2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 28Q082

School Name: P.S. 082 HAMMOND

Principal: GRISEL RODRIGUEZ
Comprehensive Educational Plan (CEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Hammond School</th>
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</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>28Q082</td>
</tr>
<tr>
<td>BDES Code:</td>
<td>342800010082</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K – 5 and Special education</td>
</tr>
<tr>
<td>School Address:</td>
<td>88-02 144th Street, Jamaica, NY 11435</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-526-4139</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-297-0290</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>GriselRodriguez</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:grodriguez11@schools.nyc.gov">grodriguez11@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>GriselRodriguez</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Ms. Maria DiFava</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Ms. DaniellsRodriguez</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Maria DiFava</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>NicolasRodriguez</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>None</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>RajdaiPersaud</td>
</tr>
</tbody>
</table>

#### District Information

| Geographical District: | 28 |
| Superintendent: | Ms. Mabel Sardu |
| Superintendent’s Office Address: | 90-27 Sutphin Blvd., Jamaica NY 11435 |
| Superintendent’s Email Address: | msarduy@schools.nyc.gov |
| Phone Number: | 718-557-2618 |
| Fax: | 718-557-2623 |

#### Field Support Center (FSC)

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

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>Ms. GriselRodriguez</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>MariaDiFava</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ms. DaniellisRodriguez</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>Ms. NicolasaGarcia</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>RajdaiPersuad</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Ms. Ruth Lanausee</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Ms. Krista Warren</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Ms. Melanie Mauriello</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>Ms. Ruth Najera</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ms. Ingrid Velasquez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ms. Doris Velasquez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ms. Patriona Chuc</td>
<td>Member/Parent</td>
<td></td>
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<td>Member/Parent</td>
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<td></td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

<table>
<thead>
<tr>
<th>Rigorous Instruction</th>
<th>Supportive Environment</th>
<th>Collaborative Teachers</th>
<th>Effective School Leadership</th>
<th>Strong Family-Community Ties</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
<td>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>
<td>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>
<td>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>
<td>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:

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

### School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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</table>
Our vision for PS82Q is a collaborative school that fosters high expectations for all through a shared vision of creating future leaders who can think critically and problem solve. Our mission is that at P.S.82Q, we promote relevant and rigorous expectations for all, encouraging students to reach their full potential. Working collaboratively, we build strong, trusting, positive relationships among students, teachers, and parents. As a learning community, we continuously expand our knowledge and empower our students to take risks and apply their learning to real world experiences.

Our mission will be accomplished through the utilization of a System wide Approach to Rigor, Relevance, and Relationships (International Center for Leadership in Education). Through the use of a Rigor/Relevance Framework, students will be engaging in challenging tasks that demonstrate in-depth conceptual understanding. To enhance engagement and application, students will be challenged to apply their learning to real world situations across various disciplines. And, lastly, strong relationships between parents - teachers - students are viewed as a critical component in affecting student achievement.

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.

| P.S. 82 Queens, The Hammond School, is an educational community that services a diverse population in Jamaica, Queens. Our school is located in a densely populated neighborhood comprised of apartment houses and private homes. This school services approximately 670 students in kindergarten through fifth grade. We are an overcrowded school working beyond capacity. As a result, our kindergarten is housed at an Annex located one mile from our main building. The majority of our students and their families are newly arrived immigrants from Central and South America, the Caribbean, Guyana, Bangladesh and other parts of Asia. The vast majority of our students come from low-income homes, which has enabled P.S. 82 Queens to be classified as a Title I and Universal Meal Program school. The Universal Meal Program entitles all our students in the main building and Annex to be eligible for free lunch. Our school is very well maintained and barrier free. In both the main building and the Annex, student work is displayed for the school community and visitors to view. Other displays include the vision, mission, and instructional focus, student of the month and virtue of the month, graphs of class data for monthly My-On Reader competitions and a bulletin board dedicated for parent events. Throughout the building you will see our our school mascot (lion) and our PBIS matrix. |

According to the 2016-17 P.S. 82Q NYSED data (sourced from the 2016-17 School Quality Guide), our demographics are: 63.9% Hispanic, 25.7% Asian, 6.7% Black or African American, 1.5% American Indian and 2% White. In addition, 16.6% are students with special needs and 33.1% are English as a New Language Learner. Among these students, the dominant language is Spanish; other languages include but are not limited to Bengali, Urdu and Arabic. The school's Economic Need Index is 67.8% and 9.1% of students are in temporary housing (representing 59 students).

At PS82 we believe in developing the whole child, preparing students for academic success, developing social and emotional skills and tapping into their creative abilities. Aside from our core academic subjects, students partake in Physical Education, Art, Computers/Technology, and - new in 2017-18 - Dance. Starting in the 2018-19 school year, we will be adding a STEM cluster in which all students in Grades 1-5 will be engaging in hands-on activities including Robotics, 3D printing, and coding projects. In addition to our rigorous instruction, students in PS82Q also engage in daily Power Brain and Positive Behavior Intervention Supports (P.B.I.S.). We have names each of our corridors after one of the 10 virtues we celebrate (Honesty Highway. Responsibility Road, Loyalty Lane, etc. Students receive "paw passes" daily as a reward for positive behavior and are allowed to go shopping in our PBIS store with their passes. The school also has an established Student Government/Council which works with the WE organization and its charitable endeavors. Additionally, the students publish a seasonal newspaper highlighting school news and events. In the 2017-18 School Year, a cohort of teachers/school staff were trained in Restorative Circles by the Morningside Center for
Teaching Social Responsibility. These trained personnel engaged in "Circles" with students during and after school in order to help develop critical skills including empathy, community building, and conflict resolution.

This year as a way of connecting with the arts, we will have in and after school programs which include a Dance company, our Lions Soccer Team, the Mighty Milers running club, Musical Theater program, Broadway Dance training, and Filmmaking. Specifically, our Lions team, is comprised of our third, fourth and fifth grade students. The Lions play against other schools in the community. The Mighty Milers Running club is part of the New York Road Runners Organization and allows our students to participate in District competitions. The Dance Company was able to engage in professional training with Lincoln Center and other venues. Our Student Government also includes a community service element including charity work, fundraising for a global initiative, visiting animal shelters, and participating in a WE Organization event.

We are a community school, allowing many opportunities for parents to engage in the learning and excitement at PS 82. Some of the activities we have throughout the year are "Dad Bring Your Child to School Day", Cultural Night, Math Night, Literacy Night, Special Someone Dance, Seusville, Soccer Games, Talent Shows, Harvest Celebration, Movie Nights, STEM night, Parent Come Learn with Us, and Awards Assemblies. This year we are partnering with the organization Soccer Space, opening up our building to the entire community. On Sunday afternoons, Soccer Space will conduct soccer lessons for children between the ages of 2-10, including our students. Each grade level teacher team will develop and facilitate three parent workshops throughout the year, this will also include activities led by the Cluster team.

Our instructional focus for 2018-19 is as follows:

Teachers will engage students in discussions focused on text-dependent questions by ensuring that questions:

- Require students read the text to answer the question
- Include scaffolding for all students to understand what is being asked
- Build towards gradual understanding of the text
- Provide opportunities for students to determine the meaning of academic vocabulary in context

Desired Accomplishment: Students build comprehension skills and engage in critical thinking.

To achieve the 2018-19 focus, we are working collaboratively as an instructional cabinet, to engage teachers in research-based strategies in discussion, questioning, and student ownership. We will be specifically targeting Danielson Component 3B - Using Questioning and Discussion techniques. As a result of professional learning and administration feedback, teachers will utilize varied targeted, research-based discussion/questioning strategies with the onus of students guiding the discussion. All students will be engaged in goal-setting and targeted work to support their individual goals. As a result, student ownership will be achieved.
3. Describe any special student populations and what their specific needs are.

At P.S. 82 we work hard to meet the needs of our diverse learners (17% of population) and the high population of English Language Learners (33% of population) in our school community. To support our ELLs and their parents, we run a 4-month Saturday Academy which engages students in activities to help them build their academic language and listening and speaking skills. In addition, as part of this program, we provide art instruction with the focus on supporting the students in language acquisition. In addition, while students are engaged in their classes, their parents are receiving instruction on strategies to support their children socially, emotionally and academically. At the end of the 4-month series, parents receive a certificate of participation and have a cultural celebration.

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.

According to the 2017-18 School Quality Guide, we made the most progress in the component of Strong Family-Community Ties, from a 2.45 rating in 2016-17 to a 3.53 rating in 2017-18. This year we will work on the component of Trust, our lowest rated element within the Framework for Great schools (2.55 for 2017-18), focusing on building collaboration and trust among teachers and administrators.
### School Demographics and Accountability Snapshot for 28Q082

#### School Configuration (2018-19)
- **Grade Configuration:** PK,0K,01,02,03,04,05
- **Total Enrollment (2017-18):** 656
- **SIG Recipient (Y/N):** No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** YES
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 40
- **# SETSS (ELA):** 2
- **# Integrated Collaborative Teaching (ELA):** 67
- **# Special Classes (Math):** 38
- **# SETSS (Math):** 3
- **# Integrated Collaborative Teaching (Math):** 67

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 31
- **# Music:** 31
- **# Drama:** 31
- **# Foreign Language:** 31
- **# Dance:** 31
- **# CTE:** N/A

#### School Configuration (2017-18)
- **% Title I Population:** 80.0%
- **% Attendance Rate:** 94.8%
- **% Free Lunch:** 78.2%
- **% Limited English Proficient:** 34.1%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 2.1%
- **% Black or African American:** 6.3%
- **% Hispanic or Latino:** 64.8%
- **% Asian or Native Hawaiian/Pacific Islander:** 24.4%
- **% White:** 1.2%
- **% Multi-Racial:** 3.4%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19):** 3.09
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification:** 5%
- **% Teaching with Fewer Than 3 Years of Experience:** 12%
- **Average Teacher Absences:** 8.3

#### Overall NYSED Accountability Status (2018-19)
- **ELA Performance at levels 3 & 4:** 39.9%
- **Mathematics Performance at levels 3 & 4:** 37.3%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** 57%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** N/A
- **Student Performance for Elementary and Middle Schools (2017-18):**
  - **Mathematics Performance at levels 3 & 4:** N/A
  - **US History Performance at Levels 3 & 4:** N/A
  - **Regents Diploma w/ Advanced Designation:** 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
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** NO
- **Economically Disadvantaged:** YES

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** NO
- **Economically Disadvantaged:** NO

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** NO
- **Economically Disadvantaged:** NO

#### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** NO
- **Economically Disadvantaged:** NO

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** NO
- **Economically Disadvantaged:** NO

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** NO
- **Economically Disadvantaged:** NO
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The 2017-18 School Quality Guide (including the 2017-18 School Survey and the 2017 Quality Review Report), the 2017-18 PPO Written Feedback Report, the 2017 NYS ELA and Math Assessments, and an analysis of the 2017-18 Met/Not Met NYS ELA and Math preliminary measures were analyzed to determine areas of strengths and areas for improvement.

Strengths -

According to the 2017-18 School Quality Guide, we see a slight increase in this element of the framework (from 3.35 in 2016-17 to 3.43 in 2017-18). According to the School Survey, 84% of teachers report that students feel challenged and 88% noted that students have to work hard to do well. A total of 85% of teachers say that they had the resources to include opportunities for students to interact with academic language and 82% of teachers noted that had resources to include opportunities for students to engage in evidence-based learning in both literary and informational texts. In terms of math, 82% of teachers noted that they had the resources to help develop student’s conceptual understanding, procedural fluency, and application capabilities in mathematics.

According to the 2016-17 Quality Review Report, the school received a well-developed in ensuring engaging, rigorous, and coherent curricula in all subjects aligned to the Common Core Learning Standards. The report noted that an emphasis on the instructional shifts is evident in planning curriculum. Furthermore, a focus for instruction was to support a gradual release model across grades and across content areas. Additionally, it was noted that teachers posed questions designed to elicit critical thinking and engage all learners in higher-order thinking.

The 2017-18 PPO Written Feedback noted that short and long-term goals for students were based on various data points collected and analyzed. The report noted that, "students' areas of deficiencies in content standards were used to create the learning targets for specific grades. These learning targets were tracked and monitored on an interim basis throughout the year for progress checks and, if necessary, to adjust/refine any instructional practices with the ultimate objective of attaining their goals."

In terms of overall performance on the 2017 NYS ELA exam, 30% of students achieved proficiency levels, sustaining the 14% growth achieved in 2016 (31% proficiency). Math proficiency levels increased from 23% in 2016 to 26% of
students in 2017. In both assessments, there was growth in the number of students who scored at proficiency levels in all subgroups, as compared to the 2016 Assessment data.

A comparison was made between the percent of early-released 2018 Met/Not Met scores and this data suggests that ELA gains were maintained (with no additional increase) and Math scores rose slightly (1.7 percentage points) from 2017 to 2018.

In addition, data was analyzed based on our 2017-18 S/CEP goal for Rigorous Instruction in which we stated that “all teachers will implement effective mathematical problem solving instructional plan for students resulting in 25% of students in Grades 4-5 increasing one performance level.” As a result of introducing the SOLVE framework for mathematical problem solving, we saw that, on average, 4th and 5th grade students achieved an increase of two performance levels as measured by the pre and post problem solving grade-level assessments.

Most importantly, as a result of continued gains in Rigorous Instruction and Student Learning, P.S. 82 was no longer considered a Focus School and is in good standing!

Needs-

According to the 2017-18 School Quality Guide, only 47% of teachers noted that students respond to challenging test questions and in challenging questions raised in class. In addition, 40% of teachers report that students build on each others’ ideas during class discussions and only 49% say that students used data or text references to support their ideas. Lastly, 40% of teachers say that students provide constructive feedback to their peers and teachers.

According to the Quality Review, it was noted that a few students were not fully aware of how to use supports that they are given. In addition, while there is a Math problem solving protocol, not all teachers follow the protocol as intended.

As per the 2017-18 PPO Feedback report, it was reported that scaffolds were present during instruction time, however, access to resources could be more strategic. Teachers need more time to discuss delivery on instruction, focusing on which strategies to utilize, when to use these strategies, and determine which students need to receive specific strategies. Teachers also need to plan for clarifying student misconceptions that can impede learning.

The PPO Feedback report also noted that teacher's' instructional delivery can be strengthened by enhancing student ownership. Teachers need to spend more time to build/incorporate conceptual understanding in their lessons, primarily in Mathematics. Teachers and students can consider using video resources to help build conceptual knowledge (Khan Academy, GOMath!). Teachers should ensure to monitor student’s conceptual understanding, provide feedback, and plan lessons strategically based on students' needs -- all with the purpose of enhancing student ownership.

Part 2 – Annual Goal

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

By June 2019, all teachers and students of Grades 1-5 will deepen their conceptual understanding of mathematics resulting in 50% of students increasing one performance level on a pre- and post-assessment.
**Part 3a – Action Plan**

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classroom teachers of Mathematics</td>
<td>Sept. 2018-June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

- National Training Network (NTN) Math Consultants will be employed to facilitate Math Professional Development among classroom teachers with the stated goal of building capacity in the conceptual underpinning of mathematics instruction.

- Grade-level horizontal teams will utilize new curriculum maps, developed in conjunction with NTN, that reflect a well thought out sequence of learning and provide adequate time for conceptual understanding of mathematical concepts and hands-on exploration.

- Grade-level teams will continue the work of revising unit assessments to be more aligned of the rigorous demands of the Common Core Learning Standards, including conceptual understanding and problem solving. The assessments would be aligned to the revised curriculum map based on NTN input.

- Pre and Post Assessments will be administered and analyzed to examine instructional gap areas to determine goals.

- Test Sophistication questions will be spiraled weekly, and included in unit assessments, in order to ensure challenging questioning for all students.

- The SOLVE framework would be implemented across all classrooms in order to assist students in the application of critical thinking during problem solving. Teachers will roll-out the SOLVE protocol starting at the beginning of the year for all students. Students will utilize SOLVE in small groups, utilizing a checklist (Grades K-2) and/or a rubric (Grades 3-5).

- All mathematics classrooms will utilize the NTN-developed "Fact Masters" protocol to help develop mathematical computational fluency for all four mathematical operations (dependent on grade level). Specially designed materials will support this initiative and progress monitoring of all students will be conducted and analyzed to support optimization for individual students.

- The Math Vertical Team will function as a Professional Learning Community to support the goal of increasing conceptual understanding of Mathematics within the school. This Math
Vertical Team will work in conjunction with Grade-level Horizontal teams and NTN consultants to engage in the Cycle of Learning within Mathematics.

- Teachers will roll out a coordinated plan of exposing students to 10 different Problem Solving Strategies for the school year (e.g., September - Utilize Concrete Materials, October - Act it Out, November - Draw a Picture or Diagram, etc.).

<table>
<thead>
<tr>
<th>Description</th>
<th>Responsible Party</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical Team will work in conjunction with Grade-level Horizontal teams and NTN consultants to engage in the Cycle of Learning within Mathematics.</td>
<td>Administration, Math Vertical Team Leader</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>- Teachers will roll out a coordinated plan of exposing students to 10 different Problem Solving Strategies for the school year (e.g., September - Utilize Concrete Materials, October - Act it Out, November - Draw a Picture or Diagram, etc.).</td>
<td>All classroom teachers of Mathematics</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>- Unpacking of the 8 Mathematical Practices will take place for teachers and students alike. Students will be exposed each to of the Mathematical Practices using “student-friendly” language.</td>
<td>All classroom teachers of Mathematics</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>- Teachers will provide Math Vocabulary resources in both English and Spanish to ENL students due to the high percentage of Spanish-speaking students in our school community.</td>
<td>All classroom teachers of Mathematics, ENL teachers</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>- Hands-on Mathematics events and workshops for parents and families will occur school-wide and on each grade level to support building students mathematical understanding and identify ways in which parents can assist in building student mathematical competency and skills.</td>
<td>Parents and Students of Grades K-5</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>- STEM education is a related focus of the school and the new STEM Lab and our Coding curriculum in our Technology classes will support conceptual understanding within Mathematics.</td>
<td>Students of Grades 1-5</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>- AIS Afterschool program will target Level 2 students to support achievement in Math.</td>
<td>Students Grades 3-5</td>
<td>Dec. 2018-Mar. 2019</td>
</tr>
<tr>
<td>- Strategies to support deficits in high-need standards are determined and implemented in the classroom using item analyses of Ready Mock Assessments across grades 3-5.</td>
<td>Students Grades 3-5</td>
<td>Dec. 2018-April 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Parents will be engaged via SLT, PTA meetings, Family Workshops, Math Nights, monthly newsletters, bilingual website, and back-packed communication to parents. All Grades will conduct grade-level Math Workshops for parents.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
*Administration will employ NTN consultants to support teachers throughout the year.

*Administration will purchase specially designed math toolkits for all classroom teachers to be used in Fact Masters Protocol.

*Google Drive will be used as a resource to share revised Mathematics unit plans, revised Mathematics assessments, Mathematics Word Wall resources (English and Spanish), and Data Analyses.

*Time will be devoted to the Math Vertical Team on select Mondays and Tuesdays meeting times.

*On Tuesdays, time will be allotted for parent and teacher team meetings and grade-level family workshops.

*Data Specialist will be used to analyze student performance in Mathematics and in Problem Solving assessments.

*Horizontal teacher teams will meet during the prep periods to turnkey information from the Math Vertical Team and to continue the Cycle of Learning work.

*AIS afterschool program will work to bridge the gap in Mathematics instruction for select students.

<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>
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<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. 

- By February 2019, we will see 25% of teachers and students increasing one performance level on a pre/post assessment.

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

Pre- and post SOLVE problem solving assessment

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

Section 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

<table>
<thead>
<tr>
<th></th>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td></td>
<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>
<tr>
<td></td>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

The 2017-18 School Quality Guide (including the 2017-18 School Survey and the 2017 Quality Review Report) and the 2017-18 PPO Written Feedback Report were analyzed to determine areas of strengths and areas for improvement in terms of Supportive Environment.

Strengths:

According to the 2017-18 School Quality Guide, 100% of teachers reported that students are safe in their classes and 97% teachers reported that students are safe in the hallways, bathrooms, and cafeteria within the school. Furthermore, 74% of teachers felt that students are safe traveling between home and school. In terms of social-emotional measures as noted in the School Quality Guide, 88% of teachers felt that adults in the school help students develop the skills they need to complete challenging coursework despite obstacles and 86% of teachers report that adults in the school tell their students they believe they can achieve high academic standards. According to the Survey, 90% of teachers say that the adults within the school teach critical thinking skills to students. It was also reported by 90% of teachers that students feel that it is important to come to school every day.

According to the 2017 Quality Review Report, the school received a measure of "well developed" for safe and inclusive environment (score 4.99) and communication of high expectations for students and staff (score 4.99). Support for high expectations include data analysis for all students to determine strengths and obstacles, RTI training, and resources for students and families.

PPO Written Feedback reported that the principal "consistently communicate[s] high expectations through professional learning that aligns with the Danielson Framework for Teaching rubric, and the expectations of the CCLS, which has resulted with a culture of mutual accountability among all staff." The rubric details how high expectations are evident based "unified set of expectations in using the checklist, rubric, effective feedback, and guidance, to ensure that all students, including ELLs and SWDs, own their educational experience and are prepared for their next level of learning."

Needs:

According to the 2017-18 School Quality Guide, 53% of teachers report that students behave well even when their teacher isn’t watching and 53% of teachers say that students listen carefully when directions. The report noted that 60% of teachers found that students pay attention when they are supposed to. In terms of social-emotional learning, 64% of teachers say that adults at their school have access to school-based supports to assist in behavioral and emotional escalations.

According to the 2017-18 Principal Performance Observation Written Report, it was noted that "strengthening teachers' instructional delivery can be strengthened along with student ownership of their next step." It was noted
that targeted teacher feedback will lead to "student ownership of where they are, where they are supposed to be and how they can move along the learning continuum."

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.

In order to ensure equity for all students and to promote student voice/ownership, by June 2019, Student Government will participate in monthly cabinet meetings with Administration as measured by Student Government Member portfolios.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration, Guidance Counselor, PBIS Team</td>
</tr>
</tbody>
</table>

- The school will continue and expand upon the PBIS system that was introduced in the 2016-17 school year. Year I of the program included a behavior matrix to guide student behavior throughout the day (hallways, lunchroom, recess, classrooms). The program featured a logo and mascot (Go Lions!) and provided "paw passes" for appropriate behavior that can be used to purchase reward items at a school store. Teachers and staff are provided a supply of Paw Passes weekly for distribution.

- Year II of the program included a "Social-Emotional Character Education Overlay" to guide appropriate student behavior. Key "virtues" were introduced monthly to the students - such as honesty, responsibility, etc. Students were rewarded with PBIS "paw passes" when demonstrating key virtuous behaviors. Additionally, award assemblies were held three times a year to acknowledge students who clearly demonstrated virtuous behavior.

- Year III of the program -- introduced in the 2017-18 school year -- featured the creation of the Student Government/Council. The school hosted school-wide elections, featuring a debate by the candidates, in order to elect Student Representatives The Student Council worked with the WE Organization to direct charitable activities as decided by Student Representatives.

The Student Government will have monthly cabinet meetings with Administration. Agendas for the months will include:

- Review of Reading curriculum and goal setting
- Review of Writing curriculum and goal setting
- Review of Math: Issues, Ways they learn best
- PBIS/Peer Mediation
### Goal Setting/ Progress Monitoring

- Clubs/Teams/Shows
- Academic Supports/Opportunities for enrichment
- Student Choice

Student Government members will maintain working member portfolios including: agendas, attendance, notes, minutes, and other artifacts.

The Student Council/Government will be involved in school-wide activities including recycling efforts, fundraisers, voting on school initiatives, word/idiom of the week displays, and the school newspaper. Student Government will consult with and take polls/surveys with fellow students to ensure all voices are heard on a range of topics.

<table>
<thead>
<tr>
<th>In order to increase equity for all and to promote student ownership, all students will create goals for the major academic areas and will progress monitor achievement of those stated goals.</th>
<th>Students</th>
<th>September 2018 - June 2019</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will be given a &quot;Student Goal Notebook&quot; in order to focus, organize, and keep track of goal-oriented work.</td>
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<tr>
<td>All students will have goal charts in the academic areas to establish periodic goals and monitor their progress.</td>
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<tr>
<td>A Student Patrol will be established to assist in safety procedures within the school.</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
<td>Administration, Safety Patrol</td>
</tr>
<tr>
<td>In order to establish a climate of respect and understanding for all, the school introduced a Restorative Practices program for the school. This program included training 10 staff members and established &quot;Restorative Circles&quot; in select classrooms, inclusion as a Circular 6 menu item, and as an After-school Program with our Guidance Counselor and paraprofessionals.</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
<td>Administration, Guidance Counselor, PBIS Team</td>
</tr>
<tr>
<td>New to the 2018-19 School Year, a Peer Mediation program will be introduced. Peer Mediators will be selected, representing all students in the school, and will be engaged in helping to resolve student conflicts that may arise. Student manuals and other OSYD resources will be used in this program.</td>
<td></td>
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</tbody>
</table>
| Power Brain Education will continue to be utilized throughout the school, with more teachers becoming Power Brain mentors. The Power Brain program features the mantra -- Healthy Bodies, Happy Heart, Power Brain! Teachers engage students with Power | All Students | September 2018 - June 2019 | Administration, Guidance Counselor, PBIS Team, Power Brain Mentors,
Brain exercises that are geared to focus, calm, and challenge students. The Power Brain Leader will facilitate parent workshops to support the use of Power Brain activities at home and at school. The Power Brain leader will also train "Power Brain Student Ambassadors" to lead Power Brain activities.

- The Asphalt Green Organization will continue to be employed to work with students in structured activities during recess and to promote good sportsmanship. They will continue to train school aids in order to provide continuity of support for the program objectives. Both Power Brain and Asphalt Green programs are intertwined with the PBIS program.

- P.S.82 will continue to publish "The Hammond Herald," a multi-page seasonal school newspaper published by students. The Hammond Herald features current news and reports on school events and is distributed to all students and on our school website.

- PS82 will continue its Student Government, together with its "representatives" that will serve as student voice. In addition, their will be school-wide elections, together with a student debate, for the Student Government roles of President, Vice President, and Secretary.

- There will be a school-wide emphasis on the creation of student goals and, subsequently, student awareness and tracking of progress of such goals. Student-led conferences will focus on students goals, means of achieving the goals, and progress.

- The SBST will continue to work with teachers to develop behavioral supports for students and will provide counseling as needed to at risk students. In addition, select administration, teachers, and staff were trained in TCIS (Therapeutic Crisis Intervention for Schools) to assist students who are in a crisis situation. Behavior tracking and/or Intervention Plans (BIPs) will be developed by the School Based Support Team for all students who are in need of behavioral supports.

- Use of Marquis Studio (Arts enrichment) will continue to be employed to support students in the development of the arts and an emphasis on the "whole child." Year II of the ELL and SWD Arts Grant will focus on the following: 1. Grade 1 and Grade 2 students will participate in Latin Dance and 2. Grade 4 and additional Grade 4 students will engage in Dance on Broadway.

- Fine Arts program will be facilitated by Dance teachers to provide out-of-school enrichment activities for students.

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Families will be made aware of the PBIS program and school community-building activities in multiple methods of communication as noted below:

- Fliers are distributed to parents for all school activities and our Parent Coordinator reaches out to the parents to keep them apprised of school happenings.
- Additionally, there is a bilingual website for the school that is update continuously to keep parents knowledgeable of all academic and social activities in the school.
- The student-created school newspaper, The Hammond Herald, reports on school activities and news.
- Parent workshops will held throughout the year educating parents on Restorative Practices, Power Brain Education, Student goal setting and tracking, etc.
- Administration, PBIS Team, SBST, Teacher Advisors, Parent Coordinator will oversee and be responsible for implementation.

**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.

- Administration, SBST, Guidance Counselor and Select staff will be utilized to support PBIS programs and structures.
- Funds will be set aside for supporting organizations, including: Power Brain Education and Asphalt Green.
- Awards and items will be purchased in support of the award assemblies and the PBIS store.
- Printing of PBIS paw passes for weekly distribution.
- Professional development from the Field Support Center and Central will be utilized for training, such as TCIS.
- Power Brain training of staff and purchasing of Power Brain materials,
- Payment for Asphalt Green recess program.
- Payment for Marquis Studios to split Year II of ELL and SWD Arts Grant (as per condition on receiving grant).

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

<table>
<thead>
<tr>
<th></th>
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</tbody>
</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, Student Government will have had four cabinet meetings, as evidenced by Student Government Portfolios and Attendance log.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.  
The instruments will include a student survey/assessment covering ownership, community and knowledge of goals.

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

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

Part 1 – Needs Assessment

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

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

The 2017-18 School Quality Guide (including the 2017-18 School Survey and the 2017 Quality Review Report) and the 2017-18 PPO Written Feedback Report were analyzed to determine areas of strengths and areas for improvement in terms of Collaborative Teachers.

Strengths:

According to the 2017-18 School Quality Guide (School Survey measures), 93% of teachers say that they "design appropriate instruction that is matched to students' needs" including English Language Learners and Students with Disabilities. In addition, 89% of teachers report that they utilize their "students' prior knowledge to make their lessons relevant to their everyday life." In terms of peer collaboration, 95% of teachers report that "they talk with one another about instruction" and 81% of teachers noted that they "design instructional programs together" which includes lessons and units. According to the School Survey, 77% of teachers report that they had opportunities to "work productively with colleagues at their school on professional development."

In terms of the 2017 Quality Review, the school received a well-developed rating (score - 4.99) for teacher development and evaluation. In terms of Teacher Teams and Leadership Development, the Quality review report noted that "distributed leadership roles are embedded in many beliefs conveyed by the principal and in structures throughout the school culture." Furthermore, on all vertical teams, teachers have some leadership roles and participate in conversations connecting professional development to supporting school improvement" and "all staff are engaged in inquiry-based collaborations that meet regularly."

The 2017-18 PPO Written Feedback report, "teachers were seen collaborating well with their colleagues and student-teacher conversations were positive." It was noted that "teachers engaged in structured inquiry based professional collaborations, developing and discussing their strategies on how to meet student entry points." The report indicated that teacher teams systematically analyze data and that distributed leadership structures are embedded, and that teachers have taken ownership of their work.

Needs:

According to the 2017-18 School Survey, a reported 57% of teachers say that "the principal, teachers, and staff collaborate to make the school run effectively" and and 59% report that their professional development experiences "have included enough time to think carefully about, try, and evaluate new ideas." Measures in the realm of school commitment include "34% of teachers would recommend their school to other teachers" and 41% report that they "usually look forward to each working day." According to the Quality Review Report, while distributed leadership roles are embedded, "the staff is relatively inexperienced [so] school leadership limits the full scope of their ability to be more independent until student achievement growth on standardized assessments is achieved on a regular basis."
The 2017-18 PPO Written Feedback report indicated that "strengthening teachers' instructional delivery can be strengthened" including "teachers to discuss delivery of instruction: Which strategies should be used? When to use it? "With whom should the strategies be applied to?"

Part 2 – Annual Goal

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

By June 2019, all teacher teams will engage in 1-3 inter-class visitations within their respective grade bands (K-2 and 3-5) as measured by the 2018-19 PS82Q Professional Development Plan.
<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
| Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| As part of the Professional Development Plan, a schedule will be created in which all teacher teams will participate in Inter-class visitations within their grade bands (K-2 and 3-5). The number of visitations (1-3) and the focus will be tailored to the individual needs of the teachers involved. | All Teacher Teams | Oct. 2018 - May 2019 | Administration |
| The Inter-Class Visitation Action Plan will be developed after an analysis of teacher pedagogical needs and will be comprised of three parts: 1. Establishment of focus, 2. Visit, and 3. Debrief. | All Teacher Teams | Oct. 2018 - May 2018 | Administration |
| Teachers share their lesson plans, resources and unit plans via our school website, as a way to share best practices, provide transparency and build coherence amongst grades. | All teachers | Sept. 2018 - June 2019 | Administrators, Lead Teachers |
| Teachers on every grade are provided a common prep every day within the week in an effort to allow them to collaborate and engage in the cycle of learning "PIRAS". Plan lessons, Implement Lessons, Review and Adjust Lessons and Share best practices. Common prep time is also provided for Special Education and ENL teachers to collaborate with their grade-level teams. | All teachers | Sept. 2018 - June 2019 | Administration, teacher teams |
| Teachers created common rubrics and common assessments in all subject areas that focus on key learning needs. | All teachers | Sept. 2018 - June 2019 | Administration, Lead Teachers |
| Protocols are used to facilitate teacher team meetings and guide teachers in the work of planning lessons, analyzing data, looking at student work, identifying gaps in the curriculum. | All teachers | Sept. 2018 - June 2019 | Administration, Lead Teachers |
| A facilitator has been hired to work with vertical teacher teams on developing strategies for teaching English Language learners, building academic language and developing a staircase of complexity for task across grades, with a focus on sentence frames and questioning. | ENL Teachers, Teachers of ELLS | Oct. 2018 - April 2019 | Administration |
| On-going Professional development will be conducted throughout the year in Math (enhancing conceptual development of mathematics) and in STEM and the utilization of our new STEM lab. | All teachers | August 2018 - June 2019 | Administration |
A SESIS representative works with SWD teacher teams on best practices for instructional practices to support Students with Disabilities. Modeling of support and in class visits are used to support research-based practices.

A structure of horizontal and vertical teacher teams is in place to build school wide accountability and foster distributive leadership. Each grade has a leader representing one of the vertical teacher teams. Vertical teams include ENL Vertical Team, SWD Vertical Team, ELA Vertical Team, and Math Vertical team. Other vertical teams include MOSL, PBIS, Core Instructional, SIT, PPT, ENL, and SWD.

Ready Mock ELA and math exams for Grades 3-5 are analyzed on an item by item basis to identify gaps on the grade. Research-based strategies are identified to address the gaps. This work is done collaboratively with the data specialists and teachers on the grade.

A Mock NYSES LAT is administered to ENL students. A gap analysis is conducted and the ENL vertical team identified research-based strategies to address these student needs.

An Events Calendar was scheduled with monthly school-wide events for teachers, students, families, and administration. Teachers volunteer to lead these activities within the school.

### 3b – Parent and Family Engagement

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

Parents will be engaged via SLT, PTA meetings, Family Workshops, Family Literacy nights, monthly newsletters, bilingual website, and back-packed communication to parents.

### Part 4 – Budget and Resource Alignment

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

**Resources**

-Consultants have been hired from the Educational Consortium, National Training Network (NTN) Math, and STEM lab.
- Substitute teachers are employed to allow for common planning time for teachers and for teacher attendance at PD sessions.

- Lead teachers are sent to professional development and then turn key this information—substitute teachers are employed for these coverages.

- Teachers are paid per-session to stay after school to collaboratively plan.

- STEM lab training was provided during the summer and teachers were paid per session.

- MyOn, Imagine Learning, and brainPop licenses have been purchased for all staff and students, to support teachers in the work on data analysis and planning for small group instruction.

- Learning A-Z licenses for Reading, Writing, Science, and Raz-Kids have been purchased to support teacher teams with planning differentiated task.

- Consultants will be hired to facilitate planning and teacher needs.

- Per session will be paid for teacher team work in "unpacking the standards" and developing challenging tasks. Additional per session work will be allocated for data analysis.

- Ready assessments will be purchased to administer Mock exams and to identify students needs by teacher teams.

- Ready instructional Books will be purchased to address gap areas as identified in vertical and horizontal teams.

- AIS Afterschool Program and ENL Saturday Academy addresses student needs as identified in vertical and horizontal teams.

- New ReadyGEN Text Collection and supplemental materials were additionally purchased.

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

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

- By February 2019, 100% of the teacher teams will have engaged in at least one inter class visitation.

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

- 2018-19 PS82Q Professional Development Plan and attendance documentation.

**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

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

The 2017-18 School Quality Guide (including the 2017-18 School Survey and the 2017 Quality Review Report) and the 2017-18 PPO Written Feedback Report were analyzed to determine areas of strengths and areas for improvement.

Strengths:

According to the 2017-18 School Quality Guide, Effective School Leadership scores were consistent versus previous year (Framework Element Scores - 3.40). In terms of Inclusive leadership, 97% of families say that the principal promotes family and community involvement in the school and 94% of families say that the principal is strongly committed to shared decision making. In terms of Instructional Leadership, 80% of teachers say that the principal makes clear to the staff the expectations for meeting instructional goals.

With regards to the 2016-17 Quality Review, the Area of Celebration in which the school received a well developed rating was for making "strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidence by meaningful student work products" (quality indicator 1.3- leveraging resources). As noted, "organizational decisions, including the use of staff, teacher time, and purchased resources, are well aligned and support the school's instructional goals." Furthermore the report indicated that, "Distributed leadership structures exist among staff members including roles supporting data analysis and professional development." In addition, the school received a well-developed rating for quality indicator 3.4 - high expectations, in that "school leaders consistently communicate high expectations to the entire staff, for example, through data meetings or Response to Intervention (RTI) training." A well-developed rating was also received for "how well does the school identify, track, and meet its goals" (quality indicator 3.1). The report also indicates that 95% of families say that they trust the principal.

The 2017-18 PPO Written Feedback Report supported Indicator 1.4 as an Area of Celebration, which is a "culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults." As noted in the report, "teachers were seen collaborating well with their colleagues and student-teacher conversations were positive. Teachers participated and coordinated school events to build a positive culture." In addition, in support of Quality Indicator 1.3, "Levels 1, 2, and low level 3 performing students were provided with intervention. High level 3 and 4 students received an enrichment program to extend their learning."

Needs:

According to the 2017-18 School Quality Guide, 23% of teachers say that they have influence over the selection of instructional materials used in classrooms and 34% of teachers reported that they have influence over the development of instructional materials. The report indicates that 42% of teachers say that it is clear how all of the programs offered are connected to their school's instructional focus. Additional 34% of teachers indicated that the
principal knows what's going on in their classroom and 38% of teachers say that the principal understands how children learn. The report indicated that 34% of teachers say that they trust the principal.

The 2016-17 Quality Review Report indicated that "the role teachers play in making key decisions that affect student learning is emerging." As noted, "the staff is relatively inexperienced, school leadership limits the full scope of their ability to be more independent until student achievement growth on standardized assessments is achieved on a regular basis."

The 2017-18 Principal Performance Observation (PPO) report indicates that a "focus on strengthening teachers' instructional delivery can be strengthened along with student ownership of their next step."

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
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<tbody>
<tr>
<td>By June 2019, 100% of teachers will participate in high-leverage professional learning to increase questioning/discussion techniques, quality of questioning, and student participation, resulting in an overall effective HEDI teacher observation rating in component 3B (Using Questioning and Discussion Techniques) of the Danielson Framework for Teaching Rubric.</td>
</tr>
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## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
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</table>
| 1. Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
2. 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) What 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>
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<tbody>
<tr>
<td>ALL Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administration</td>
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In an effort to build capacity and distribute leadership, their will be teacher leaders on each grade across vertical and horizontal teams. 100% of teachers will be involved in a leadership capacity within the school and collaboratively engage in decision making and planning of curriculum, researched based inquiry and building school culture. Administration, along with the instructional committee will facilitate lead teacher team meetings, in order to share a common language, structures and protocols across the school community.

- Through the leadership of administration, teacher teams will analyze assessment data, trends and use protocols to look at student work, to identify Common Core aligned learning targets, aimed at enhancing teacher pedagogy and improving student achievement. Through the cycle of Learning and established benchmarks, administrators will monitor student/teacher progress towards determined goals. Teacher teams will analyze data, develop exploratory questions and engage in the inquiry of research based strategies to fill in instructional gaps.

- Professional Learning will be focused on such topics as research-based discussion strategies, increasing student engagement through questioning and discussion techniques, utilizing targeted test-based questioning in instruction, and student-guided discussion.

Cycles of Informal and Formal Observations will be followed in an effort to monitor student learning and teacher pedagogy. Specific feedback will be given to teachers and differentiated supports will be provided. Some of the supports which will be provided to teachers are: scheduled inter-class visitations, modeled lessons by our staff developer, hired consultants and colleagues. Lab sites will be arranged for study groups, in-house and outside on-going professional development will be strategically developed through a professional development plan. Differentiated improvement plans will be aimed at supporting individual teacher needs.
A cycled professional development plan will be created for administration, staff and parents. The professional learning topics will be scheduled in 6 week cycles and will cover topics based on September teacher needs assessment, Advance data, 2017 NYC School Report data, and on-going analysis of student data. Teacher leads will be responsible for facilitating PD sessions for colleagues, consultants will facilitate different leveled cohorts and vertical teacher teams will engage in professional learning specific to the different subgroups in our school community.

These professional development plans will be shared with the Queens Community House Community Based Organization, in an effort to create synergy between the after school program and classroom learning. To create transparency and consistency, all unit plans and professional development materials will be housed on our school website www.ps82q.org for all to view and access.

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.

Through family events such as literacy night, math night, awards assemblies, parent workshops, PTA meetings. All administrators, guidance counselor, parent coordinator and teachers will be involved.

Part 4 – Budget and Resource Alignment

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

Resources

- Teacher teams, administrators, and coaches will be used in facilitating analysis of data to develop units of study. Classroom coverage will be provided so that teachers can attend outside professional development sessions.

- The Danielson Framework and Advance will be used for teacher evaluations/feedback and planning of future professional learning cycles.

- Teacher teams will use common prep periods and other assigned times for the purposes of teacher team meetings in order to foster collaboration and the development of units of study and inquiry.

- Substitute teachers will be employed to arrange the coverage for vertical and horizontal teacher team meetings.

- Monday afternoons will be used for planning and professional development.
- Vertical teacher teams will be provided coverage to meet and plan instruction with administration. Teacher leads will then turn-key this information to their teacher teams. Vertical teams will meet during professional time during Tuesday afternoons.

- Math consultants (NTN) will be brought in to develop teachers conceptual understanding of mathematics.

- Raz Kids and Reading A-Z licenses will be purchased to provide teachers with resources tailored towards meeting the needs of struggling readers and students with SWD and ENLs.

- Go Math Online Resources will be utilized by teachers and demonstrated in professional development and by Math lead teachers.

- Administrators will be sent out to professional development sessions which will advance their knowledge and practices, which will allow them to provide meaningful and targeted feedback.

- A website is created and maintained to increase communication.

- Educational resources such as Research-based literature will be purchased to conduct book studies, identify research based strategies and modify lesson plans and PD sessions

- A consultant from Educational Consortium will be employed to provide on-going professional development sessions, lesson analysis, inter-class visitations and supports to all members of our ENL vertical teacher team.

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

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<th>Tax Levy</th>
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**Part 5 – Progress Monitoring**

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

- By February 2018, all teachers will have engaged in one cycle of professional development focused on Danielson Component 3b - Questioning and Discussion Techniques.

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

Professional Development Plan log/binder

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

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

Part 1 – Needs Assessment

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

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

The 2017-18 School Quality Guide (including the 2017-18 School Survey and the 2017 Quality Review Report) and the 2017-18 PPO Written Feedback Report were analyzed to determine areas of strengths and areas for improvement. These findings as related to Family-Community Ties are as follows:

Strengths:

According to the 2017-18 School Quality Guide, 95% of families say that school staff regularly communicate with them about how families can help their children learn. In addition, 94% of families say that they get opportunities to visit their child’s classroom, such as observing instruction or participating in an activity with their child and 96% of parents say that they feel well informed by the communications they receive from their school. The report indicated that 96% of teachers say that teachers work closely with families to meet student needs.

In terms of the 2017 Quality Review, the school received a well-developed rating for quality indicator 3.4, in how "does the school partner with families to support student success." The report noted that, "families of students were made fully aware of their children's progress through a variety of communications." This includes newsletters, online resources, parent workshops, and progress updates.

Needs:

According to the 2017-18 School Quality Guide, 66% of families report that they have had the opportunity to volunteer time to support their school. As indicated in the 2017-18 PPO Written Feedback, approximately 16% of students have less than 90% attendance in the 2016-17 school year. The report further noted, "Consider meeting parents and students personally to set attendance goals, in which a small poster, including the number of absence days agreed upon is visible, so it can be checked off to monitor their attendance. Incentives can also be used as motivation."

Part 2 – Annual Goal

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

By June 2019, all horizontal teacher teams will facilitate a total of three Parent Professional Development/Family Workshops.
### 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).

| Needs Assessment survey will be conducted in order to determine parent choice of workshops, events at the school, and any other additional needs. Survey data would be analyzed in order to develop a Parent Professional Development Plan. | All Parents | Oct 2018-June 2019 | Administration, Parent Coordinator, Data Specialist |
| Grade Teacher Teams will create/design at least three new events that they can host to bring families in the building. These events will take place in three cycles: 1. September - November, 2. December - February, and 3. March - May. Programs can be held during Tuesday's Parent Engagement time. | Teacher Teams, Parents | October 2018 - April 2019 | Administration, Teachers |
| PS82 will introduce a Parents as Leaders program and parents will be able to volunteer their time throughout the year to support student-focused events. | Teacher Teams, parents | October 2018 - June 2019 | Administration, parent Coordinator |
| A parent calendar of events has been created for the year. Some events include: Patriotic Day, Harvest Celebration, Coat Drives, Award Ceremonies, Cultural Celebrations, Family Literacy Night, Family Math Night, Career Day, Student Talent Show, Someone Special Dance, and Student Performances. Other events will be held throughout the year. | All Teachers and Parents | September 2018 - June 2019 | Administration, PBIS Team, Parent Coordinator |
| In addition, parents are welcomed to PTA meeting and other workshops where free babysitting will be offered. Guest community speakers will be invited to provide resources and their expertise to the families. A series of parent workshops are scheduled throughout the year with the goal of broadening the parent’s knowledge of the CCLS and the learning expectations for each grade. This Parent Development Plan is sequenced to develop knowledge and skills with literacy sessions by grade first, writing sessions next, followed by math sessions. Parents will learn about the crosswalk of the Common Core Learning Standards, I Can target learning statements, and specific strategies to help their children with Literacy, Writing, and Math. | Parents | September 2018 - June 2019 | Administration, Teachers, Parent Coordinator |
| At PS 82, a bilingual website has been created to keep parents up to date on school happenings. Teachers report monthly on the current units of study and provide helpful reminders to families. | Teachers and Parents | September 2018 - June 2019 | Administration |
Parents are given teacher’s g-mail accounts to increase communication between school and home.

Parents will be kept informed by a monthly Parent Calendar and parent newsletter including all upcoming events and activities that will occur in the school.

Our ENL Saturday Academy will continue to allow parents and children to learn collaboratively. Direct ENL instruction will be provided together in the classroom and then parents and students will receive independent instruction.

Our Book Club/ Dual Language Lending Library for our Spanish-speaking households. Each book title in the Library will be available in both English and Spanish versions. This will allow families and children to read the same book and engage in literary conversations together.

We will continue our productive and collaborative relationship with The Queens Community House. Our partnership has grown and thrived since 2001. This community based organization conducts an after-school program which, through various interactive activities, fosters and promotes teamwork, sharing, problem solving, tolerance and cooperation.

Report cards and progress reports will be given out alternately, every 6 weeks to keep parents informed and to further increase communication between teachers, parents and administration.

### 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.

| Queens Community House |

### 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.

Administrators, teachers, parents and community based organizations will work together to bring the school and community together. Additional per session funds will be made available for events. Funds have been set aside for the ENL Saturday Academy and Dual Language Lending Library.

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

| Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
Part 5 – Progress Monitoring

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

- By February 2018, 100% of teacher teams will have facilitated at least one parent workshop.

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

This will be measured by 2018-19 Professional Development Plan and parent sign-in sheets at each event.

**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>All students are given a benchmark screen in the beginning of the year to determine which students required RTI/AIS intervention. For grades 1-5, iReady adaptive diagnostic testing was used. Kindergarten students were screened with Fountas and Pinnell running records. In addition, prior year NYS state testing results were used for students in grades 4 and 5.</td>
<td>-Tier I RTI services are provided in the classroom using explicit, research-based instruction, and guided reading. Specific strategies were derived from the RTI Guide: Making it Work. -Tier II/III services are delivered by RTI providers and the IEP Teacher. Programs used include Fundations, Spire, Rewards, and i-Ready. -AIS services are provided to new ELL students using Imagine Learning. In addition, the Fundation program is used with SIFE and newcomers students via an RTI provider. -In addition, there is a Saturday Academy targeting ELLs. -There is also an afterschool AIS program for students in grades 3-5 in ELA and Mathematics.</td>
<td>Students are provided RTI services in small group settings. Afterschool AIS services are provided in groups of 15 students maximum.</td>
<td>Service is provided during the school day, outside of the literacy block and in the Saturday and after school program.</td>
</tr>
</tbody>
</table>
| Mathematics | Students are screened in the beginning of the year with i-Ready adaptive diagnostic testing in Math to determine which students needed intervention.  
- In addition, results from the Ready Mock assessment in Mathematics is used to determine which students need AIS support. | Ready instructional materials and i-Ready on-line support is used as additional instructional support.  
- Students are serviced in smaller groups (maximum 15 students).  
- Small groups are given support by select teachers during their professional periods. | Service is provided during the school day outside of the math block and in the after school program. |
|-------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Science | Students’ work both in the science cluster class and classroom including science assessments are reviewed by the grade teacher team and science cluster teacher. The students’ names are then submitted to the Instructional team for approval into the science intervention program. | FOSS and Science A-Z is used for the intervention component with interactive writing and repeated readings.  
Students are serviced in teacher-led small groups or one-on-one by the Science Cluster and/or classroom teacher | Service is provided during the school day |
| Social Studies | Each teacher reviews student data and selects students for small group instruction in the classroom. | Passport to Social Studies and Brain POP is used for the intervention component with interactive writing and repeated readings.  
Students are serviced in teacher-led small groups or one-on-one by the classroom teacher | Service is provided during the school day |
| At-risk services  
*(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | Students are recommended by the administrators, PPT, teachers and parents with student behavioral/academic data and a student write up. | Guidance Counselor utilizes discussion, interactive writing, play, visual arts and creative arts (drama)  
Students are serviced in small group or one-on-one sessions  
During the school day | |
### Supporting Students in Temporary Housing (STH)


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>As of December 2016, there are currently 58 students residing in shelters and 2 students in Temporary housing.</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>Breakdown of Students by grade are as follows:</td>
</tr>
<tr>
<td></td>
<td>Kindergarten - 9 students</td>
</tr>
<tr>
<td></td>
<td>1st Grade - 11 students</td>
</tr>
<tr>
<td></td>
<td>2nd Grade - 11 students</td>
</tr>
<tr>
<td></td>
<td>3rd Grade - 13 students</td>
</tr>
<tr>
<td></td>
<td>4th Grade - 6 students</td>
</tr>
<tr>
<td></td>
<td>5th Grade - 8 students</td>
</tr>
</tbody>
</table>
2. Please describe the services you are planning to provide to the STH population.

P.S. 82 provides school supplies and school uniforms in order to support the students and families who are currently residing in shelters.

The following items are purchased for each student:

- A back pack
- Composition Notebooks
- Pencils
- Pencil Sharpeners
- Crayons
- Erasers
- Stapler and Staples
- Colored Pencils
- Glue
- Binders
- Folders
- Writing Journals

Uniforms which include pants, skirts, long sleeve shirts, short sleeve shirts, socks, sweaters.

### Part B: FOR NON-TITLE I SCHOOLS

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

   N/A

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

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Administrators regularly attend hiring fairs to identify and recruit highly-qualified teachers. Administration attends job fairs and interviews candidates based on the curriculum currently in place. Additionally, the Administrators work closely with New Teacher Finder in order to seek those candidates that are highly qualified. Our school developed student-teacher partnerships with various local universities which enables us to hire those candidates who will transition easily to our school community.

Newly hired teachers are provided mentors for the first years. Mentors are experienced highly qualified teachers that meet at scheduled times to provide guidance and support. Teachers are observed by administration to ensure quality instruction is on-going and provided with timely actionable feedback. Meetings are held on grade bands and whole school to ensure continuous knowledge of learning is shared. Administration reviews the strengths and weaknesses of pedagogues in order to inform decisions as to the best instructional assignments for each school year.

Teachers are afforded opportunities for professional development devoted to meeting their assessed pedagogical needs and interest Through teacher surveys, grade discussions and teacher suggestions/ideas focused professional development is provided. Coaches, Network Specialist and administrators provide: Lesson demonstration; strategies for scaffolding/differentiating lessons; individual teacher support in analyzing student work and deciphering the Common Core Learning Standards; common planning time with the grade members; vertical and horizontal teacher team meetings, instructional materials and resources. Professional development from outside consultants and Borough Field Specialist also assists in supporting teacher growth. Funding is allocated to ensure that teachers are provided with all materials and resources to be effective pedagogues.

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).

Teachers are sent to Borough Field Support Center cohort meetings focused specifically on topics associated with support for high needs student groups including SWD and ENLS. Additionally teachers are members of both literacy...
and math cohorts. Teacher leads are established for all content areas, and these leads are sent out to on-going professional development. Teacher leads turnkey professional development to their teacher teams. Principal meetings provided by the Borough Field Support Center (BFSC) will be used to guide school wide expectations and in-house professional development. The BFSC has created a paraprofessional cohort and crisis paraprofessional professional development series. Time is allocated to support cohort members to turnkey information to the entire staff. Funding is provided to cover classes not only of the cohort members but for any teacher that has actively sought professional development outside of that which is provided by the Network and school. Teachers are provided with the opportunity to voice their concerns, ideas and opinions during professional development, in meetings or through the various teacher team committees such as the Literacy, Math, Writing Vertical Teacher Teams, Core Inquiry Leads Team, Grade Leaders Committee, Positive Behavior Intervention Systems (PBIS) committee, Inquiry Committee, Instructional Committee, ENL Vertical Team, Professional Learning Committee and additional school-wide committees.

Part 3: TA Schools Only

3a. Use of Program Resources

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

| NA |

3b. TA Coordination with the Regular Program

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

| NA |

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.).

Response To Intervention program is in place to support those pre-school students that have been targeted to need additional academic support. Additional school personnel are on staff to assist those students identified as needing school transitional support.

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.

Vertical and Horizontal teacher teams are presented with the assessments offered in our curriculum as well as additional CCLS aligned benchmark assessments being considered for on-going assessments. Teacher teams decide which assessments and questions they feel best measure student desired outcomes and align best with the
curriculum. Through needs assessments and Initial, and Mid Year planning conferences, S.L.T. and U.F.T. Consultation mtgs., teachers share their thoughts, ideas and suggestions for improvements and next steps.

Teacher Teams meet weekly to review, analyze data and look at student work products as they engage in the cycle of learning.

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.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$377,779.00</td>
<td>X</td>
<td>5A,5C,5D,5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$132,075.00</td>
<td>X</td>
<td>5A,5C,5D,5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$21,292.00</td>
<td>X</td>
<td>5A,5C,5D,5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,568,243.00</td>
<td>X</td>
<td>5A,5C,5D,5E</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.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS82, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary (ESSA) Act, 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>PS82 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- 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;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

2018-19 CEP
● 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;

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**Parental Involvement and School Quality**

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

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

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

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

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

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

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

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

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

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary School Act;
• schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

• 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
</table>

PS 82, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.
### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act 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>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- ☑ K
- ☑ 1
- ☑ 2
- ☑ 3
- ☑ 4
- ☑ 5
- ☑ 6
- ☑ 7
- ☑ 8
- ☑ 9
- ☑ 10
- ☑ 11
- ☑ 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the direct instruction supplemental program here and include the</td>
</tr>
<tr>
<td>• rationale</td>
</tr>
<tr>
<td>• subgroups and grade levels of students to be served</td>
</tr>
<tr>
<td>• schedule and duration</td>
</tr>
<tr>
<td>• language of instruction</td>
</tr>
<tr>
<td>• # and types of certified teachers</td>
</tr>
<tr>
<td>• types of materials</td>
</tr>
</tbody>
</table>

Begin description here: 

**After School Program:**

After analyzing the ELL data using the ELL data analysis tool, I noticed that several of my English Language Learners are struggling in Math and ELA, scoring levels 1 and 2 on state assessments. The purpose of the supplemental instructional after school program is to support students in attaining English proficiency through content. Using the Title III LEP allocation, I am able to service most of my English Language Learners during either my after school and Saturday academy programs. During the after school program, in alternate weeks students in grade level 3-5 will participate in ELA and Math classes which use ENL strategies. The supplemental instructional program targets students at the entering, emerging, transitioning, and expanding English proficiency levels. A limited number of commanding ELLs who have attained proficiency within the past two years and have been targeted as needing additional support are also included in the student selection so that continued support can be provided to them as well. Students are selected for the after school program based on the results of the NYSITELL, NYSESLAT and NYS ELA/Math assessments. In addition, we use Fountas and Pinnell diagnostic reading assessments in English and Spanish, as well as student work products to further enhance our student selection.

The structure of the after school program will be as follows: There will be two classes per grade, with approximately 15 students per class. The language of instruction is English for those students that have a variety of home languages and are part of the English as a New Language program. The after school program will run from December, 2018 to April, 2019. Students will receive a total of four hours of targeted instruction a week. Classes will be held every Wednesday and Thursday. The ENL Instructional Coach will provide teachers with ENL strategies and scaffolds to incorporate into their lessons. To ensure that instruction is based on quantitative and qualitative data, teachers will participate in professional development engaging in how to use data to effectively inform instruction. The supplementary instructional program promotes the improvement of fluency and all other aspects of reading, writing, listening and speaking which are required for ELL students to meet and exceed the New York State performance-based ELA/Math assessments, as well as the ENL/Bilingual Progressions.

**Saturday Academy:**

Taking into consideration the ELA NYS Assessment scores, NYSITEL and NYSESLAT assessment data, we have decided to focus on reading and writing, reinforcing the four modalities (reading, writing, listening and speaking). The purpose of the Saturday Academy is to provide students with the necessary strategies/skills to become strong readers and writers as they attain English proficiency. Teachers use research based instructional methodologies to ensure students’ academic and language acquisition needs are met. The ENL/Bilingual and Common Branch teachers carefully plan lessons based on student’s summative and formative assessments to...
Part B: Direct Instruction Supplemental Program Information

provide targeted instruction/interventions that provide students’ with a variety of literacy based activities. There is an instructional rotation embedded in the schedule which allows for the integration of the arts and technology. Students use art to express themselves and technology to develop their reading and oral language, using Imagine Learning. Through the Arts, we engage our ELLs in meaningful instructional activities, targeting various learning styles and language proficiencies. Some of these activities include the creation of self portraits and different images to express themselves. Students will produce an array of art pieces modeling famous artists such as Paul Klee, Picasso, Seurat.

This year our Saturday academy is being offered to all Transitioning and some Expanding English Language Learners, not including Commanding ELLs. We have made a very conscious decision to open this academy to our Transitioning ELLs based on the data, and the noticing of little movement from Transitioning to Expanding on NYSESLAT. Parents are involved in at least half hour of direct classroom instruction provided to students. At P.S.82Q we view parents as partners in education. During the first half hour of the Saturday Academy, parents sit in their child’s class to familiarize themselves with the skills, and strategies being taught to their child. Parents are able to participate in the lessons with their children.

The structure of the Saturday Academy will be as follows: There will be one class per grade, with approximately 20 students per class. The language of instruction is English for those students that have a variety of home languages and are part of the English as a New Language program. For students registered in the transitional bilingual program, who have a home language of Spanish and have an English proficiency level of entering and emerging, we will provide Home Language instruction as needed. The Saturday Academy will run from November 2018 - May 2019. Students will receive a total of three hours of targeted instruction a week. Classes are held every Saturday, excluding holiday weekends. We provide breakfast and hot lunch for both students and parents.

There will be five dually certified teachers and one common branch teacher providing targeted instruction to English Language Learners during the Saturday Academy.

The supplementary instructional program promotes the improvement of fluency and all other aspects of reading, writing, listening and speaking which are required for ELL students to meet and exceed the New York State performance-based ELA Standards as well as the ENL/Bilingual Language Progressions.

The instructional materials that will be utilized in the Saturday Academy are researched based materials generated through Attanasio & Associates Getting Ready for the NYSESLAT as well as Read Alouds connected to the Arts Instruction and Imagine Learning, as a technological resource. The instructional materials that will be utilized in the after school program are researched based materials designed for language development and academic support. Materials include ELA and Math skill books from Ready, leveled ELL readers, home language support literature, Imagine Learning, as well as the book Reading Strategies to support teachers in developing core lessons. Teachers will also assign students task on My-on and Imagine Learnign, which will incorporate the use of technology. Through the smart board, students will be provided visual representations to build academic vocabulary, back ground knowledge and support their language development.

There will be a culminating family trip to an art museum, so that both students and parents can be exposed to the art work of some of the artist they learn abut throughout the program. We hope to broaden students exposure to the arts, make real world connections and provide time for family engagement.
### Part B: Direct Instruction Supplemental Program Information

### Part C: Professional Development

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

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

Begin description here:

The purpose for providing professional development to teachers who are instructing students in the After School and Saturday program is to ensure that teachers provide our students with the highest quality of instruction. Additionally, providing professional development creates consistent and effective pedagogical techniques and teacher moves, tailored to address the needs of our English Language Learners. We focus on providing teachers guidance on how to address the different modalities.

All teachers who work these programs and any teacher who has ELLs in their class, is provided intense professional development on multi-lingual learners and how to effectively plan for instruction to meet their various academic and language needs. Teachers are provided professional development throughout the year, in various forms and with different facilitators. We have an ENL Instructional coach who provides teachers with ELL specific professional learning sessions during the day, as well as on Mondays during Professional Development time. We have a consultant from Educational Consortium who is an ELL expert and works with teachers once a month, providing them with all day professional development. Staff members will register to attend ongoing workshop sessions offered by the Division of English Language Learners and Student Support, and then turn-key the information to staff.

Professional development topics specific to ELLs will include: differentiation of small group activities including writing, creating scaffolding opportunities during lesson executions; text complexity for ELLs, building vocabulary and the use of graphic organizers to build reading comprehension. Guided reading, using NYSESLAT data to identify student needs and support them in the different modalities. Scaffolds to support ELLs in the writing process. Creating language objectives which support our learning objective.

### 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: _______
Part D: Parental Engagement Activities

P.S. 82 believes in engaging parents in the teaching and learning process. It is our mission to build home/school partnerships that will support student learning at home thus promoting student success.

Administration and teachers work closely with the Parent Coordinator to inform parents of the various programs offered in the school for both students and parents. All parents are invited to an information sharing meeting before the start of the ELL Supplemental Program. Notices for meetings and events are sent to parents in English with Spanish translation from staff (approximately 58% of the student population are Spanish or students whose home language is Spanish) and the other languages are translated by using the Translation and Interpretation Unit. In order to ensure parents understand the information fully, we have translators available in the first language of our largest population of parents. This includes fluent Spanish and Bengali speaking staff. During this orientation meeting, parents are given information about the program, its duration and purpose. Parents are informed of the ELL identification process and the choices they have for their children.

On a monthly basis, we offer parent workshops on various topics and we always have a translator available. Some of the topics covered are: Supporting your child in Literacy and Math. How to deal with Bullying, Making the right financial decisions to secure your future and finances. Strategies to support Children with Learning Disabilities, How to Prepare your Child for the NYSESLAT.

In addition to providing parents with workshops, we also provide them many opportunities to engage in academic and engaging activities with their children. Some of the activities we have for both students and parents to participate in are: Dad Take Your Child to School Day, Math Night, Literacy Night, Spelling Bee, Someone special Dance, Come Learn With Me Sessions. We also offer classes in the evening for any parent who is interested in learning the English language. Classes are offered three days a week from 6:000 p.m. to 9:00 p.m. All parents of students who attend our Saturday Academy will be provided a series of workshops which will be facilitated by one of our certified bilingual teachers. Parents will be provided resources such as books, dictionaries and participate in make and take activities.

Ongoing Literacy/Math workshops are provided for parents as well as the Administration providing instructional time to parents during the monthly PTA meetings. At this time, parents are exposed to various literacy strategies and Parent Read Alouds. Parents are encouraged to use suggested strategy packets (How Can I Help My child At Home?) to work with students to improve their academic achievement. Teachers send home books in the student's Native Language. Parents are encouraged to utilize the virtual resources purchased by the school which can be accessed via the internet. These include MyOnReader and Pebblego for literacy, IXL for math and Brainpop for both literacy and the content areas.

This year our ENL Teacher Team is providing information sessions for parents throughout the year, to keep them abreast of their child's language proficiency and progress. We have also scheduled three parent workshops for each vertical teacher team to conduct for parents during parent engagement time, as well as cluster program teachers.
## Part E: Budget

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

**Allocation Amount:** $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Travel</td>
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<td>___</td>
</tr>
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<td>Other</td>
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<td>___</td>
</tr>
<tr>
<td>TOTAL</td>
<td>___</td>
<td>___</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>28</td>
<td>Queens</td>
<td>082</td>
</tr>
</tbody>
</table>

School Name: The Hammond

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grisel Rodriguez</td>
<td>Chris Marino</td>
<td>Angelica Balram</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rita Tassiello, Mark Klamann, Andrea Zuart</td>
<td>Isaac Harper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria DiFava</td>
<td>Sandra Perez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alexis Quintero</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Klein</td>
<td>Pierre Galvez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mabel-Muniz Sarduy</td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 4 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 |
| 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 | 1 |
| 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] | 2 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

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

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>TBE</td>
<td>Sp.</td>
<td>17-18</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

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

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</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>TBE</td>
<td>Sp.</td>
<td>17-18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>DL</td>
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<tr>
<td>Total</td>
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<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

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

   Early literacy skills assessments utilized for the ELL students include but are not limited to the following: ReadyGen Reading assessments, Ready assessment, Fundations Assessments, mock NYSESALT exams, teacher-made assessments, Fountas and Pinnell running records and observational/conference note taking. The data received from these diagnostic tools are used to assess the degree of language the student possesses, the areas that need to be strengthened and the method appropriate to meet that specific need. The results of the NYSITELL and NYSESLAT are used when reviewing and analyzing data to target specific students’ needs. Additionally, with the NYSESLAT, second language stall can be recognized early and interventions put into place. Student progress can be monitored and tracked using these assessment instruments. Through data analysis and progress monitoring, we have been able to select our school-wide instructional focus “Students will become fluent readers with increased vocabulary and comprehension skills” Teachers use this data to drive their small group targeted and guided
reading instruction. Students are selected for Saturday and After School literacy programs, based on the needs identified on these assessments.

2. What structures do you have in place to support this effort?
   The master schedule is aligned with ENL and RTI providers to support literacy instruction, data is analyzed using the assessments above to provide targeted instruction.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The success of the ELL students is monitored and tracked with increases in growth utilizing the NYSESLAT, state assessments, reading/math unit assessments, class work, Fundations assessments, informal observations of student participation, Ready, I-Ready mock assessments, and teacher-made assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once the summative data has been gathered students are scheduled for one or more of the following interventions: RTI, SPIRE, Saturday Academy, Reading & Math After School. Interventionist use the data to provide targeted instruction.

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.]
   ELL's are assessed during the intake process. In addition to completing the Home Language survey/interview students are also assessed using the Fountas & Pinnell in both English and Spanish if applicable as well as a beginning of the year math assessment. For Tier I the teacher incorporates specific strategies and in class interventions for those ELL students that demonstrate a need for extended intervention. If further intervention is necessary the students are then referred for Tier II intervention. The students are given an assessment to ensure intervention provided will meet the students' needs. The students are then incorporated in the Tier II schedule while still receiving in class Tier I intervention. If Tier III intervention is considered the students' are referred to the RTI committee for assessment and the student is referred to the SBST team if this is deemed necessary. ESL teachers provide push in services to ELLs and work with them in groups according to levels and needs identified. ESL, RTI and Classroom teachers meet weekly to plan instruction and strategies for co-teaching to meet the individual needs of our English Language Learners.

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 assessments used are NYSITELL, NYSESLAT, ELA/Math State Assessments, along with mock assessments and any classroom formative/summative assessments.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Google drive and Google docs are used to capture data, the school community has access to all classroom and school wide data. All New York State Assessment data is analyzed and shared at grade, vertical and school wide meetings.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
The instruction for the ENL students in a free-standing program is delivered through a stand-alone and integrated ENL model. The program models are blocked homogeneous for ENLs. The proficiency levels are mixed in both models, but ELLs are placed in classes based on the number of integrated ENL hours of instruction they require. In grades where we have dually certified teachers, most ELLs are placed in the same class and receive services by their classroom teacher. In certain circumstances we arrange to have students join another classroom on their grade during literacy, so that they can be serviced by our out of classroom ENL teacher. In an effort to allow coherence in instruction, all classes on each grade teach the same subjects at the same time. Time for pull out service is incorporated in all ENL teachers schedules and there is an ENL classroom dedicated for this instruction. The ENL classroom filled with books, dictionaries, thesaurus and other materials which teachers can utilize to support their English Language Learners. The methods and approaches that are utilized include Total Physical Response (TPR), Read Aloud/Think Aloud/Talk Aloud (RA-TA-TA), Sheltered English, Academic Language Development, Multiple Meanings and Minimal Pair Practice to name a few of the many methods and approaches used.

b. TBE program. If applicable.

PS82 has three transitional bilingual classes. One Kindergarten, one first grade, and one second grade class. Here the students’ proficiency levels are mixed.

c. DL program. If applicable.

not applicable to our school

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)?

   Programs are carefully designed to ensure that all ENL students receive the appropriate units of instruction as mandated by CR Part 154. The administrative cabinet designs the schedules of all ENL teachers.

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.

   Academic language development at each level must be planned in alignment with the core curriculum content and the Common Core Learning Standards. This planning is collaborative. That is, classroom teachers, ENL teachers and related service providers all share and revise unit plans on a regular basis. Familiarity with the curriculum is an essential factor in tailoring instruction to meet students’ needs. For example, knowing that students in a particular grade will be learning to calculate percents and convert them to decimals will be important to guiding the development of academic language for that student. In each program model Transitional Bilingual and Free Standing ENL Instruction, instruction for ELLs is differentiated utilizing a variety of teaching methods and activities. These include guided reading through the use of Scholastic Short Reads Passages, visual (graphic organizers, flashcards, word walls), auditory (songs, chants, oral drills, storytelling), kinesthetic (movement in learning language, board games, hands-on activities) and tactile (card games, use of manipulative, board games, Promethean/Smart boards) and literature in students’ first language. Instructional materials used for the ELL students include ReadyGen Reading Program, Leveled Literacy Intervention, Fundations, Wilson, Imagine Learning software, MYON, videos, CDs and educational games. Technology is used to help support language acquisition. We have MacBook’s accessible for all grades to engage in interactive learning activities.

The ENL teachers collaborate with the general education classroom teachers so that the unit's enduring understanding, weekly focused reading skill and focused reading strategy being taught during reading in the general education classrooms with the advanced students is being taught in the ENL classroom with the necessary scaffolds. Materials utilized for ELLs include ReadyGen ELL Strategy, leveled ELL libraries, leveled ELL readers, bilingual books, bilingual dictionaries and glossaries, MYON, Reading A-Z. ELL materials are utilized using ELL strategies. These include, chucking text, demystifying the English language, lifting text, letter/sound/word/picture connections, talking around text and echo reading. Marrying both content and language is an integral component of teaching English Language Learners. Push-in ENL teachers during content area instruction and mainstream teachers will use cues and questioning techniques. This will be used before a lesson begins in order to activate background knowledge and to help ELLs focus on what they will be learning. This will include the use of of explicit cues to
access prior knowledge, ask questions that elicit inferences and the use of analytic questions. Advance organizers will also be used to help students understand key concepts that they will be exposed to as they learn a new concept. For example, when webs or a Venn diagram are used as advanced organizers, ELLs can see connections between concepts, words or phrases that explain the central idea(s) being studied. Research by Jimenez (2000) and Galindo (1993) indicates that ELLs benefit from literacy development experiences that are related to their bilingual abilities and their bilingual status. Therefore, the aforementioned will also be used in our TBE program during the science and/or social studies block to help students negotiate meaning in their native language.

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

P.S. 82Q endeavors to ensure that students are appropriately evaluated in their native language. The Fountas and Pinelle assessment has bee purchased in both English and Spanish so that teachers are able to identify students independent reading level in both their native language and English. All emerging and entering students have access version to all math text and assessments. All other ELLs have access to glossaries for all math and science assessments. We have on staff DOE employees that speak Spanish and Bengali. If a staff member is not available, we request a native language speaker from the DOE Department of Translation. The school has four benchmarking periods throughout the year. Fountas and Pinnell Running Records for reading levels and the use of Fundations, ReadyGen, and Harcourt Math In Focus (Harcourt), Leveled Spanish texts are used for small group reading. The school also utilizes bilingual texts, dictionaries and glossaries.

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-P.S. 82Q seeks to provide services for SIFE students beyond the requirements of the ESL program. Students are targeted for assistance in literacy, math and content areas as needed. This assistance is usually in the form of small group differentiated instruction to supplement the whole class instruction of the literacy and math blocks. Formal and informal assessments help identify areas of strength and weakness and this information is used to inform supplementary instruction. Students are targeted for the Title III Saturday program as well. Literature in students’ first language is available and provided to assist students in bridging their gap of interrupted formal learning.

   b-In order to support the needs of ELL students with less than three years in an ENL program and to support those students that are required to be tested according to NCLB legislation, P.S. 82 identifies these students early in the school year to give them extra instructional support. The students that meet these requirements based on U.S. admission dates, school experience, home language survey, and classroom and ENL teachers’ recommendation, are selected for additional support during the school day in the form of in-class differentiated instruction, pull-out support with the Tier II academic intervention providers, after school academic intervention support and one-on-one instruction with both in-class and out of classroom teachers.

   c-These students are monitored, tracked and evaluated for specific learning need. They are placed in small group differentiated instruction using ENL recommended methods and activities. Literature in the students’ first language is provided. Students are included in the Title III After School supplementary program as well as any Tier III support services.

   d-These students are given literacy and math instruction by specialists in small instructional groups. We work in conjunction with families to provide the maximum support for students. Should a student continue to fail to make adequate progress, other diagnostic measures may be recommended to see if the student requires specialized academic intervention or other services.

   e-Every effort is made to ensure that students are evaluated to determine whether a student’s need is associated with a learning disability and not language. When an evaluation by the SBST is made, it includes a determination whether or not an
alternative placement language paraprofessional is appropriate. At present, we have five students in self-contained special education classes who receive the service of a bilingual alternative placement paraprofessional (Spanish and Bengali). Additionally data is collected from students’ IEPs in order to facilitate and foster language acquisition and academic learning as the ENL teachers work closely with the special education teachers.

All English language learners and Immigrant students and their families in Grades K-5 are invited to attend our ENL Saturday Academy. In this Academy, students receive grade level instruction aligned to the four modalities of the NYSESLAT exam. Parents join their children for a half our of family bonding by having breakfast together. Parents then go to class with their child to collaboratively learn for a half hour. Parents are then escorted to the library where they receive instruction by a former ESL College Instructor, providing them strategies to help their child build language, academic and social skills. Families are then joined for lunch. There is a large amount of parent and student participation in this academy.

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 are provided with ENL/SWD scaffold handbooks for Reading/Math and Writing. The ENL vertical team with the assistance of Education Consortium have developed English language note slips for every reading content area. Teachers are given research based materials (Harcourt Go Math, ReadyGen, Fundations, Wilson, Imagine Learning, MYON) that include techniques for scaffolding instruction, increasing visuals in the lesson execution, using tactile materials and incorporating technology specific to ELL students to name a few.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our curriculum is based on that which is set by the New York State/City Department of Education. P.S. 82Q provides scheduling that includes small group pull-out, small group push-in, teacher led small groups, after school and Saturday instructional programs in an effort to meet the needs of the ELL students.

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.
Supplementary instructional programs during the school day include Fundations, Wilson, Fountas & Pinnell Leveled Literacy Intervention, SPIRE, Imagine Learning and MYON. These programs are used by reading specialists as a means of early intervention with at risk students including students from our ENL population. These are also research-based programs that meet the six criteria for effective reading instruction and allow teachers to differentiate their instruction to meet the reading, writing, listening and speaking needs of the ENL students. Additionally, it provides the necessary resources needed to services the targeted ENL students in math and the other content areas. This technique enables students to become independent and proficient readers, writers, listeners, and speakers. All instruction, including targeted intervention programs are taught in English and through reading and all the content areas.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
As we move into the new school year, some of the considerations are to expand our transitional bilingual education one grade level. We will also begin to assess all entering and emerging Ells in both the English and Spanish Fountas and Pinnell running record. We will be purchasing new Spanish libraries for our bilingual grant, which will include authentic Spanish literature and Spanish guided reading text. We will also implement a lending library for parents which will be coordinated by our Parent Teacher Association and the Parent Coordinator through the use of Title 1 Parent funds. Parents will be allowed to borrow books for them in their child that come in both English and their native language.

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.

ELLs are provided equal access to ALL school programs/curriculum. Teachers of our ENL and Bilingual classes use the same core curriculum as teachers of our monolingual classes. Students work with their peers and with teachers on accessing the materials with scaffolds and supports. We provide additional support to ELLs after-school in our AIS ELA and Math program. We also have a Saturday Academy which is geared towards education our entire ELL population and their parents. Our ELLs are also supported through RTI and AIS when their data shows evidence of needing additional supports. All ELLs are provided additional access to Imagine Learning during the school day, to support their academic and language development.

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.

Dual language library books have been purchased where students’ can compare Spanish and English or Bengali and English side by side. MyOn Reader, an online interactive reading program, has been purchased that reads stories to the students in English and Spanish. Vocabulary support is also provided. The program tracks students’ progress. We have purchased 32 licenses for Imagine Learning, a program that has been proven to be successful in helping students obtain language acquisition. IXL, an interactive math program has been purchased that delivers support in English and Spanish. This program tracks the students’ progress. In the classrooms teachers have access to bilingual dictionaries. We have also purchased licenses for Reading A-Z, Raz-Kids, Writing A-Z and Science A-Z to support the small group and AIS instruction of our ELLs.

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

PS 82 does not have a dual language program. The transitional bilingual program initially (September) delivers 70% of the instruction in the students' native language and over the course of the school year this language support diminishes until almost all instruction is delivered in English (70%).

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

All instructional material that is used is based on the common core learning standards. The teachers provide scaffolds using the ENL progressions and other scaffolding resources that are age and grade appropriate as they relate to the common core learning standards.

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?

Dual language library books have been purchased where students’ can compare Spanish and English or Bengali and English side by side. MyOn Reader, an online interactive reading program, has been purchased that reads stories to the students in English and Spanish. Vocabulary support is also provided. The program tracks students’ progress. We have purchased 32 licenses for Imagine Learning, a program that has been proven to be successful in helping students obtain language acquisition. IXL, an interactive math program has been purchased that delivers support in English and Spanish. This program tracks the students’ progress. In the classrooms teachers have access to bilingual dictionaries. We have also purchased licenses for Reading A-Z, Raz-Kids, Writing A-Z and Science A-Z to support the small group and AIS instruction of our ELLs.

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).

Newly enrolled Ells are introduced to the school community by a school representative that is fluent in the language of the child (when possible). Our parent coordinator and guidance counselor both speak fluent Spanish, for example. When in the classroom these students are paired with a "buddy" who is fluent in that language. We also have a Saturday Academy which is open to all ELLs and their families, no matter when they enroll in the school.

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

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**Professional Development and Support for School Staff**

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

   All teachers are provided with professional development held weekly during the Monday 80 minutes of Professional Development. PS 82 has a vertical ENL Teacher Team which comprises of all ENL certified teachers, teachers who have ELL students in their classroom, and the Supervisor of ELL instruction. This team meets every other Tuesday during the Professional Work period to educate themselves on the new mandates (CR Part 154), Bilingual Progressions, Lesson Planning for English Language Learners, Looking at students work, data analysis and supports for ELLs. These teachers and administration are all sent out to professional development around English Language Learners provided by the borough Field Support Center, and the city. They are then required to turn key this information to the either the entire school community, their horizontal teacher team and/or their ENL vertical teacher team. The ENL teacher who provides push in services meets with common branch teachers of the classes she services on the other two Tuesdays of the month, to plan for Co-Teaching. Additionally P.S. 82Q have common branch staff that are ENL certified and utilize ENL techniques in their classrooms. The coach provides ongoing professional development on instructional modifications for ENL students to the common branch teachers of ELL students and the ENL certified common branch teachers during the school day. We also have the support of Martine Santos, The Director of English Language Learners at our school. Ms. Santos visits the school at least two to three times a month, providing classroom support, Professional Development and planning next steps for the school with administration. We have an ongoing PD plan which highlight series of professional development offered to teachers throughout the year. Teachers attend differentiated PD sessions based on the needs of their students and their pedagogical needs. Additionally we have hired an ENL consultant, Dr. Delgado who provides professional development and works with small cohorts side by side, and one on one with ENL teachers to provide feedback and help to plan instruction. Cycles of inter-visitation are scheduled and immediate feedback provided through the coaching model.

   The professional development offered to all teachers in supporting ELLs under the common core learning standards included during the professional development sessions provided by the Borough office, literacy coaches and administration. This PD is provided during the 80 minutes of professional development on Mondays at least once a month. Instructional modifications, incorporation of ENL strategies, increasing visual aides, chunking text, and increasing student to student conversations to name a few as they move all students to mastery of the common core learning standards are included during the PD sessions. Certain teachers have planning time blocked into their schedule to allow for articulation with teachers supporting ELLs,

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.

   Providing time for the ESL teachers to attend ESL professional development given by the ESL Borough Specialist, literacy coaches and administration, is built into their schedule. The content of these workshop sessions include skills and strategies for strengthening ESL students’ language and academic abilities as they transition from elementary to middle school. Additionally, the guidance counselor and parent coordinator attend workshops held by the DOE/middle schools where services for ELL students is discussed. Information from these sessions are given to the terminating grade ELL students and parents during PTA
and information sent home to parents. The ESL teachers turnkey the instructional practice to non-ESL common branch teachers to support ongoing instruction of these skills and strategies. This year we have partnered with Marquis Studios. We were granted the funds for third, fourth and fifth graders. We have formed a partnership with Marquis Studios in the 2017/18 school year established residency programs reaching every student in our school. Teacher leaders from our from our SWD and ENL Vertical teams will be actively involved throughout the residency, We will host a planning meeting with Marquis teaching artist and SWD and ELL teaching leads to map out program specifics. The teacher leaders will work with Marquis staff to address educational goals and make sure each residency is providing a meaningful arts experience for their students.

As per CR Part 154.2, all teachers in the building receive in-school training from our ENL teachers and teachers of ELLs during grade level and/or monthly school meetings. ENL teachers (all teachers) attend workshops from the Borough Field Support Center and Office of English Language Learners and then turnkey the information to the rest of the staff, around best practices for teaching literacy, building academic vocabulary and language development strategies. Teachers also attend PD on Co-Teaching methods and effective planning of instruction. Furthermore, teachers receive in school support via the Director of English Language Learners, Dr. Santos, Borough Office support staff and administration. Attendance and records are taken at the staff conference meetings and all of these documents are filed in our multitude of PD binders, We also keep a professional development plan/log, which keeps records of the days, times and hours of PD provided to staff. Focused learning walks are conducted throughout the year to ensure that all teachers are employing strategies for teaching ENL students.

### 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?**

   Every Tuesday is devoted to parent engagement. The purpose of this time is to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs. Many teachers in our school building have been exceptionally proactive in organizing workshops for parents on a variety of topics, some of which include: Using technology to help your child become a better reader (using My-On and Imagine Learning and Fundations at home), Strategies to help your child become a better reader, Building Phonemic awareness and language development with Fundations. A Saturday ENL Academy is offered to the Parents of all ELLs and is facilitated by a former bilingual education professor, who is now a consultant for Attanasio & Associates, who's expertise is developing materials for ELLs. There are 45 parents present at each ENL Parent Saturday Academy session, including both Spanish and Bengali parents. When possible both the ENL teacher and classroom teacher meet to discuss specific needs and progress. Parent workshops specific to the ENL population are continuously provided throughout the year. The PTA and SLT have worked jointly to provide parents workshops at every monthly PTA meeting.

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

   At present, our PTA board is composed of parents that speak Spanish and Bengali. The PTA is always encouraging parents of other languages to run for any of the elected seats. In addition, all parents are encouraged to participate in both school and PTA sponsored activities. We have parents that volunteer to interpret in Bengali and other languages where staff is not knowledgeable when the need arises.

### 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.

The process utilized to initially identify students is diligently monitored and tracked by the school pupil personnel secretary working closely with the certified ESL teachers. P.S. 82Q also endeavors to ensure all ELL students take the NYSESLAT assessment which is utilized by the school to identify academic weakness/strengths, entry and exits to the ESL program. Teachers use NYSEALAT mock assessments to add to the data accumulated to aid in meeting the instructional needs of the ELL students. The students’ level of
literacy in their native languages is a significant factor in purchasing materials for instruction, classroom libraries and for use at home. Instructional materials are available on many levels in order to help children learn English while learning content at the same time. Knowledge of the students’ level of literacy is used to effectively plan differentiated instruction. In the bilingual classroom, proficiency in both the native language and in English is taken into account in planning instruction. Our focus is to demystify the English language so that we can accelerate cognitive academic language proficiency before a second language stall occurs. We purchase reading materials in dual languages to give native language support and these materials can be found in classroom libraries, the school library and the Parent Coordinator’s room.
**Part V: ELL Identification Attestation**

**Principal Certification**

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

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

**School Name:** The Hammond  
**School DBN:** 28Q082

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grisel Rodriguez</td>
<td>Principal</td>
<td></td>
<td>3/4/16</td>
</tr>
<tr>
<td>Chris Marino</td>
<td>Assistant Principal</td>
<td></td>
<td>3/4/16</td>
</tr>
<tr>
<td>Alexis Quintero</td>
<td>Parent Coordinator</td>
<td></td>
<td>3/4/16</td>
</tr>
<tr>
<td>Rita Tassiello</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>3/4/16</td>
</tr>
<tr>
<td>Maria DiFava</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>3/4/16</td>
</tr>
<tr>
<td>Anjelica Balram</td>
<td>Coach</td>
<td></td>
<td>3/4/16</td>
</tr>
<tr>
<td>Isaac Harper</td>
<td>School Counselor</td>
<td></td>
<td>3/4/16</td>
</tr>
<tr>
<td>Mabel-Muniz Sarduy</td>
<td>Superintendent</td>
<td></td>
<td>3/4/16</td>
</tr>
<tr>
<td>Pierre Galvez</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>3/4/16</td>
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<tr>
<td></td>
<td>Deputy of ELLs</td>
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<tr>
<td>Stephanie Klein</td>
<td>Other Related Service Provider</td>
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<tr>
<td>Ruth Lanausse</td>
<td>Other Bilingual Teacher</td>
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<td></td>
<td>Other</td>
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**2018-2019 Language Translation and Interpretation Plan for Parents**

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

**DBN:** || **School Name:** || **Superintendent:** ||

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>
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<tbody>
<tr>
<td>(*Primary)</td>
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* 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.

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>
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</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
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2018-19 CEP 74
From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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<tbody>
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</table>

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

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

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

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

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?