and community members as well as to create varied learning opportunities for students. In addition, the NYCaress Success Initiative grant will provide us with an Americorp staff member to assist in creating opportunities for these constituents as well.

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

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

Part 5 – Progress Monitoring

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

By February 2019, the school will increase parent participation in school wide workshops/celebratory events in classrooms. This will be evidenced by an increase of 7% of parents visiting classrooms by January 2019.

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

Mid year surveys will be provided to assess needs across the varied constituents. In addition, a review of number of opportunities provided will be reviewed mid year to ensure we are on track for our goal. An increase of 5% will be the goal for February 2019. In addition, surveys and assessment of parent/student and community will be done throughout programs to ensure they are impactful. Monthly CLS advisory board meetings will be utilized as opportunities to assess/review and revise programming as well. Attendance sheets will be monitored to ensure that the goal is being met.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>NYS ELA Results, School specific Baseline assessments: September 2018, Teachers College Running records</td>
<td>Literacy instruction focused on phonics and comprehension</td>
<td>Small group setting</td>
<td>Before school, Saturday mornings, After school, During school/RTI</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>NYS Math Results, School specific Baseline assessments provided by go math: September 2018</td>
<td>Math intervention focused on fluency and automaticity as well as problem solving strategies</td>
<td>Small group setting</td>
<td>Before school, Saturday mornings, After school, During school/ targeted small group instruction</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>In house Assessments, NYS Science Exam Results</td>
<td>Targeted intervention in content areas with a focus on literacy skills</td>
<td>Whole class/ small group</td>
<td>During the school day, After school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>In house Assessments</td>
<td>Targeted intervention in content areas with a focus on literacy skills</td>
<td>Whole class/ small group</td>
<td>During the school day, After school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Teacher Referral</td>
<td>SETSS</td>
<td>Small group setting</td>
<td>During the school day</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Parent Request</td>
<td>Social Worker/ guidance intervention</td>
<td>One to one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP</td>
<td>Guidance</td>
<td>Small group/one to one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPT recommendation</td>
<td>School Psychologist</td>
<td>Small group/one to one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speech</td>
<td>One to one</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Section 7: Support for Students in Temporary Housing (STH)

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

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

## Part A: FOR TITLE I SCHOOLS

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

   | 14 |

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

   Students in temporary housing receive school supplies to assist them. In addition, the school has an onsite mental health facility as well as our SBST who can provide services such as counseling to students. In addition, as a Community Learning School, we provide vision screening, dental screening and a host of additional services to these students.

## Part B: FOR NON-TITLE I SCHOOLS

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

   | NA |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Staff is hired after being interviewed by administration. Questions focus on the applicant’s knowledge of Common Core State standards, Danielson’s Framework of effective instruction as well as knowledge of best practices in various curricular areas. Staff is recruited through outreach from resumes received. Staff are hired within license so as to meet the HQT mandate. Teachers, once hired, are provided mentoring as well. Guidance is also provided in regards to requirements for tenure. Professional development is provided weekly in instructional and curricular areas.

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).

Once hired, staff is provided professionally development on a weekly basis in critical areas of instruction as well as DOE initiatives. In addition, teachers create an individualized professional development plan with administration in September, which outline their strengths and weaknesses based on Danielson’s framework. Short frequent observations are done to support the teacher in that area. Feedback is provided as well. Teachers meet with administration every other month to review progress in regards to professional development. In addition, faculty are sent to professional development opportunities outside of the building as requested or deemed necessary. BFSC staff will also be utilized to provide professional development in literacy and mathematics.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

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

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

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

Student information is shared from pre-kindergarten to kindergarten through communication with parents of enrolling students as well as through information provided through the turning 5 process. In addition, we partner with the incoming pre-kindergarten students and provide an orientation as well as a school tour for students and parents. Students are in the turning 5 program visit the school as well with parents to acclimate and become aware of the setting the school has to offer. In addition, we host a Kindergarten orientation in May for September incoming students.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers play a role in the selection of local measures of assessment through the MOSL committee as well as in consultation with administration. In addition, through the use of teacher teams, teachers are provided opportunities to share best practices related to assessment including checking for understanding.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verify with an (X)</td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$228,943</td>
<td>X</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td>---------</td>
<td>---</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$141,158</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$3724</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,760,283</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

1 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>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 65Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 65Q will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with 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 Elementary and Secondary (ESSA) 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)

P.S. 65Q, 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 Elementary and Secondary (ESSA) Act;

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;
II. Parent Responsibilities:

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
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<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
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<tr>
<td>Saturday academy</td>
<td></td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
<td></td>
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<tr>
<td>Grades to be served by this program (check all that apply):</td>
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</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td></td>
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<tr>
<td># of content area teachers:</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
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: 

This program will provide preparation for students for the NYSESLAT exam. Historical data has shown that our ELL population has benefited tremendously from this program in past years. To ensure positive results for this subgroup, the program will continue to be implemented as is. It will cover the Reading, Writing, Listening and Speaking strands of the NYSESLAT. Grades 2-5 students will be represented. All ELL students in Grades 2-5 will be invited to participate in the program. The program will be held on Wednesdays from 2:20-4:20 and Saturdays from 9-12. It will begin in October and end in June 2017 for a total of 47 sessions. The language of instruction will be English. There will be two teachers in the program. Two classes will be held. One for grades 2/3 and one for grades 4/5. Materials used include Achieving on the NYSESLAT by Pearson. Classes contain 15-20 students. Teachers will provide instruction to students in the core areas of the NYS NYSESLAT exam. The program will provide whole group and small group instruction. In addition, technology will be utilized to teach through the use of visuals. Students will also be progress monitored through the I ready program. Data from previous year NYSESLAT will be utilized to guide instruction. This included data from I-ready diagnostic baseline as well as information from student interviews and classroom student watching. In addition, progress monitoring data will assist.

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: 

CLS Literacy, Go Math Professional Development and professional development in best practices in ENL will be provided by administrative staff. We will provide ongoing ENL professional development for our ELL teacher through consultants and FSC staff. The ENL teacher will also go to staff development provided by NYCDOE regarding the instruction of ELL student.

Training will be provided for the staff by administration in the areas of literacy, writing, mathematics and best practices including effective feedback. They are afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional standards, instructional strategies that align with our curriculum, and that of the Department of Education.

Monthly professional development is provided at the FSC level for ELL staff. Weekly professional development is provided at the school level.
Part C: Professional Development

ESL professional development for our monolingual classroom teachers is being provided in order to address the ESL students in all grades. During our Monday professional development and teacher teams, we will present our staff with strategies and best practices in order to best meet the needs of our ELL population. Interdisciplinary teaching will be encouraged in order to give ELL’s support with the vocabulary needed to enhance content area learning. We will continue to elicit the assistance of Department of Education personnel to provide high quality training. ESL teachers will continue to require professional development on differentiation, ELA preparation, vocabulary development and content area instruction. Topics to be covered will include Common Core standards, Writing, Speaking and Listening, as well as content area professional development. These opportunities will occur on Monday afternoons from 2:20-3:45 during designated professional development time.

Part D: Parental Engagement Activities

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

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

Begin description here: ____

Parents will receive opportunities for workshops on ESL strategies, literacy strategies and mathematics on a weekly basis. Professional development will be provided by our licensed ELL teacher as well as licensed CB and SE teachers. School wide parent workshops will be communicated in home language as well as all parent memorandums and calendars. Translation services will be provided for parent contact. There will be 5-6 sessions per year from 4:00-6:00 p.m.

Workshops will occur from Sept. through June. Topics will include but are not limited to the following:

What are the Common Core Standards?

Unwrapping the NYC Dept of Ed. Instructional bundles

How can I ask my child better questions?

How can I engage my child in math tasks in the home that mirror CCSS tasks?

How can we help my child be a better writer?

How can I help my child be a better writer in mathematics?

Workshops will be provided during the evenings once per month. Attendance sheets and agendas will be maintained for the events and parents will receive invitations to events from the school as well as through our social media resources.
### Part D: Parental Engagement Activities

### Part E: Budget

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

Allocation Amount: $ _____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>7419</td>
<td>This is for use to pay per session for teachers (2) and admin (1) to cover afterschool programming described in narrative</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>4946</td>
<td>software licensing including Learning A to Z and Reading A to Z</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12366</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the *English Language Learner Policy & Reference Guide*. 

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>065</td>
</tr>
</tbody>
</table>

School Name: *The Raymond York Elementary School*

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Rafael Morales</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Nicole Lake</td>
</tr>
<tr>
<td>Coach</td>
<td>NA</td>
</tr>
<tr>
<td>Coach</td>
<td>NA</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Jennifer Milio</td>
</tr>
<tr>
<td>School Counselor</td>
<td>NA</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Michelle Stango</td>
</tr>
<tr>
<td>Parent</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>NA</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Pattie Musalin</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>NA</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>NA</td>
</tr>
<tr>
<td>Superintendent</td>
<td>NA</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>NA</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>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>471</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>55</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>11.68%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

- Transitional bilingual education program (TBE) [ ] Yes [ ] No
- Dual language program (DL) [ ] Yes [ ] No
- Freestanding ENL [ ] Yes [ ] No

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program</td>
<td></td>
<td>(e.g., 2013-14)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Dual language program</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>00</td>
<td>0</td>
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</tbody>
</table>

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

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?

   Our school uses data from the NYSITELL and NYSESALT, as well as Fountas and Pinnell Running Records to inform early year planning and instructional moves. These data points include NYS ELA exam results as well as internal assessments provided. As the year progresses, ongoing running records, teacher-created assessments, rubric based tasks, common core aligned checklists, and conference notes guide instruction, and allow us to move our ELLs into different groups as their language acquisition and skills increase.

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

   We begin to analyze the data in the beginning of the year during professional development, grade meetings and vertical/department inquiry meetings. The data for each student is shared so that each teacher has an understanding of the child’s strengths and weaknesses. We have three benchmark periods for Fountas and Pinnell, September, January and May;
Part IV: ELL Programming

teachers are encouraged to progress monitor between these benchmark intervals so growth and next steps can be determined sooner. Teachers also create curriculum maps for each unit of study, from these maps, each lesson created contains ELL specific support. The teacher and the ENL teacher collaborate to create strategies and scaffolds to support these students during the lesson. Teachers meet twice a month to review student data, student work products as well as to plan and create curriculum maps. During this time, administration assists in this review. In addition, professional development is provided in the review, disaggregation and use of student data to guide 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? Our schools uses NYSITELL and NYSESLAT data to identify a baseline as well as growth for the ELLs. Additionally, we have 3 benchmark periods for Fountas and Pinnell running records.

4. What structures do you have in place to address interventions once the summative data has been gathered? Once the data is collected and analyzed, the implications from the initial assessment and data from growth demonstrated on these assessments, are used to determine student grouping and focus points. We also use this data to provide interventions such as RTI, afterschool, and Saturday school. All of which are accessible for ENL students as well.

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.] Paste response to question in accordance with the RTI Framework for ELLs, our English language learners who under perform or make little to no progress on the NYSESLAT or other benchmark assessments, will be taken into consideration for targeted interventions in both the tier 2 and tier 3 models. Certain factors also to be considered are the student's linguistic capabilities, progress towards English proficiency, years of ELL service, and teacher recommendation. These will jointly be used to determine the best course of action in providing additional support services. Student data is reviewed every 6-8 weeks. This data is used to move students throughout the various tiers to either a less intensive approach or a more intensive intervention.

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). We utilize the data from the previous years NYSESLAT and NYS ELA/Math exam performance to inform instructional moves, design effective instructional programs, create focused subgroups, and determine interventions that might be necessary in order to ensure progress toward achieving proficiency.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? At PS 65, the ENL teacher pulls-out students for ENL services. She provides both the integrated and stand-alone services using this model. After analysis of school-wide ENL data, trends are noted and implications for instructional moves are created. In order to close the gap and help students make adequate growth, the students are grouped by grade and proficiency levels, and then into further subgroups for more targeted instruction. The goal is to provide students with effective instructional programs that have interventions in place. Additionally, professional development in the beginning of the year is given to the entire staff to review the school-wide data, inclusive of ELL assessments, where teachers can look carefully at their ELL population and create a strategic plan of action. They work collaboratively with the ENL teacher to include speaking and listening and language targets, plan differentiated activities and scaffolds. Data is reviewed, by department, amongst the teachers as well as administration. This is done twice a month.
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.
      As per CR Part 154.2, Our Freestanding ENL program provides a Pull-out model for instruction in English by our dually certified ENL teacher. In classrooms our students are grouped heterogeneously at each grade level. We feel that student’s make further gains in acquiring the language, as there are more opportunities for authentic communication with fluent English speakers and a more rigorous curriculum when they are in mixed populations. Our ENL teacher provides both Stand-Alone and Integrated instruction in the Pull-out model, for the number of mandated minutes, where English Language Arts and content area subjects are embedded into her curriculum. This instruction is planned to ensure curricular alignment and continuity of instruction. There is continuous collaboration between the ENL teacher and the classroom teachers. Students are grouped by NYSESLAT proficiency levels within and across grades.
   b. TBE program. If applicable.
      We do not have TBE program.
   c. DL program. If applicable.
      We do not have DL program.

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)?

   As per CR Part 154-2, mandated instructional units required for ELLs differ by levels of proficiency. Based on NYSITELL/NYSESLAT scores, Entering and Emerging ELLs receive 2 units/360 minutes a week of ENL instruction; this is broken into eight 45 minute periods. Transitioning and Commanding ELLs receive 1 unit/180 minutes per week of ENL instruction broken into four 45 minute periods. Commanding ELLs receive .5 unit/90 minutes per week of instruction broken into two 45 minute periods. Student are grouped in grade bands K/1, 2/3, and 4/5; each of these grade bands are divided into two groups, Entering/Emerging and Transitioning/Expanding/Commanding. This ensures that each group receives their mandated minutes of instruction.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   In our ENL program, English Language Arts instruction is blended with Science and Social Studies to ensure that students are receiving rigorous, quality instruction that meet the CCLS and NYS ELL standards, as well as the four modalities, speaking, listening, reading, and writing which are necessary for language acquisition. Our program uses a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Grade level curricula materials are utilized and supplemented with independent reading leveled texts and other print materials and technological resources to make the content accessible for each level of ELL proficiency. We have an array of scaffolds and differentiation techniques used with our ELL students.

   ELL students at PS 65 have access to a variety of instructional materials to aide and promote their learning, including: language/translation dictionaries, NYS translation guides, translation programs, Raz-kids online leveled reading materials in English and Spanish, Imagine Learning software, iPads and Laptops are also utilized daily.

   Our students are taught how to use a multitude of strategies, and are given continuous opportunities to practice them. Some of these ENL strategies that are applied are close reading techniques, using/creating graphic organizers, sentence and paragraph frames, creating outlines, using TPR, realias, dialogues and role-playing. Our ENL teacher also embeds phonics, grammar and word fluency instruction into every lesson.
In addition, this past year our school departmentalized instruction in all grade K-5, this approach to teaching, gives all students access to the same rigorous quality education as their peers, with a content specific teacher in Reading, Writing, Math, Social Studies, and Science. As our classes are heterogeneously created, the content/department teachers work collaboratively with the ENL teacher to support the needs of the ELL students.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Our school ensures that all ELL students are evaluated in their native language whenever possible and as mandated. We administer the Spanish Lab to native Spanish speaking students. Students also have the opportunity to take all NYS exams in the content areas that are available in their native language; if their home language is not available, translators are provided. Additionally, our Go Math curriculum has unit tests in Spanish, teachers use translation software for other languages. We also have a bilingual staff that speak Spanish, Arabic, Urdu, Punjabi, and Hindi, as well as wonderful family volunteers that help us to support our students as needed.

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
5a. SIFE students receive extended instructional time. This would be provided during after school classes, Saturday programs, and summer programs. All other opportunities available for ELL students would be available to SIFE’s as well. Greater outreach to parents needs to be provided from the school to better educate them in making intelligent choices that will best suit their child’s needs. This not only includes the various ELL programs to choose from, but the structure and methods of the current ELL program that is in place.
5b. Our Newcomers are placed in a class that offers them a not only a nurturing environment where they can easily transition into the new academic setting but where they can have a language partner as well. These students will receive 360 minutes or eight 45-minute periods a week of Standalone and Integrated ENL services. Within that setting, the ENL teacher helps them develop their basic interpersonal skills in English by engaging in daily socialization skills, conversations, and developing vocabulary, in addition Newcomers are provided a very scaffolded literacy immersion and content instruction, this is done with use of visuals, realia, manipulatives, and total physical response to name a few. While in the general education classroom, teachers will collaborate with the ENL teacher to provide a sheltered instructional plan in order to provide students with strategies and scaffolds to address their needs. We place a strong emphasis on developing the whole child and with our newcomers, we embrace their home language and try to build strong family ties.
5c. Our Developing ELL students will receive 180 minutes of Standalone and Integrated ENL, and will have more emphasis placed on their reading and writing skills integrated within the content area using ELL methodologies and scaffolds. Students will be taught using the gradual release of responsibility model, and will learn strategies to take learning into their own hands, such as self monitoring, speaking and listening skills training, close reading techniques and organizational methods. An After-school Program is offered to support their progress. 5d. Students who are Long Term ELLs and have not made adequate progress on the NYSESLAT or state ELA and/or Math exams will continue to receive their mandated ENL hours based on their proficiency level and are also given additional supports. These student’s individual needs are analyzed via school-wide data and conversations with past and present teachers. A plan is created collaboratively with the classroom, ENL and RTI teachers, to support the child in developing their weaknesses in phonemic awareness, phonics, fluency, comprehension and writing skills. These students are carefully monitored to ensure the plan for them is effective and the teacher teams continue to reflect collaboratively and adjust practices as best suited for the child. The student is also provided additional learning opportunities during after-school and Saturday programming.
5e. Former ELLs up to two years after exiting ELL status will receive 90 minutes of integrated ENL/ or other content area using ELL methodologies. The emphasis will be on fine tuning their skills in the four modalities, speaking, listening, reading and writing with a gradual release of responsibility model. Testing accommodations are continue. These students are also provided supports such as dictionaries, thesauruses, word lists and other tools to help them maintain their development of the English language in their classrooms.
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?

ELL students that are also classified as Special Education will receive all services afforded to them by their IEP and by CR Part 154.2. All special education students will receive ENL services as described by the level of proficiency they have achieved on the NYSESLAT. They will be mixed with other students in a similar grade band and proficiency level, during pull-out ENL services. These ELL-SWDs also require individual methods of instruction that are developed collaboratively with the SE teacher, ENL teacher and service provider in order to give strategic and specific need based instruction based on their IEP. Further differentiated materials, teaching techniques, and scaffolded presentation approaches are used to accommodate each child’s special needs. After School program is offered to support student progress. ELL-SWD students receive the mandated instruction from a licensed Special Education teacher either in a self-contained setting or in an ICT setting.

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 offers curricular, instructional and scheduling flexibility to all ELL-SWDs. Service providers and SE teachers conference with the ENL teacher to create a schedule for each child’s that accommodates their IEP. The ENL teacher has time to review all of the IEPs of her ELL-SWDs and create an instructional plan that provides specific skills and strategies to meet their needs. The ENL teacher is also involved in developing or adding to the student’s IEP to ensure that his/her language acquisition needs are accommodated and reachable goals are created. The ENL teacher and the classroom teacher differentiate lessons and offer similar strategies in order to have continuity and consistency in both the classroom and during ENL pull-out instruction.

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.

Our targeted intervention plan is given to ELLs in core areas of ELA and Math. Our ELLs are grouped by proficiency levels to ensure targeted small group support that is academically appropriate. The targeted ELL subgroups are: entering/emerging and transitioning/expanding. Our focus is to develop and strengthen their speaking and listening skills to foster proper language development; foundational and fluency skills that accelerate their reading and writing ability; and vocabulary work to develop their background knowledge in the content areas. In addition to a strong direct instruction, our ELL students also have personalized access to Imagine Learning, which is a targeted computer-based intervention program specifically designed to develop the 5 Pillars of Literacy- phonological awareness, phonics, fluency, vocabulary and comprehension. It has embedded assessments and progress monitoring so that teachers can closely monitor each student’s strengths and weaknesses. We are also providing each of our ELL students with personal access to Raz-Kids, an online resource of thousands of leveled texts that they can read or listen to, then answer comprehension questions. Many of these books are also available in Spanish to foster their literacy development in their native language. Both of these programs are accessible to students in school and at home. Our school also provides targeted intervention during ENL After-school and ENL Saturday school. In the classroom, teachers provide students with small group instruction in conjunction with recommendations from the ENL teacher.

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

New programs in our school area:

a. LaGuardia Community College partnership, where student teachers and students observers provide in-classroom and individualized tutoring support.
b. New York Cares, which is Math and Movement.
c. Teacher-led programming of ELL After-school.
d. Online academic programs on Imagine Learning and Raz-Kids.
e. Teachers College Reading and Writing Program (school-wide implementation).

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

There are no programs/services that will be discontinued in out school.

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

The ELLs in our school have equal access to all school programs and curriculum, including school-wide character building, Career Day, and school trips. With the use of our allocated Title III Funds, we have been able to offer our ELLs an invitation to stay for our ENL Afterschool program on Wednesdays and Thursdays, as well as a special Saturday program for
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.

We have an array of instructional materials that are used to support our ELLs. Curriculum materials are thematically built upon from a variety of sources including NG Reach, Learning A-Z, Leveled library books, trade books, ReadWorks, News ELA, and TFK materials, to name a few. This year we will be adopting Teacher College Reading and Writing Programs, that will also offer strategies and materials to support ELLs. Our Go Math curriculum offers differentiated activities and manipulatives that are used for ELLs support. Glossaries, bilingual and picture dictionaries, word walls, anchor charts and leveled texts support ELL reading in the regular classrooms and while in ENL class. To build language and phonics, our ELL students receive additional instruction during Stand-alone ENL class where a variety of tools and resources are used. Our ELL students also receive daily access to the computer program Imagine Learning, and for our youngest learners, we also utilize Starfall and ABC Mouse. The all classrooms are equipped with a Promethean Boards and access to laptops that are used to facilitate learning. The ENL classroom also has iPads and Kindle Fires that are used during instruction to give students further access to texts, videos, audio, and visuals to further their engagement in learning English.

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

Translation and communication between student and teacher is continuous. Students that do not yet know how to express their needs and wants in English can use their native tongue to do so. The ENL teacher uses the student’s native language where possible to help clarify the student’s understanding of a concept. Bilingual dictionaries and Google Translate is often used for the teacher and non-English speakers to communicate. There are also language partners in almost every class that are fluent in both the native language and English to assist in fostering communication and English development. Native language is also used when communicating with the parents of ELL students; we utilize bilingual staff, family volunteers and the NYCDOE Translation and Interpretation services as necessary to guarantee understanding and open communication.

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

Our programming and schedules are created so that ELL students receive their required services based on proficiency levels and grade bands. Entering and Emerging student in each grade band (K/1, ⅓, ¼) receive 360 minutes of ENL weekly and Transitioning and Expanding students in each grade band receive 180 minutes of ENL weekly. Our Commanding students join the Transitioning and Expanding students in their appropriate grade band 90 minutes per week.

In the general classroom ELL students are looked at individually and are grouped in our reading program based Fountas & Pinnell assessments as well as language proficiency and comprehension ability. This allows the student to grow in all modalities. The same hold true in math, students are grouped using a combination of math readiness, skill and language skills. Students are provided grade level concepts in a way that is differentiated for their level. Grade level standards are used to guide instruction and lesson planning.

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?

Our school does not share a building.

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

When new ELL children are enrolled in our school, the ENL teacher and the Parent Coordinator meet with families for our ELL orientation, where the different programs offered in NYC schools are explained. The Parent Coordinator and the Community School Liaison also offer a variety of workshops to help families with strategies for their child’s success throughout the year. As a community learning school, we offer an array of activities throughout the year to support our ELLs as well as all of our students. Some of these activities include

a. Our school has Saturday and After School activities from grades K-5 led by parents, parent coordinator, teachers, and representatives from our sponsors.
b. Power Play NYC which focuses on empowerment through sports, games, and team building.
c. Common Threads is a nutrition education partnership which provides students with hands-on cooking lessons that
incorporate diverse cultural exploration. Delta Airlines sponsors annual Holiday Party and other special events. GROWNYC is a recycling champions program that engages students in making school more sustainable. Monthly grade-wide charitable endeavors that teaches students the importance of giving to others by engaging them in student-led drives for charities, including St. Jude, Children's Hospital, City Harvest, Toys for Tots, Ronald McDonald House, and more. School-wide programs and assemblies such as Winter Wishes, Corporate-sponsored events through New York Care, NYPD "Stranger Danger", and Apple Corps Traffic Safety Program (DOT).

17. What language electives are offered to ELLs?
   Our school does not offer language electives to ELLs.

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)?
   We do not have dual language programs.

Professional Development and Support for School Staff

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

   Professional Development for our ENL teacher is ongoing. Our region provides monthly ENL/Bilingual professional development where she attends the Queens South ELL Instructional Leadership Institute (EILI) professional learning series, which affords opportunities to discuss current research, best practices, materials, NYS-ELL standards, instructional strategies that align with Core Curriculum, and the application of these strategies. Our ENL teacher also attends compliance meetings offered by Office of DEllSS, as well as school-wide professional development with emphasis on Literacy Awareness. Our ENL teacher is also part of our school’s Professional Development Team, where she provides workshops to turnkey information, presents topics to support teachers in strategies for their ELL student’s success, and ELL data analysis.

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.

   The ENL teacher is sent to Professional Developments sponsored by the Queens South ELL Team, Office of DEllSS, Department of Education, and is provided with books and materials for ELLs success. ENL professional development for our monolingual classroom teachers is also provided in order to address the large number of ELL students in grades Kindergarten to Grade 5. ENL professional development for our classroom teachers are provided by administration and the ENL teacher on a variety of topics in order to best meet the needs of our ELL population and analyze trends in NYSESLAT data to create targeted groups and interventions. All workshops have agendas and sign-in sheets to ensure compliance is met.

Parental Involvement

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

Our school’s ENL teacher meets individually with the parents or guardians of English language learners at least once a year. This includes ELL Parent Orientation, schoolwide parent orientation, parent teacher conferences, and other scheduled meetings as needed to provide parents or guardians their child’s language development progress, English language proficiency assessment results, and language development needs in all content areas. A qualified interpreter/translator in the language of the parent or guardian best understands is always provided in these meetings. Attendance is recorded at all times and kept on file. At our Meet the teacher, parents are told of the goals of the program as well as the school wide results. In addition, individual parent meetings are scheduled and held by the ESL teacher with parents to discuss student needs as well as progress across content areas.

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

Our school is committed to developing a positive relationships with our school community, As part of our family outreach, parents are invited to become part of their child’s school experience, By fostering relationships with our ELL parents, we know we can help the “whole” child grow in a multitude of ways. As a Community Learning School, we provide families with events such as Health Fair, Career Day, Common Threads nutrition classes, Hispanic Federation sponsored literacy workshops, Adult ESL, Parent Workshops through the Parent Coordinator, Parent Book Club, Family Math and Literacy Nights, Dad Take Your Child to Work Day, Multicultural Celebration, School Leadership Tea, Breakfast with Santa, Parent Volunteers, and our extensive PTA provide opportunities for all ELL parents to be part of PS65.

In addition, the ELL parents maintain integral involvement with the school during Back to School Night, Parent Conferences in the fall and spring and other academic events. Translated letters and flyers are sent home to ensure families know the wonderful events our school offers.

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.

Paste response here:
### 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, Rafael Morales, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rafael Morales</td>
<td>Principal</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Nicole Lake</td>
<td>Assistant Principal</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Pattie Musalin</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Jennifer Milio</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>NA</td>
<td>Parent</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Michelle Stango</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>NA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Adrienne Hughes</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mary Barton</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Pierre Galvez</td>
<td>Field Support Center Staff Member</td>
<td>Pierre Galvez</td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q065  School Name: Raymond York Elementary School  Superintendent: Ms. Barton

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary) Pattie</td>
<td>Musalin</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Milio</td>
<td>ENL Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   Data included to assess language preferences include the HLIS as well as emergency blue cards. In addition, a school wide parent survey is distributed to parents to ascertain need. Finally, our ELL teacher conducts intake interviews to gather information regarding parent language preference.

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.
### Language Preferences

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent preferred languages include:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>83</td>
<td>18.74%</td>
<td>89</td>
<td>20.09%</td>
</tr>
<tr>
<td>Bengali</td>
<td>22</td>
<td>4.97%</td>
<td>26</td>
<td>5.87%</td>
</tr>
<tr>
<td>Urdu</td>
<td>7</td>
<td>1.58%</td>
<td>9</td>
<td>2.03%</td>
</tr>
<tr>
<td>Urdu</td>
<td>7</td>
<td>1.58%</td>
<td>9</td>
<td>2.03%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>3</td>
<td>0.68%</td>
<td>4</td>
<td>0.9%</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
<td>0.45%</td>
<td>3</td>
<td>0.68%</td>
</tr>
<tr>
<td>Arabic</td>
<td>8</td>
<td>1.81%</td>
<td>9</td>
<td>2.03%</td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
<td>0.23%</td>
<td>1</td>
<td>0.23%</td>
</tr>
<tr>
<td>Burmese</td>
<td>1</td>
<td>0.23%</td>
<td>1</td>
<td>0.23%</td>
</tr>
<tr>
<td>Pashto</td>
<td>1</td>
<td>0.23%</td>
<td>1</td>
<td>0.23%</td>
</tr>
<tr>
<td>Estonian</td>
<td>1</td>
<td>0.23%</td>
<td>1</td>
<td>0.23%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
<td>0.23%</td>
<td>1</td>
<td>0.23%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

None

### Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Curriculum Conference/ Back to School</td>
<td>Sept</td>
<td>We use bi-lingual staff, translation software/programs, in which staff and parent partnerships of that language reread for accuracy and quality assurance, and DOE T&amp;I Unit for other covered languages.</td>
</tr>
<tr>
<td>PT Conference announcements</td>
<td>Nov/Mar/May</td>
<td>We use bi-lingual staff, DOE intranet templates, and translation software/programs, in which staff and parent partnerships of that language</td>
</tr>
<tr>
<td>ELLs Entitlement/ non-entitlement/ continuation letters</td>
<td>Sept. Then continually throughout school year as enrolled</td>
<td>We use DOE Intranet templates</td>
</tr>
<tr>
<td>NYS Testing dates</td>
<td>Mar/Apr/May</td>
<td>We use bi-lingual staff and parent partnerships, translation software, DOE T&amp;I Unit for translation into covered languages and a translation vendor for non-covered languages.</td>
</tr>
<tr>
<td>Letters from school Leadership</td>
<td>Throughout the year</td>
<td>We use bi-lingual staff and parent partnerships, translation software, DOE T&amp;I Unit for translation into covered languages and a translation vendor for non-covered languages.</td>
</tr>
<tr>
<td>Family Literacy, Math, Science and SS nights</td>
<td>Throughout the year</td>
<td>We use bi-lingual staff and parent partnerships, translation software, DOE T&amp;I Unit for translation into covered languages and a translation vendor for non-covered languages.</td>
</tr>
<tr>
<td>After School programs</td>
<td>Throughout the year</td>
<td>We use bi-lingual staff and parent partnerships, translation software, DOE T&amp;I Unit for translation into covered languages and a translation vendor for non-covered languages.</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>Throughout the year</td>
<td>We use bi-lingual staff and parent partnerships, translation software, DOE T&amp;I Unit for translation into covered languages and a translation vendor for non-covered languages.</td>
</tr>
<tr>
<td>School Social and Community Events</td>
<td>Throughout the year</td>
<td>We use bi-lingual staff and parent partnerships, translation software, DOE T&amp;I Unit for translation into covered languages and a translation vendor for non-covered languages.</td>
</tr>
<tr>
<td>School Calendar</td>
<td>Monthly</td>
<td>We use bi-lingual staff and parent partnerships, translation software, DOE T&amp;I Unit for translation into covered languages and a translation vendor for non-covered languages.</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.
### Meeting Name | Month/Frequency of Meetings | How does your school plan to provide interpretation service(s)?
--- | --- | ---
Parent Teacher Conferences | Nov/March/May | We use bi-lingual school staff and parent volunteers; for other languages we use over the phone interpretation services from DOE T&I
Back to School/ Curriculum Night | Sept | We use bi-lingual school staff and parent volunteers
Initial ELLs Parent Orientation | Sept/Oct | We use bi-lingual school staff and parent volunteers
Family Literacy, Math, Science and SS nights | Throughout the year | We use bi-lingual school staff and parent volunteers
Monthly PTA meetings | Monthly throughout the year | We use bi-lingual school staff and parent volunteers
SBST, IEP Meeting | Throughout the year | We use bi-lingual school staff and parent volunteers; for other languages we use over the phone interpretation services from DOE T&I

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

Our school calls families based on yearly blue card and HLIS information. We have several staff members that are bi-lingual in most of the languages that or LEP families speak. We also have a strong parent partnership, when available these families help us communicate. When necessary we use the over the phone DOE T&I unit.

When LEP families need to communicate with staff in the event of an emergency, a bi-lingual staff member or parent volunteers help. Additionally, we will utilize computer based translations when necessary.

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

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

In order to ensure that all staff members are aware of how to use translation services and over-the-phone interpretation service, a staff meeting is held at the beginning of the school year to inform the staff of the available services. Also, procedures are reviewed before all parent-teacher conferences. Our school’s Parent Coordinator Pattie Musalin will serve as the primary Language Access Coordinator, she will ensure that staff has access to all needed interpretation services. Jennifer Milio, our school’s ENL teacher will work collaboratively with Pattie, to guide and support the staff with parent language information and other materials needed to assist them.

#### 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..)

|Our school makes LEP parents and families aware of their rights and important school information by having an array of displays located in the main lobby and in the office.

These include but are not limited to:

|Bulletin Boards with DOE supplied translated signage, welcome letters, Parent’s Bill of Rights, monthly calendars, parent engagement event displays, and PTA information.

We also share information with LEP families by sending home translated notices including:

|Brochures, flyers, monthly newsletters and calendars.

All parent engagement events are also translated, including PTA meetings, parent workshops, and community outreach events.

|Our school is part of the Community Learning School Initiative, which brings on-site partnerships with OACE, the Hispanic Federation, New York Cares and many others. These partners give resources, provide workshops, offer classes, and send translation volunteers to aide our school and LEP families at events like parent curriculum night, parent conferences, ELL Parent Orientation, and other needed events.

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**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 are distributed at various times in the year including September and mid year, additionally, face to face meeting offers us real time feedback. These surveys and oral feedback inform us of the quality and availability of services and information, they ascertain the needs of our parent body as well as guide parent programming.