2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 24Q071
School Name: P.S. 071 FOREST
Principal: INDIANA SOTO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Forest Elementary  
School Number (DBN): 24Q071

BEDS Code:  
Pre-K – 5th grade

Grades Served:  
62-85 Forest Avenue Ridgewood NY 11385

School Address:  
62-85 Forest Avenue Ridgewood NY 11385

Phone Number: 718-821-7772  
Fax: 718-821-7772

School Contact Person: Melanie Nunez  
Email Address: Mnunez42@schools.nyc.gov

Principal: Indiana Soto

UFT Chapter Leader: Nichole Montecalvo

Parents’ Association President: Melanie Gazer

SLT Chairperson: Kristine Schuff

Title I Parent Representative (or Parent Advisory Council Chairperson): n/a

Student Representative(s):  
Student Representative(s): n/a

CBO Representative:  
CBO Representative: n/a

District Information

Geographical District: 24  
Superintendent: Madeline Chan

Superintendent’s Office Address: 98-50 50th Avenue Corona NY 11368

Superintendent’s Email Address: mchan@schools.nyc.gov

Phone Number: 718-592-3357  
Fax: 718-592-3770

Field Support Center (FSC)

FSC: Queens North  
Executive Director: Lawrence Pendergast

2018-19 CEP
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana Soto</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Nicole Montecalvo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Melanie Gazer</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></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>Robert Perez</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Wendy Zwane</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Steven Roesler</td>
<td>Member/teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Kristine Schuff</td>
<td>Member/teacher/Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/teacher</td>
<td></td>
</tr>
<tr>
<td>Christine Carco</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/school secretary</td>
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<td>Member/parent</td>
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<td>Member/</td>
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</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>The Six Elements of the Framework for Great Schools</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

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. What is your school’s mission statement?</td>
<td>To love learning we need to engage the mind, body and soul.</td>
</tr>
</tbody>
</table>

We believe our goal is to provide a solid educational foundation and a sense of community by engaging students in rich learning experiences. As a school, we strive each day to develop our students' knowledge, independence, confidence and character by building trust and encouraging meaningful relationships. We embrace learning by educating through many diverse curricula which evoke wonder and empower "the whole child". By continuing to
build community among staff, students and families, Forest Elementary opens the pathway for a journey of life-long learning and a clear vision for the future.

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.**

At Forest Elementary our is goal is to provide a solid educational foundation and a sense of community by engaging our students in rich learning experiences. As a school, we strive each day to develop our students’ knowledge, independence, confidence and character by building trust and encouraging meaningful relationships. We embrace learning by educating through many diverse curricula which evoke wonder and empower “the whole child”. By continuing to build community among staff, students and families, Forest Elementary opens the pathway for a journey of life-long learning and a clear vision for the future.

In our school we have a shared belief that evaluations are utilized for the purposes of development. Therefore we have created systems and structures in which we can authentically engage and identify best practices which will have a substantial impact on our students’ learning. The structures of our school based teacher evaluation and development system are as follows:

- **Observations are conducted in six weeks cycle**
- **Teachers are observed by a different school administrator every cycle**
- **Teachers receive a schedule of their observations and feedback sessions**
- **Teachers participate in collaborative face to face feedback sessions with their current administrator**
- **Student work is discussed during feedback sessions**
- **Built in common planning time that provides meaningful best teaching practices**

The school’s strategic assessment practices have led to teachers providing students with clear and significant feedback, which informs effective instructional adjustments and allows students to be reflective and understand their future learning needs.

Our school has demonstrated huge progress in developing and sustaining strong family ties. Our parent association worked in partnership with our teachers in identifying a reading comprehension assessment, provide input on the teacher evaluation schedule and design and manage various parent engagement activities.

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

4. **Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.**
Our school remained strong in rigorous instruction, maintaining a level 4.

Our area of focus for next academic year will be .......................
### School Demographics and Accountability Snapshot for 24Q071

#### School Configuration (2018-19)
- **Grade Configuration:** 0K,01,02,03,04,05
- **Total Enrollment (2017-18):** 752
- **SIG Recipient (Y/N):** No
- **English Language Learner Programs (2018-19):**
  - Transitional Bilingual: N/A
  - Dual Language: N/A
  - Self-Contained English as a Second Language: N/A
- **Special Education Programs/Number of Students (2015-16):**
  - # Special Classes (ELA): 48
  - # SETSS (ELA): 4
  - # Integrated Collaborative Teaching (ELA): 95
  - # Special Classes (Math): 45
  - # SETSS (Math): 5
  - # Integrated Collaborative Teaching (Math): 95
- **Types and Number of Special Classes (2018-19):**
  - # Visual Arts: 17
  - # Music: 21
  - # Drama: 15
  - # Dance: N/A
  - # CTE: N/A

#### School Composition (2017-18)
- **% Title I Population:** 87.0%
- **% Free Lunch:** 86.0%
- **% Limited English Proficient:** 15.0%
- **% Students with Disabilities:** 18.5%
- **Racial/Ethnic Origin (2017-18):**
  - % American Indian or Alaska Native: 4.1%
  - % Hispanic or Latino: 56.5%
  - % White: 33.8%
  - % Black or African American: 0.9%
  - % Multi-Racial: 4.5%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19):** 5.1
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching with Fewer Than 3 Years of Experience:** 14%
- **Average Teacher Absences (2014-15):** 6.8
- **Student Performance for Elementary and Middle Schools (2017-18):**
  - ELA Performance at levels 3 & 4: 40.7%
  - Mathematics Performance at levels 3 & 4: 37.0%

#### Science Performance for High Schools (2016-17)
- **Science Performance at levels 3 & 4 (4th Grade):** 83%
- **Science Performance at levels 3 & 4 (8th Grade):** N/A
- **Student Performance for High Schools (2016-17):**
  - ELA Performance at levels 3 & 4: N/A
  - Mathematics 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
  - % ELA/Math Aspirational Performance Measures (2015-16): N/A
- **Overall NYSED Accountability Status (2018-19):**
  - Reward: No
  - Recognition: N/A
  - In Good Standing: Yes
  - Local Assistance Plan: No
  - Focus District: Yes
  - Focus School Identified by a Focus District: No
  - Priority School: No
  - Focus Subgroups: N/A

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

##### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

##### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

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

**According to the 2017-2018 Framework for Great Schools:**

- 90% of teachers of all subjects say that they had the resources to include opportunities for reading and writing experiences grounded in evidence from text, both literary and informational
- 88% responded positively to questions about Rigorous Instruction
- 89% of teachers responded that a lot or all of the students in their classes feel challenged.

Our school’s priority need is modifying the Science and Social Studies curriculum to embed the ELA skills and standards.

Our school’s shared beliefs around teaching and learning has provided opportunities for students to be exposed to engaging and challenging learning experiences that require them to be reflective and critical thinkers. However, more strategically designed extension and enrichment tasks would further push students’ to demonstrate critical thinking in their work products.

#### Part 2 – Annual Goal

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

<table>
<thead>
<tr>
<th>Goal</th>
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</thead>
<tbody>
<tr>
<td>By June 2019, all of our classes will have embedded at least 2 cognitively engaging tasks per unit in both Social Studies and Science that embed the ELA skills and standards.</td>
</tr>
<tr>
<td>By June 2019, there will be a 5% increase in student proficiency rating in reading as measured by SRI.</td>
</tr>
<tr>
<td>By June 2019, there will be an increase in student proficiency rating in math as measured by i-Ready</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Twice a month beginning in October</td>
<td></td>
</tr>
<tr>
<td>All teachers</td>
<td>Once a month beginning in October.</td>
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</tr>
<tr>
<td>All teachers</td>
<td>September December March</td>
<td></td>
</tr>
</tbody>
</table>

### Part 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.

### 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.

Teachers will have a double block periods of professional development on a weekly basis.

**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>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</tbody>
</table>

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

By January 2019,

By January 2019 teachers will have implemented two different teaching strategies when teaching mathematics. Teachers will have developed and implemented one mathematical tasks which will have multiple entry points.

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

Formative assessments

**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?

According to the 2017-2018 Framework for Great Schools:

- 100% of teachers agree students are safe in their classes
- 98% of teachers agree students are safe around the school
- 98% of teachers agree that students are safe traveling between hallways, bathrooms and cafeterias
- 90% of teachers teach critical thinking skills to students
- 88% help students develop the skills they need to complete challenging course work despite obstacles

While there is a shared understanding of how students learn best, across the vast majority of teachers, which is informed by the Danielson Framework for Teaching and the instructional shifts, all teachers do not always provide strategic extension tasks for all learners.

Part 2 – Annual Goal

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

By June 2019, 100% of staff and students will engage in the PBIS (Positive Behavior Intervention Support)
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
<tr>
<td>Target Group(s) Who will be targeted?</td>
</tr>
<tr>
<td>all grades</td>
</tr>
<tr>
<td>Timeline What is the start and end date?</td>
</tr>
<tr>
<td>September 2016-June 2017</td>
</tr>
<tr>
<td>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

**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.

**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 the week ending December 20th, 2019 every classroom teacher will have successfully engaged in the peer to peer feedback process and have gained a deeper understanding of at least three different teaching strategies for their individual classroom community. Teachers will be able to use the feedback and teaching strategies to target specific student needs. By December 2016 60% of our second grade students will be reading on or above grade level as
evidenced by our SRI formative assessment test results. 60% of our third grade students will be reading on or above grade level as evidenced by our SRI formative assessment test results. 70% of our fourth graders will be reading on or above grade level as evidence by our SRI formative assessment test results. 65%of our fifth graders will be reading on or above grade level as evidence by our SRI formative assessment test results.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom observations and student work.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

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

Our school community has created systems and structures in which our teachers have proved success developing teaching strategies that will meet the needs of every learner. On our quality review indicator 2.2 Assessment we earned a well developed because across the school, teachers and students use a myriad of assessment strategies that align to the school’s curricula and provide a comprehensive view of students’ strengths and 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–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.

Using our distributive leadership model, our teachers will design and implement a comprehensive criteria for creating individual student portfolios. The teacher team will consist of representation of every grade (pre-K – 5th grade). By June 2016 every student will have a customized student portfolio that will focus on their academic growth and their individual analysis of their trajectory towards mastery of the CCLS for ELA and Math. In addition each pedagogue will conduct an analysis of the individual students critical thinking skills based on the students work and classroom observations.

2018-19 CEP
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).

| Identify best practices for developing a purposeful tracking system of our students’ portfolio. | All grades | July - September | Indiana Soto School Principal |
| Research and interpret our chancellors regulations pertaining to the student promotion criteria. | n/a | September | Ciro LaBarbera Asst. Principal |
| Design academic criteria for each content area | All students | November | Evidence of student learning team |
| Align academic criteria for each content area to the individual child’s IEP goals | Special Education Students | December | Evidence of student learning team |

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.

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.

During Monday professional development time all pedagogues will be working with their identified distributive leadership time in their targeted areas.

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>X</td>
<td>X</td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
</tr>
<tr>
<td>X</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.
<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom observation and student work.</td>
</tr>
</tbody>
</table>

| Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 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.

1. Strengths:

According to the 2016-2017 Framework for Great Schools:

- 98% of teachers agree they have influence over school policy in the area of developing instructional materials.
- 95% of teachers agreed or strongly agreed that the principal/school leader at their school understands how children learn. (Q11c)

2. Priority Need

Teachers don’t have influence over school policy in setting standards of student behavior.

57% of teachers reported that they have a moderate to great deal of influence over school policy in the area of setting standards for student behavior.

Part 2 – Annual Goal

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

By June 2019 students will understand the expectations around earning OWL dollars.

A unified system across the school should consist of consequences/rewards. Implement the school-wide PBIS /Leader in Me (OWL dollar program) with fidelity throughout the year.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>all students</td>
<td>September 2018- June 2019</td>
<td>school administrators and teachers</td>
</tr>
</tbody>
</table>

Administration will hold a school-wide student assembly informing all students of how to earn OWL dollars

### 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.

### 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.

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

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

### Part 5 – Progress Monitoring

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

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

Formative assessment and student work.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year. Our school community has created systems and structures in which our teachers have proved success developing teaching strategies that will meet the needs of every learner. On our quality review indicator 2.2 Assessment we earned a well developed because across the school, teachers and students use a myriad of assessment strategies that align to the school’s curricula and provide a comprehensive view of students’ strengths and next steps. However our families might not be aware of how to best support their child’s academic career.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</td>
<td>Beginning October 2016 we will be providing customized parental workshops targeted on specific strategies that can be used at home. We will measure the impact the workshop by the results of the following formative assessments: For reading it will be the scholastic reading inventory and for math it will be the I-ready assessment.</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>Parental workshop</td>
<td>all families</td>
<td>October 2016 - June 2017</td>
<td>classroom teachers, school administration and community based organization</td>
</tr>
<tr>
<td>Parent field trip to local community resources</td>
<td>Second grade families and ENL families</td>
<td>October 2016-June 2017</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Home visits</td>
<td>new incoming ENL families</td>
<td>September 2016 - June 2017</td>
<td>Guidance Counselor, Classroom teacher, parent coordinator and Principal</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.

### 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.

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

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
| **Part 5b.** Indicate the specific instrument of measure that is used to assess progress. |
|________________________________________________________________________________|
| Formative assessment and student work. |

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td></td>
<td></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:

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

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

| n/a |  |
Section 8: Title I Program Information

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

Part 1: Title I Status
Indicate with an “X” your school’s Title I Status.

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

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).

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

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.).

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.

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</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>416,459.00</td>
<td>[X]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>197,379.00</td>
<td>[X]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>14,564.00</td>
<td>[X]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>[X]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>4,927,124.00</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.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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

The school’s Parent Involvement

**Parental Involvement and School Quality**

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

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

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

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

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

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

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

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

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

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

- 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)**

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

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

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

This school is (check one):

- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☒ K</td>
<td>☒ 1</td>
<td>☒ 2</td>
<td>☒ 3</td>
</tr>
<tr>
<td>☒ 6</td>
<td>☒ 7</td>
<td>☒ 8</td>
<td>☒ 9</td>
</tr>
<tr>
<td>Total # of teachers in this program: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of content area teachers: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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: 

Based on the data analysis that was conducted using teachers observations, SRI, NYSESLAT speaking data and running records, we noticed that 65% of our ENL teachers needed to strengthen their practice pertaining to effective discussion techniques for our ENL learners. We also noted that our students need to increase their academic vocabulary as 30% of our ENL population scored beginning readers in our SRI formative assessments. The subgroups and grade levels of students to be served will be our newcomers ELLs in third, fourth and fifth grade. The subgroup to be targeted are our developing ELL students. Our goal is to promote learning through discussion where students can make their thinking visible. While acquiring the English language, students’ will develop the ability to make inferences. The supplemental program will be scheduled every Monday, Wednesday and Friday from 7:00am to 8:00am, for a total of 44 sessions. The program will begin the week of December 8th and conclude on June 18th. For this supplemental program, two classes will be created. One class will consist of first and second grade students and the second class will consist of third to fifth grade students. Two ENL certified teachers will provide the instruction in English. Our students will be conducting research on the immigration history of NYC and create projects in which they will create media presentations and implement drama skits, as well as write short novels.

The materials selected are distinct from those used during our daily instruction. The program is “Discussion 4 Learning,” which is an oral vocabulary and language program. “Discussions 4 Learning” introduces content rich academic vocabulary, while exposing students to images of cultures around the globe and across history. The program will also include an allotted time for students to engage in reading and writing activities (Included, but not limited to, reading of independent and guided lexile level texts, shared writing, shared close reading, etc).

We will maintain the records, attendance and program notifications in a binder that will be located in our school administrator's office.

### Part C: Professional Development

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

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

Begin description here: 

Our school’s professional development focuses around assessment in instruction where teachers will use their data to inform their instruction. Teachers will use multiple data sources to develop their units of study as they create differentiated tasks and specific strategies for the different groupings of students. Once a week, for a block of two periods, teachers will meet with their
Part C: Professional Development

Grade level teams for professional development around the instructional focus and topics stated above. The professional development program is as follows: Kindergarten Tuesdays, 6th and 7th period; 1st grade Thursdays, 6th and 7th period; 2nd grade Tuesdays, 2nd and 3rd period; 3rd grade Wednesdays 6th and 7th period; 4th grade Fridays, 2nd and 3rd period; 5th grade Wednesdays, 3rd and 4th period. These sessions are facilitated by the grade-specific instructional coaches. During the professional development time, teachers will learn effective teaching strategies that could be used for discussion and the engagement of students. Teachers will receive professional development in designing cognitively engaging tasks specific to our ENL learners. The instructional coaches are certified facilitators from the school reform initiative and have common branch certifications. In addition the 80 minutes on Mondays is used for teachers to continue this work. During our professional development time, teachers will learn how to utilize the EDAT tool to guide their instruction. In addition, we will be conducting a book club using the second edition of Scaffolding Language and Scaffolding Learning - Teaching English Language Learners in the mainstream classroom by Pauline Gibbons.

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: ______

In addition to mandated activities, such as parent orientation during the ELL identification process, our school offers the following parent engagement activities. Every Tuesday, Cornell University conducts a parent nutrition workshop from 9 – 11 a.m. This series of workshops will run from October 21 until the end of December. Participating parents will receive a certificate of completion at the end of the series. The purpose of the this workshop is to create awareness of the alignment of healthy nutrition with academic achievement. In addition, our families will engage in mathematical activities during these workshops. Using the newly allotted parent engagement time on Tuesdays, teachers invite parents to a workshop called “Critical Thinkers” to see how students are impacting the school and local community by becoming critical thinkers. Parental activities aligned to students becoming critical thinkers will continue throughout the year. Every month, the school hosts a “Family Movie Night” as well as a “Family Cultural/Celebration.” In addition, the parent coordinator hosts monthly parent workshops around topics such as Family Access Management, Bullying, Safety and Middle School. “Java with the Principal” workshops are also offered on monthly basis. These workshops are offered to ELL parents at two different times: 8:30 a.m. and 6 p.m. to accommodate them. “Parent Academy” workshops are offered to ELL, and all parents. An upcoming “Parent Academy” workshop around ELL teaching strategies will be conducted for our ELL parents (Date TBD). In conjunction with our supplemental after-school program for ELLs, trips to cultural and historical venues, such as the New York Historical Society and Ellis Island will occur for both students and their parents/guardians.

Our ELL parents are notified of workshops by:
- flyers being sent home and handed out at dismissal
Part D: Parental Engagement Activities

- posted on monthly parent calendar
- posted on the school website
- our Parent Coordinator makes phone calls to inform the parents/guardians
Translation services are provided by in-school personnel, as well as the translation unit in accordance with our translation plan.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Category</td>
</tr>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
</tr>
<tr>
<td>• Per session</td>
</tr>
<tr>
<td>• Per diem</td>
</tr>
<tr>
<td>Purchased services</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
</tr>
<tr>
<td>Supplies and materials</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>71</td>
</tr>
</tbody>
</table>

School Name: Forest Elementary

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Indiana Soto</th>
<th>Assistant Principal</th>
<th>Ciro Labarbera</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Melanie Nunez</td>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL Teacher</td>
<td>Sandra Vargas</td>
<td>School Counselor</td>
<td>Mr. Viennii, Ms. Valenzuela</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Leontina Zuza/ENL</td>
<td>Parent</td>
<td>Kristina Felix</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Lisa Morales/ENL</td>
<td>Parent Coordinator</td>
<td>Jackie Jacquez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Ot/PT/ Speech/Guidance</td>
<td>Field Support Center Staff Member</td>
<td>Giuvela Leisengang</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Madeline Chan</td>
<td>Other (Name and Title)</td>
<td>Yasmin Torres</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.

| Number of certified ENL teachers currently teaching in the ENL program | 6 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 5 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| 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) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 691 | Total number of ELLs | 119 | ELLs as share of total student population (%) | 17.22%

## Part II: ELL Demographics

### A. ELL Programs

<table>
<thead>
<tr>
<th>This school serves the following grades (includes ELLs and non-ELLs)</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>Check all that apply</td>
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<td></td>
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</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Transitional bilingual education program (TBE)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dual language program (DL)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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<tr>
<th>Freestanding ENL</th>
<th>Yes</th>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

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<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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## Part III: Assessment Analysis

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

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

We use Running Records, Scholastic Reading Inventory (SRI) and concepts of print as assessments to determine the literacy skills of our ELLs. Students knowledge of letter identification and sounds, concepts of print and sight words are assessed first, followed by reading levels. Currently, the running record data for students’ reading levels reveal that the majority of our ELLs across grades K-5 are reading below grade level standards. This information helps inform our school’s instructional plan in many ways. Our ELLs in grades 1-5 who are in this category are placed in the Academic Intervention Services (AIS) program where they receive small group instruction to target their specific needs. In addition, most of these ELLs are Tier 2 RTI students who receive strategic small group instruction that best addresses their areas of need. Both classroom and ELL push in and pull out teachers will strategically plan small group instruction, including work with guided reading. At PS 71, we also administer...
the NYC Performance Assessment. This enables teachers to better understand the needs of their ELLs as writers and use it to plan for whole group, small group and one-on-one instruction.

2. What structures do you have in place to support this effort?
Each grade has a common planning time in which they meet and do inquiry work. Teachers have vertical professional development series at the school based level. In addition, our instructional coach provides support in all areas. We have established a MOSL committee which analyzes data and looks at common trends across all grades. At PS 71 we have created a blended learning model which enables students to learn across content areas using the technology component.

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?
Currently at PS 71, we use unit pre and post assessments, I-ready, and Scholastic Reading Inventory (SRI) for grades second through fifth. Kindergarten uses concepts of print and TCWWRP running records. Once a student reaches a running record of level H, they will then begin SRI. In addition, we use NYC Performance Assessment.

4. What structures do you have in place to address interventions once the summative data has been gathered?
MOSL committee analyzes data and looks for trends across grades. Teacher use formative classroom assessments to plan and drive their instruction. SRI and I ready data is used to form small group instruction based on students strengths and weaknesses.

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.]
Teachers analyze both formal and informal assessments to plan small group instruction. In addition, inquiry work is a factor in determining support services. Constant monitoring of progress is done using Informal Reading Inventories, SRI data, lexia data, I-ready and daily note taking. Our school has two AIS positions and one coach position to look at best practices and supports staff to help meet the needs of individual students.

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].
The outcome assessment data used to evaluate and inform our ELL program are, NYSESLAT, ELA, Math state assessment, NYC Performance Assessment, I- Ready and Lexia.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Our school has two AIS positions and one coach position to look at best practices and supports staff to help meet the needs of individual students. In addition, teachers have common planning time allocated to look at student work and ways to best fit their needs.

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Currently, ELL students are grouped heterogeneously and are immersed into general education classes. Students receive push in and or pull out services from ENL AIS teachers.
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)?

   Instruction for ELLs is aligned with the Common Core Standards, and delivery of ELL services is provided through a combination of standalone and ENL pull-out/push-in/co-teaching model. ELLs are grouped heterogeneously in classes according to their grade level and travel together in a group. Most classes have more than one proficiency level. Instruction is delivered using the push in/push out model. The teachers use differentiated instruction along with materials. Students work in small groups where their areas of need are addressed. Within those groups, the ENL teacher focuses on ENL strategies and methodologies based on the level of the ELL students in the group. A small number of Special Education students that are in various self-contained, ICT or general education classes who are eligible for ESL services, are either pulled out into a small group in order to adhere to the students’ IEPs regarding group size, and in order to maximize scheduling and small group/individualized instruction, or serviced using the push in model.

   ELL students are grouped by grade level and are mostly heterogeneously placed within a freestanding ELL classroom. Scores on the NYSITELL and NYSESLAT tests are used to determine program eligibility for each student. Once program eligibility is determined, ENL/AIS teachers will provide students with the mandated number of minutes required. We currently have three out of the classroom ENL/AIS teachers who will be serving ELL learners from Kindergarten through Fifth grade.

   As per part 154 requirements:
   • Beginner/Entering level students receive 180 minutes standalone ENL plus 180 minutes integrated ENL/ELA for a total of 360 minutes.
   • Low Intermediate/Emerging students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.
   • Intermediate/Transitioning students receive 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
   • Advanced/Expanding Students receive 180 minutes of integrated ENL/ELA or other content area instruction.
   • Proficient/Commanding students receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction.

   Our staff is organized appropriately through proper school scheduling by the administration here at P.S. 71. There is communication between the administration, classroom teachers, prep teachers, other service providers, and ELL teachers ensuring that all programs are given their mandated amount of time and no conflicts are made. Generally, scheduling meetings are held at the start of each new year where all information is collected ensuring proper scheduling for all classes. This also ensures that classroom teachers and ELL teachers have the chance to coordinate both scheduling and instruction together. Teachers discuss scheduling to be sure that there are no last-minute conflicts during the time that ELL services are delivered.

   We assure that the mandated number of instructional minutes is provided according to proficiency levels in each program by carefully aligning the ENL/AIS teacher schedules with the schedules of the teachers into whose classes the teachers are pushing into. Scheduling conflicts are avoided through collaboration with related service providers who also work with the ELL student population (i.e. speech services, occupational therapy, etc.). Our program is a free standing ELL model and push in/push out services, as needed, aligned with New York State Standards with a minimal amount of pull-out instruction when necessary. Students enjoy maximum involvement in classroom activities as well as the support they need through ESL methodologies and
differentiated instruction. Scaffolding, differentiation, and modeling are used on a regular basis.

a. Explicit ESL instruction is delivered in the ENL program through planning, cooperation, and communication between the ELL and classroom teachers. ELL classroom teachers of ELL students have 5 common prep periods per week with teachers on the same grade in order to compare data, share ideas and plan for instruction. Language development is encouraged by the ENL teachers through this collaborative planning and instruction. Together the teachers establish a low anxiety environment with comprehensible input, opportunities for the ELL learner to work in cooperative groups, to interact with peers and awareness of the stages of language acquisition. Small groups targeting similar needs and levels, and differentiation of instruction is used on a daily basis. Scaffolding activities encourage students to achieve greater language proficiency through modeling language, providing high interest activities and pairing with a buddy to foster language development and risk taking.

A wide variety of assessment are used to assess development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities. Assessment drives instruction. Informal assessments include portfolios, teacher observation, and teacher/student conferencing. Formal assessments include NYSITELL, NYSESLAT, I-Ready, SRI, Lexia, as well as State ELA and Math assessments where appropriate.

Student needs are assessed and adjusted accordingly based on their performance. We engage our students in a wide variety of activities on a daily basis. We support our students with strong visuals, demonstrations, and shared experiences. Our ELL students listen, speak, read and write while striving for high standards and enhancing their success. In short, P.S. 71’s teachers target each student’s special need and work with these students on a regular basis in order to build academic and language proficiency.

Instruction is developed to meet the specific needs of our ELL population. Students receive additional support through our differentiated instruction and small, leveled groups. There are several implications for the school’s LAP and instruction. New classes need to continue to be developed to address the specific needs of our students in each grade level, as described above. Professional development in ESL strategies/methodologies provided to staff on a regular basis. K and 1 will emphasize more Listening and Speaking. Grades 2, 3, 4 & 5 will continue to emphasize Reading and Writing. Content-based Vocabulary (domain specific) is emphasized in all grade levels.

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.

Each content area of instruction is delivered in English. In all program models, teachers focus on aligning their lessons with the CCLS using instructional best practices. While delivering instruction, teachers are aware of the importance of picture supports, interactive word walls, as well as various ENL methodologies to support our ELL population. Books in the native language are encouraged for students to use, as well as word for word dictionaries in their native language in grades 3-5. In addition, technology is utilized through the use of the Smart Board, document cameras and computer websites. Students are also paired with a same language buddy. Content area dictionaries for science and social studies are available. Moreover, our blended learning model enables students to learn content across all areas within the use of technology.

The content areas are delivered and made comprehensible in the program model through the use of technology (Smart Boards, Lap Tops), charts, pictures, diagrams, manipulatives, posters, real objects, flash cards, vocabulary, hands-on projects, and computer assistance (the Smart Board, Desktop, and Lap Top computers are used on a regular basis). Students are given hands-on experience in all content areas to help foster understanding. With the assistance of all teachers in our building (content-area, classroom, ENL, and any other service provider) we hold many events on a regular basis. We have an annual Science Fair which involves all students working in groups to make a project, a Harvest Festival which introduces new vocabulary and cultural activities, walking trips in the community which address real life experiences and vocabulary for social studies, Social Studies projects which cover a variety of skills, Art projects throughout the year, where students use math and measuring skills and Community worker visits. The content becomes more comprehensible for second language learners through all of these hands-on activities and visuals, with emphasis put on explaining vocabulary and following instructions delivered.
PS 71 was able to keep two Literature through dance classes open to provide a more rich approach to literature, particularly for our ELL students. In addition, we were able to open a second STEM class, also to the benefit of our ELL population.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Upon initial placement in ELL programs, Spanish speakers are given the Spanish LAB as per mandates, within the first five days of entry. All speakers of other languages are provided with the opportunity to have translated tests for Content Areas (Science, Math) where available or the assistance of approved translators for content area tests.

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

   a. In this school year, there were no students identified as SIFE on the BESIS survey at P.S. 71.; however, P.S. 71 has developed a plan for SIFE students, should any arrive. Leveled libraries within the SIFE students’ classrooms will range from two levels below to one level above the SIFE student’s identified reading level. The guidance counselor will work with each student to generate a profile that will include emotional and affective factors which impact on learning. SIFE students will receive language appropriate testing in order to screen for learning disabilities. We invite parents to the school in order to learn about their cultural and family backgrounds. Students will be provided with differentiated instruction, which will include grouping by ability and need in order to focus on developing specific targeted skills in order to maximize gains. Self-contained classes will be formed, if justified, by need and numbers of students.

   P.S. 71 also does the following:
   ● Assign the students “buddies” to help get them accustomed to the daily schedule and school environment. Students are encouraged to sketch as much as they can and try to label and/or explain their writing to their buddy.
   ● Activate prior knowledge; Utilize multiple entry points that will enable students to feel motivated and not frustrated.
   ● Use visuals, have students be “hands on” whenever possible; in other words, have them create their own glossaries, use manipulatives, have them do interactive technology assignments at the SMART board or on the laptops using programs such as I-Ready, Lexia and SRI. When teaching new vocabulary, rephrase, define within the context of the word, pause and use intonations when necessary.
   * For younger grades, students use the work station model where they rotate in groups to participate in and create different learning experiences.

   b. Describe your plan for ELLs in US schools less than three years (newcomers):

   Newcomer ELL students get differentiated instruction with a strong emphasis on methodologies to increase BICS and CALP vocabulary, spelling, grammar, and critical thinking skills. Newcomer ELLs receive differentiation through whole group, small group and one-on-one conferences on a daily basis to meet their individual needs. This may include AIS. Native language texts, as well as books at various grade levels are available in classrooms to support their language development. These students are also paired with a same language buddy for additional support. They also have access to ELL based technology. This includes a wide range of online websites such as I-Ready, Lexia & SRI. These students are grouped together to allow for more individualized attention from the teachers. Picture support is utilized within the instruction and students begin by sketching as much as they can and explain in their native language what they are sketching to support the literacy instruction in the classroom. As students progress they may begin to label and write in English. Picture dictionaries are available in all grades and in grades 3-5 word to word dictionaries are also available as needed. In addition, students are acclimated to life in the USA when taking trips outside of the building and through developing social skills by speaking with teachers and peers.

   Guidance Counselors are available to assist students that are having difficulty adjusting to the New York City educational system and the demands of participating in their new educational environment.

   Parents are an essential ingredient to the success of all students, especially those who are new to an English language school system. In order to assist the parents with helping their children to succeed, P.S. 71 employs a full-time bilingual Spanish Parent Coordinator. The parent coordinator holds parent orientation meetings and various workshops throughout the
year where they learn about the Common Core Curriculum, standards, assessments, and how to help their children at home. These workshops also provide parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education of their children at home. Parents will also become familiar with the new CCLS. They will also become familiar with the ELA Performance Standards. Our staff will continuously work to involve parents further in their children’s academic success. All teachers continue to work to improve communication with the families of our ELL students. Flyers for all parent activities are posted on our “parent’s bulletin board,” sent home in several languages and distributed by hand at dismissal.

In addition, our school hosts once a month parent engagement meetings in which parents are invited to come to our school community and engage in theme based learning activities with their children.

P.S. 71 uses the services of translators with the ability to prepare written correspondence to go out to the parents of the various language groups as well as to be available to translate the written responses from the parents. We brought parents and students of early registered Kindergarten students in before the start of school in September for evaluation and to discuss our programs with parents in a one-on-one environment. Parents were able to meet relevant staff and engage in discussions and ask any questions. We also always encourage parents to attend ELL parent conferences offered by the Department of Education.

c. & d. Describe your plan for ELLs receiving 4-6 years service and your plan for long-term ELLs:

ELLs receiving 4 to 6 years of service also have word to word dictionaries available, books in their native language and access to technology. Students receive differentiated instruction during classroom instruction. They may be included in RTI or AIS groups as well. Teachers analyze data from formal and informal assessments such as the NYSESLAT, ELA and Math State assessments, NYC Performance Assessment, ELL Periodic Assessment, SRI and classroom checklists to determine each student’s needs and use this data to plan for whole group, small group and one-on-one conferences. Technology is also utilized with these students through various websites and programs such as SRI, I-Ready and Lexia. These students are usually the ones who are given priority to attend the after school NYSESLAT program to enhance their language development and proficiency level. Instruction is heavily focused on writing to allow students the opportunity to elaborate upon their thoughts. However, all the modalities of language are also weaved into the program.

At this time, we do not have any long term ELLs. However, if we did we would continue to duplicate instructional strategies as we do for students who are here 4-6 years. A team of teachers, administration and support staff analyze their data to develop a strategic plan to enhance their academic skills.

e. Describe your plan for former ELLs:

Commanding students are serviced by an ENL teacher for 90 minutes a week as per the CR-Part 154.2. They will have direct instruction activities to support language development. They will also be offered the opportunity to participate in the Title III Program for ELLs. They will be invited to partake in any of the activities offered to ELLs. Former ELLs receive extended time on all assessments for up to 2 years after deemed commanding on the NYSESLAT. This includes all classroom assessments, performance assessments, and state assessments. Former ELLs may be placed in RTI for additional support services. Differentiated data driven instruction is planned to support and further the development of our ELLs in all subgroups. Instruction is standards based and teachers scaffold the instruction throughout the day to address the needs of the students.

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?

Teachers utilize the work station model for lower grades which provides students with the opportunity to have hands on activities across different contents areas. Students are able to work in groups and rotate through the various stations. Students also have the opportunity to create their own stations. In addition, students work in the blended learning model which enables them to learn through the use of technology across all content areas.

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?

AT P.S. 71, ELL students with special needs receive services from a certified ENL teacher through the pull-out/push-in model. Programs are created in order to ensure time (and group size) mandates are met. In this case, the group size would not exceed 12 students in order to fulfill the mandates of the student’s IEP. Instruction is developed pertaining to the matters of
grouping, teaching methodology, testing accommodations and assessment, through the information provided on the student’s IEP. Teachers of ELL-SWDs who receive support services such as OT, PT, SETSS, and Speech work closely with the service providers to discuss strategies and methods to meet individual student’s needs, as well as their IEP goals. Teachers on each grade level have common planning time, as well as inquiry time, where they discuss the curriculum and strategies that work. Teachers also have peer to peer feedback in which they come together to view a particular lesson, then teachers on the panel provide actionable feedback and next steps. ELLs with IEPs who are in ICT or self contained (12:1:1) classes receive their ELL services from a push-in/pull-out certified ELL teacher.

ELL-SWDs receive the same mandated minutes of ELL services as students in the general education environment

- Beginner/Entering level students receive 180 minutes standalone ELL plus 180 minutes integrated ELL/ELA a total of 360 minutes.
- Low Intermediate/Emerging students receive 90 minutes standalone ENL, 180 minutes integrated ELL/ELA and 90 minutes standalone or integrated ELL or any other content area.
- Intermediate/Transitioning students receive 90 minutes of integrated ELL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
- Advanced/Expanding Students receive 180 minutes of integrated ELL/ELA or other content area instruction.
- Proficient/Commanding students receive 90 minutes of integrated ELL/ELA or ENL/other content area 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.

P.S. 71 employs many forms of intervention for students. P.S. 71 offers Response to Intervention (RTI Services) to students in need. In addition, we have Math and ELA AIS providers, as well as three ENL/AIS providers. Also, teachers engage in Inquiry Cycles every six weeks. Our teachers offer intervention services to these children throughout the year, focusing on each child’s specific area of need. This is usually done throughout the school day in very small groups. There is also an after-school test prep program prior to the NYS exams. This may include one on one tutoring in various content areas, including Math and ELA.

Intervention Services for ELLs throughout the school year focus on each ELL’s specific areas of strengths and weaknesses. The information for targeting the student’s strengths and weaknesses are found on state ELA scores, state Math scores, the NYSYSLAT, and in class, ongoing pre and post assessments. Teachers keep individual student portfolios with unit test scores, final projects, samples of student work, as well as any other form of intervention that the student has participated in. This includes communication with parents and any other staff member who are involved in the students’ academic success. This is accomplished, in part, during weekly Teacher Team Meetings. Teams are comprised of teachers who teach the same grade and subject. During these meetings, student work is reviewed, analyzed and evaluated. This enables teachers to share scaffolds, best practices, and plan for effective ways to address students’ individual strengths, weaknesses and educational needs. ENL teachers also participate in these meetings to address language-related instructional issues as well as issues that relate to the individual needs of students receiving ENL instruction, such as classroom testing and various ways to scaffold and differentiate instruction. During these meetings recommendations are made for related services for ELLs with IEPs.

These interventions include:
- Small Group Instruction or conferencing
- Individual Conferencing
- Scaffolded Instruction
- Facilitation of extended test times during classes
- After School Title III programs
- Homework Help

The Blended Learning Model is implemented throughout the school for all students, particularly ELL students. This includes the software programs of I-Ready, Lexia, and SRI. Smart Boards are accessible in all classrooms to assist instruction and provide interactive learning for ELLs.

For all content areas: ELA, Science, Social Studies and Math, our teachers at P.S. 71 continue to assess students on a regular
basis, both formally and informally. Teachers keep updated data portfolios with test scores, samples of student work, as well as any other form of intervention that takes place. Students are provided with next steps to help them focus more closely and individually on the areas of need. Teachers also share good communication with parents and any staff member who is involved in the students’ academic success.

Our ELL students who have not met the performance standard in ELA participate in small-group instruction whenever possible. They receive instruction from both their classroom teachers, ENL licensed service providers and/or an AIS teachers. The students are grouped by reading or NYSESLAT level and have an opportunity to participate more while in these reading groups. Within these groups, they use books on their specific level to work on and understand certain skills. They can ask more questions, they can find the answers in the text more often, and they can decode unfamiliar vocabulary words on a more regular basis. This small-group time also allows the teachers to assess on a more regular basis what is needed to move the student forward. Students may also receive one-on-one instruction in certain cases. This may be reserved for students who are below reading level even after 3 years. It may also be for students who have trouble focusing on what they reading or answering questions. They are engaged in shared reading, guided reading, independent reading, questioning, accountable talk as well as developing language experiences. Instruction is geared toward skills and strategies which will build literacy, such as inferring, main idea, and cause and effect. We enhance reading development using various ELL strategies such as scaffolding, vocabulary building, and reading comprehension.

ELL students who have not met the performance standard in ELA, specifically writing, are given instruction by both the classroom teachers and ENL/AIS providers. These students are placed in small writing groups and are grouped by similar needs. For example, if three students continue to struggle with writing topic sentences, then those students would work together with a teacher in that small group to attack that skill. The students would have extra opportunities to participate and share their ideas about that skill. The teacher is also able to assess the next skill that needs to be worked on while in those smaller groups. In certain circumstances, a teacher may work on writing one-on-one with a student who is still struggling with basic writing mechanics such as sentence structure or organization of writing. All students are involved in shared writing, modeled writing, independent writing and interactive writing. These students receive extra instructional minutes whenever possible. During these minutes, the students have the opportunity for extra writing conferences and editing. Writing portfolios, next steps, SmartBoard technology, NYSESLAT test prep (writing portion) and other intervention programs may also be used. Informal assessments include benchmark writing, running records, portfolios, teacher observation, and teacher/student conferencing. Conferencing is often delivered on a one-on-one basis, or in a very small group based on similar needs. Formal assessments include NYSITELL, NYSESLAT, Ready Gen, and other standardized tests.

Our ELL students who require targeted intervention in Science or Social Studies participate in whole-class instruction with differentiation, small-group instruction, and cooperative learning groups whenever possible. The students work in small groups with the assistance of one content area Science teacher and social studies teacher. Students have an opportunity to participate more while in these cooperative groups. They can ask more questions, and they are exposed to many content area vocabulary words on a more regular basis. This small-group time also allows the teachers to assess on a more regular basis what is needed to move the student forward. Students may also receive one-on-one instruction in certain cases. This may be reserved for students who are struggling with basic science or social studies concepts. Students are given a wide variety of books within that content area and ELL students receive extra opportunities to participate in school-wide initiatives involving Science or Social Studies (e.g. Science Fair, Cultural Events, Class trips, etc). In Science, students are involved in many hands-on projects, which makes the information more comprehensible to them. In addition, we have kept two Literature through Dance classes open in which teachers make Literature more accessible to ELL students. Also, we have opened another STEM class this year which also provides ELL students with rich Science, Technology, Engineering and Math opportunities. The program enables them to have hands-on experiences, while at the same time the opportunity to build and create.

ELL students who are in need of targeted intervention in Math, or have not met the performance standard in Math, are given differentiated instruction on a daily basis. These students participate in whole-class instruction and are then able to work in guided math groups based on their specific needs. Students are involved in math games, the use of many math manipulatives (pattern blocks, rulers, flash cards, dice, protractors, geometric shapes, etc.), the Math Problem of the Day, as well as instruction using small math groups using the Smart Board for a hands-on experience. Math Word Walls and Math Centers are displayed in every room. These Word Walls and Centers are used interactively (e.g. students may see pictures or diagrams to help them visualize the math concept). For example, if three students continue to struggle with word problems,
then those students would work together with a teacher in that small group to attack that skill. The students would have extra opportunities to participate and share their strategies in using that skill. The teacher is also able to assess the next skill that needs to be worked on while in those smaller groups. In certain circumstances, a teacher may work on math one-on-one with a student. Assessments include unit tests, NYS Math exam, math journals, teacher observation, and teacher/student conferencing. Conferencing is often delivered on a one-on-one basis, or in a very small group based on similar needs. Students in grades 3 through 5 are also invited to an after-school test prep program for Math prior to the NYS Math standardized test. Go Math program is being used as well as Exemplars. Struggling students are identified and receive Math AIS services by our provider.

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

Based on data trends, this year we will have three out of the classroom ENL teachers servicing students in grades Kindergarten through Fifth. In addition, we were able to maintain two Literature through Dance classes and open an additional STEM class.

In partnership with our Parent Association, clubs are now offered on Monday through Friday afternoon after school from 2:20-5:30. ALL students in grades PK-5 are given the opportunity to apply for their top 3 club choices. Some of the clubs offered are Competition Cheer leading, School Newspaper, School Yearbook, Cooking Club, Chorus, Intramural Athletics. After-School programs will also be available to ELLs who have difficulty obtaining proficiency on the Reading or Writing portion of the NYSESLAT. ELL students will also be offered the opportunity to participate in our after-school Test Prep program in the two months prior to the state exams.

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

N/A

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

All ELL students are afforded equal access to all school programs. ELL students are invited to participate in any after-school programs offered, such as after-school Test Prep. ELL students are included in every school program, including Art, Computers and Music, etc. This is ensured by every class being scheduled equally on the school’s prep schedule. Every class also has the opportunity to participate in every school activity and special event equally. Some of these activities include a Science Fair, Harvest Festival, Halloween Parade, Poem in a Pocket Day, Family Movie Night, Dance/Social events, etc.

Students on all grade levels are provided with computer based instructional programs (I-Ready, SRI, Lexia). These computer based programs are offered in both the computer lab and at computer stations found in each classroom. Headphones are provided for each student so they may use the program properly and without distraction. These programs establish each student’s strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. We also print out usage data and reports (SRI), and extra reports which are useful for teachers to plan instruction for each student.

Additionally, students learn through the blended learning model and work stations.

If any ELL student should require Speech, SETTS, Special Education, Occupational Therapy or Physical Therapy, the service is offered and provided to them as required.

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.

Our Blended Learning Model enhances learning through the use of technology across all grade levels. Native language texts, as well as books at various grade levels are available in classrooms to support both their native language and their English language acquisition. Technology is made available through the use of listening centers, I-pads, and computers to access instructional websites. Picture and word to word dictionaries are available for students to use as necessary. All ELL classrooms are equipped with ELMO document cameras and/or Smart Boards to enhance lessons. This year we were awarded with a grant which provided students with new laptops to take home for additional support.

"NYSESLAT and Beyond" preparatory books and “Discussion 4 Learning” are used as supplemental resources within the afterschool NYSESLAT program.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Within our ELL classrooms, there are native language books, bilingual dictionaries/glossaries and websites for students to access to support their native language development and their English language acquisition. Picture and word to word dictionaries are also available for ELLs. Students are paired with a same language buddy to support their language development to create and develop a level of comfort especially for our newcomers and transitional students. New students are also paired up with a buddy that speaks their home language in order to give them social support which in turn makes them more comfortable academically. Furthermore, we make connections with cognates in languages so students can use their native language to develop the acquired English language. Classroom libraries also have a variety of bilingual books that students can borrow and read. Some are also on CD for listening centers. Translated tests and translators are offered to students for the New York State content area exams.

Home language is assessed at the time when the LAB-R is administered.

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

All ELLs are placed in the age appropriate grade regardless of their prior school background. Each classroom has leveled libraries with grade appropriate leveled books and resources, that fit the needs of their proficiency level. Picture dictionaries are available for ELLs at all grade levels and word to word dictionaries are available for student use in grades 3-5. ELLs in all grades have specific websites that support their language needs both in technology and in the classroom technology centers. I-Ready, SRI and Lexia computer assessments (and activities) are set up by grade level. All books purchased and provided are appropriate for all students’ age levels. When a student participates in any program, all activities are age and grade-level appropriate. In addition, listening centers, and workstations, are available to further enhance their language needs.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

N/A

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

Upon registration and in the later part of the summer, eligible ELLs are interviewed by a licensed teacher prior to the start of the school year. In September, before the start of school, parents of pre-registered Kindergarten children were invited to bring in their children for ELL assessments and to have a brief one-on-one interview with the ENL staff. P.S. 71 also employs a full-time Parent coordinator who organizes informative opportunities for parents. The early assessment of student skills gives us information about the students’ abilities and appropriate placement needs. Activities for new ELLs who enroll throughout the school year include an orientation to show the students around the school as well as placing the students with a buddy to help them acclimate to the new school environment. If the student speaks little or no English, we try to pair them up with a student who speaks their language.

17. What language electives are offered to ELLs?

N/A

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

N/A
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?

In this school year, P.S. 71 will hold vertical professional staff development workshops geared toward teachers with ELL students in their classes. Staff developments will be conducted by ENL teachers, the Instructional Coach, as well as Department of Education staff developers. Workshop topics specifically geared toward the ENL program may include: Academic Vocabulary, Helpful Suggestions to the Classroom Teachers with ELL’s, Introduction to the ELL Program, Strategies to Use in Your Classroom, Determining Eligibility, The NYSESLAT, and Finding More Information. We will also have workshops on the Common Core Curriculum and Standards. These workshops also turn-key valuable information from other sources, such as “Integrated Curriculum and Instruction” focusing on research. ENL teachers participate in a wide variety of staff development offered at our school. All teachers, including ELL teachers, will participate in other workshops such as: technology workshops, SESIS Training, Respect For All (Anti-Bullying), Child Abuse, and Common Core Standards for Math and ELA. Personnel involved in receiving professional development are: General Education Classroom Teachers, Special Education Classroom Teachers, Content Area Teachers (STEM, Music, Art and PE), ELL Teachers, Assistant Principals, Paraprofessionals, Guidance Counselors, Psychologists, Speech Therapists, and our Parent Coordinator, among others.

We have two Speech Therapists, as well as two Occupational Therapists and one Physical Therapists who also provide assistance and staff development in a variety of strategies and areas. There are workshops offered for all staff in different content areas. For example, Response to Intervention, The Referral Process, Strategies to Help At-Risk Students, Strategies in Math and ELA, as well as Science and Social Studies Workshops as needed. There is staff development for all teachers on staff on Election Day, Brooklyn Queens Day, after school, during the day and common preps, as well as outside workshops offered through the DOE and the UFT. We will work with all our specialists, as well as our administration to provide additional support for all members of our staff. P.S. 71 will also send our ENL staff to the The Office of English Language Learners (OELL) for various professional development/workshops they offer. These workshops provide opportunities for ELL teachers to enhance their knowledge in the field of teaching ELLs. This will allow our ENL teachers the opportunity to learn about different strategies that will support their students. ELL teachers who attend are then encouraged to turn-key this information with their colleagues.

This year, all teachers will become more familiar with the New Language Arts Progressions which serve as a framework for the NYSESLAT.

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.

At P.S. 71, teachers meet weekly with their colleagues during their common planning, as well as scheduled inquiry time to discuss curriculum and analysis of student work. During these meetings, ENL teachers share their knowledge of ENL methodologies and experiences to help support teachers who may need assistance in scaffolding instruction for their students. Through these sessions, all staff is provided with information focusing on ENL techniques and methodologies. This training exceeds the minimum hours of training for all staff. Teachers of the ELA, Math, and NYSESLAT after school programs, as well as AIS/RTI, ENL teachers work collaboratively with classroom teachers to differentiate instruction and share data as needed. These experiences allow other staff the opportunity to better understand the needs of our ELL students and strategies and methodologies that may work for them. Grade level team keep records of agendas for each session in a designated grade folder. Teachers who are currently maintaining their professional certification also keep a personal log of these hours for their own records. Records of all workshops are maintained in the form of sign-in sheets, agendas, and certificates of attendance given to the teachers upon request.
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?

The ELL department in collaboration with the Parent Coordinator and Language Proficiency Team (LPT) will work together to provide provisions for interpretations and translations, both oral and written, of all pertinent information. Individual meetings will be held to discuss the goals and progress of ELL students. Last year, pairs of ENL teachers and Guidance Counselors conducted home visits to ELL students. Our ENL teachers and guidance counselors are fully bilingual. Also, we were able to provide an Arabic para professional to accompany them to translate for our Arabic speaking community.

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

Parent involvement at P.S. 71 is ongoing and conducted in cooperation with the parent coordinator. All parents, including ELL parents, are invited to many activities, workshops, and meetings held here at Forest Elementary.

Parents of newly enrolled Kindergartners are invited to bring their children for assessment as well as to meet with ELL staff to discuss our program and to have an opportunity to ask questions. Parents are given an opportunity to meet, and speak to the teachers at a parent orientation for all grade levels at the start of the school year. This includes meeting with all service providers and content area teachers who explain their programs and share information with all parents. Throughout the school year, we offer workshops to all parents that include many subject areas, such as: Math, Art, ELL, Reading and Writing as well as other topics.

Parents are invited to our award ceremony, ceremonies and events that take place at Forest Elementary. Our Parent Coordinator makes sure that all parents receive information about everything happening here at P.S. 71. Information is also offered and delivered in a variety of languages which greatly benefits the parents of ELLs. Parents are also invited to attend our monthly PA meetings, where they are given every opportunity to voice their concerns and questions. In addition, we have a website where information is posted and updates. This website translates all this information to all our families that speak other languages.

We have many social activities that involve all parents such as Family Movie Night, Family Night, Family Harvest Night, Family Literacy Night, Family Math Night and a variety of other social events.

Parents attend school trips. Parents of ELLs also have their own trips that are set up by the parent coordinator and administration. At PS 71 there is an adult ESL program available to all parents. This addresses the needs of our parents because they are given an opportunity to learn the English language and become proficient and so they can better support their children academically.

Here at P.S. 71 we make every attempt to send parents information, letters, flyers, calendars, and school newsletters to keep them involved in the Forest Elementary family. We also support and involve our parents during parent-teacher conferences by offering translators and translation services offered by the DOE.

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

N/A
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, Indiana Soto, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana Soto</td>
<td>Principal</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Ciro Labarbera</td>
<td>Assistant Principal</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Jackie Jaquez</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Sandra Vargas</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Kristina Felix</td>
<td>Parent</td>
<td></td>
<td>9/15/17</td>
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<tr>
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<td>9/15/17</td>
</tr>
<tr>
<td>Melanie Nunez</td>
<td>Coach</td>
<td></td>
<td>9/15/17</td>
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<td>N/A</td>
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<tr>
<td>Christopher VienniMaria-Cast.</td>
<td></td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Madeline Chan</td>
<td>Superintendent</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Guivela Leisengang</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Lisa Morales</td>
<td>Other ENL/AIS</td>
<td></td>
<td>9/15/17</td>
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<td>Leontina Zuza</td>
<td>Other ENL/AIS</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Rosanne Scaturro</td>
<td>Other Assistant Principal</td>
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<td>9/15/17</td>
</tr>
</tbody>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS
Requirement under Chancellor’s Regulations A663 for all schools

DBN: 24Q071 School Name: Forest Elementary Superintendent: Madeline Chan

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>Jackie</td>
<td>Jaquez</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

P.S. 71 uses a variety of data to assess our schools written translation and oral interpretation needs. The Home Language Surveys at registration are used not only to identify possible ELLs, but also to keep track of what the preferred language of communication is for parents at our school. This is identified in Part III of the HLIS forms. We also use the Student Emergency Contact cards (blue cards) to gather this data if needed. ATS reports such as RPOB and Report of Preferred Languages, parent surveys and teacher surveys (collected by class) are also ways we collect data on parents’ preferred languages. Using HLIS surveys completed upon student registration (as well as the Emergency Blue Cards), we identified the main language groups in P.S. 71 to include English, Cantonese, Spanish, Arabic, Polish and Albanian. There is also a small representation of speakers of Urdu and Chinese.

ATS provides us with helpful data and reports in order to assess the language needs of parents. We use the RPOB report which helps us group languages and the numbers needed when we must distribute and send information home (such as flyers, letters, and notifications). The RHGA report also gives us data regarding home languages. Class surveys are also taken and collected before report cards are distributed in which teachers keep a list of what
language both report cards and information needs to be sent home. A list of request for translators for parent-teacher meetings by parents is also kept. This data is then sent down to the main office and the pupil accounting secretary compiles a list for future reference.

For Special Education students, P.S. 71 may use current IEPs as data to identify the language spoken and written by the parents. This is also noted by both the child’s teacher and the guidance counselor. Our Parent Coordinator also assists with compiling data regarding the language needs of parents.

In order to ensure that all parents are provided with appropriate and timely information in a language they can understand, P.S. 71 makes every effort to use any and all translation services available, both written and oral. Our school keeps a written list of translators available at our school in our Parent Information Case (EPIC). We currently have Spanish, Arabic, Polish and Albanian translators in our building. For all other languages, we use the Translation Unit offered by the DOE.

Upon examination of the CEP, Home Language Surveys, and RPOB report, we then identify the presence of qualified written and oral translators for each of the languages in the school. Specifically, we have many translators for Spanish. We have 9 teachers, 4 paraprofessionals, 6 school aides, one social work and one guidance counselor who can translate Spanish. For Arabic, we have one teacher who can translate for our school community. We have one teacher on staff who can translate Polish. We also have one teacher and one school aide who can translate Albanian.

When we have no staff members who can translate the other languages, we use the Department of Education’s translation service hotline for parent-teacher conferences and meetings with parents (such as IEP meetings or behavior/academic meetings). We also use the DOE website which has a lot of information and letters translated into a large variety of languages. The internet is also used for written translations on a case-by-case basis. We use GOOGLE Translation to translate notices and letters for parents that we send home. We have a full-time bilingual (English/Spanish) parent coordinator who ensures that flyers and surveys are distributed in the appropriate home languages. She makes every effort to assist and guide the parents with support in their home languages. In some cases, we also have parent volunteers who can also help with translation services. In summary, P.S. 71 ensures that all parents are provided with information in a language they can understand.

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In order to ensure that all parents are provided with appropriate and timely information in a language they can understand, P.S. 71 makes every effort to use any and all translation services available, both written and oral. Our school keeps a written list of translators available at our school in our Parent Information Case (EPIC). We currently have Spanish, Arabic, Polish and Albanian translators in our building. For all other languages, we use the Translation Unit offered by the DOE.

Upon examination of the CEP, Home Language Surveys, and RPOB report, we then identify the presence of qualified written and oral translators for each of the languages in the school. Specifically, we have many translators for Spanish. We have 9 teachers, 4 paraprofessionals, 6 school aides, one social worker and one guidance counselor who can translate Spanish. For Arabic, we have one teacher who can translate for our school community. We have one teacher on staff who can translate Polish. We also have one teacher and one school aide who can translate Albanian.

When we have no staff members who can translate the other languages, we use the Department of Education’s translation service hotline for parent-teacher conferences and meetings with parents (such as IEP meetings or behavior/academic meetings). We also use the DOE website which has a lot of information and letters translated into a large variety of languages. The internet is also used for written translations on a case-by-case basis. We use GOOGLE Translation to translate notices and letters for parents that we send home. We have a full-time bilingual (English/Spanish) parent coordinator who ensures that flyers and surveys are distributed in the appropriate home languages. She makes every effort to assist and guide the parents with support in their home languages. In some cases, we also have parent volunteers who can also help with translation services. In summary, P.S. 71 ensures that all parents are provided with information in a language they can understand.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>60%</td>
<td>English</td>
<td>60%</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>25%</td>
<td>Spanish</td>
<td>25%</td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic</td>
<td>10%</td>
<td>Arabic</td>
<td>10%</td>
</tr>
<tr>
<td>Polish</td>
<td>Polish</td>
<td>5%</td>
<td>Polish</td>
<td>5%</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.

Spanish

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the Teacher</td>
<td>September</td>
<td>Parent Coordinator, Teachers, on site translators such as para professionals</td>
</tr>
<tr>
<td>Parent teacher Conference</td>
<td>November, March</td>
<td>DOE Translation Service</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td>Monthly</td>
<td>Teachers, parent coordinator, translators</td>
</tr>
<tr>
<td>Parent Association</td>
<td>ongoing</td>
<td>Parent Coordinator, Interpreters</td>
</tr>
</tbody>
</table>

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

In case of an emergency, we will use any on site translator available. Our parent coordinator and many of our teachers are fully bilingual in Spanish. We also have a Polish speaking teacher and an Arabic speaking para professional. For any other language whom we do not have a translator for we will use the DOE translation unit.

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.

During staff meetings and faculty conferences, all staff members are made aware of the variety of translation services available to them and the parents of our students. Each member of our staff is given a memo with the phone number of the DOE Translation Unit that they may use at any time. During Parent-Teacher conferences the staff is informed of the extensions to call in order to get translation services if they need to utilize it. They receive this information during grade level meetings, in the form of a memo and an email. Translation information is shared and distributed often, and the Parent Coordinator keeps the staff updated as well. There is a Parent Notification Bulletin Board that is updated with a variety of notices in a variety of languages. There are also flyers and New York City information on the counter in our main office also available to the parents in several languages. Our two guidance counselors and school
psychologist keep parent informational flyers in any languages available. Parents are able to take these flyers home for reference.

Part D: Providing Notice of Language Assistance Services

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

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

P.S. 71 provides each parent whose primary language is a covered language, and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

P.S. 71 posts in a conspicuous location at or near the primary entrance, a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

The P.S. 71 safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school’s administrative offices solely due to language barriers.

If at P.S. 71, the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section, and shall post and provide such forms in accordance with this section.

The Department of Education’s website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

Part E: Monitoring Provision of Language Services

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

Our school uses Parent Surveys, Polls, and discussions at PA meetings on a regular basis to gather feedback from parents on the quality and availability of our school’s translation and parent communication services. Each school year parents are sent home a form and surveys to ask what their preferred method of communication is and what language they would prefer that communication in. Parents at PA meetings (as well as the PA president) also give feedback to the administration about their satisfaction regarding translated communications and is properly noted. Many Spanish and Arab speaking members of our school community have expressed an interest in even more availability of translations in both written and oral form and we have taken steps to ensure this happens, as our Arabic community has grown. We have already sent home invitations and tear-off slips to parents in both Arabic and Spanish for a variety of Parent events (Parent Orientation, Parent Meetings, ESL Classes for Parents, etc) and use Google Translate to satisfy this need in some of the other lower incidence languages. In the future, we may consider forming a focus group of parents that represent various cultures and languages in order to gather more feedback for our school.