2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 25Q129

School Name: P.S. 129 PATRICIA LARKIN

Principal: MARILYN ALESI
Comprehensive Educational Plan (CEP) Outline

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## Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 129</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>25Q129</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>34-250001-0129</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>128-02 7th Avenue College Point NY 11356</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-353-3150</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-321-2476</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Marilyn Alesi</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:malesi@schools.nyc.gov">malesi@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Marilyn Alesi</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Ronald Sando/Jackie Magnone</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Christine Tighe; Jamie Blanco</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Angela Fiorenza</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Laura Esposito</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 25 |
| Superintendent: | Danielle DiMango |
| Superintendent’s Office Address: | 30-48 Linden Place, Flushing NY |
| Superintendent’s Email Address: | DDimango@schools.nyc.gov |
| Phone Number: | 718-281-7605 |
| Fax: | 718-281-7690 |

### Field Support Center (FSC)

| FSC: | Queens North |
| Executive Director: | Lawrence Pendergast |
Executive Director’s Office Address: 28-11 Queens Plaza North

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

Phone Number: 917-225-2020

Fax: 718-391-8320
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>Marilyn Alesi</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jackie Magnone</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Christina Tighe</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>Laura Esposito</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</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>N/A</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>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Hellen Passaportis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Nancy Baxter</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Danielle Pisanti</td>
<td>Member/ Staff</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>Angela Fiorenza</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Amy Bienkowski</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Christine Nhieu</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Sulene Shubert</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Denise Smith</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
</tr>
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<td>Member/</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

The Six Elements of the Framework for Great Schools

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school mission statement for P.S. 129 is as follows:</td>
</tr>
<tr>
<td>“Children can...”</td>
</tr>
<tr>
<td>“Through a commitment to educational excellence, in a secure and supportive environment, the P.S 129 community will inspire students to become lifelong learners and to develop a strong sense of self-worth and respect. We facilitate</td>
</tr>
</tbody>
</table>
scientific discovery, artistic creativity, and the use of technology. We respect different learning styles and encourage students to become independent thinkers and responsible citizens in a diverse world.”

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. 129 is located in College Point, Queens. College Point is a historical neighborhood with many one and two family homes. Traditionally, College Point has been a stable community with many long-time residents. Within the last ten years there has been a major increase in population in the community. Several multiple family dwellings have been constructed in place of some one family homes. We are proud of our diverse school community with diverse backgrounds. We have approximately 1080 students in grades K – 5. In addition to our general education population, we have 11 (ICT) Integrated Co-teaching classes and 5 Self Contained Special Education classes of which we are very proud. Our ESL (English as a Second Language) teachers provide an English as a New Language (ENL) program to assist children for whom English is a new language. We have approximately 300 students in our current ENL program.

Students are exposed to technology at a young age. Each classroom has one-two IMACs available and a minimum of 10 IPADS. In addition, students are able to access laptops and additional IPADS in their classrooms for research and student work. Each classroom is outfitted with a SMARTBOARD (two in each ICT(Integrated Co-Teaching) classroom) and each teacher with a Lenovo laptop. Our library will also contain at least 25 IMACs. This increased technology helps to prepare students for the technological changes to the world around them.

**Partnerships**

Currently, all grades are using Go Math, Algebra for All (Grade 5), Ready Gen, Fundations provided by NYCDOE (New York City Department of Education). Teachers adapt these programs to meet the needs of their students. Our arts program consists of full-time visual arts, dance, and drama teachers. Dance, Visual Arts and Drama incorporate music into their programs, allowing students to access all four arts disciplines. We have partnerships with NYC Mental Health Association, The New York Debate League, CASA (Cultural After School ARTS Programs); Project Boost; Activity Works, Move to Improve and Dancing Classrooms.

**Initiatives**

P.S. 129 has been selected as a P.R.O.S.E. (Progressive Redesign Opportunity Schools) school for the next five years. Extra Professional Days will be added to the calendar, as well as flexible parent engagement time.

PS 129 celebrates its promising practices. Our programs foster a sense of respect and pride in our students. Students learn how to treat each other as equals, learn the basics of chivalry, and take great pride in their performances throughout the year. Continued and new initiatives will take place this year. They include:

- Our positive behavior program which was highlighted on the DOE(Department of Education) website. Students in grades 4 and 5 will continue as mentors for our younger students to help solve problems and become big brothers and sisters. In the 2015-2016, 2016-2017 and 2017-2018 school years, we have been designated as a 'Respect for All' winning school.
- We have been selected to be part of PE works, giving us four Physical Education teachers on staff. We will engage in Field Day Activities next year, engaging community members, parents and students, in collaboration with our Health and Physical Education program...

- We celebrate students’ good work through writing celebrations, our annual awards night and student arts performances. In addition, this year, all of our teachers including cluster teachers, science, health, dance, visual arts, computer and drama held celebrations for parents of classes in their schedules. This year we plan to recognize 'Citizenship' at award ceremonies every two months and Attendance awards every two months, as well.

- We began a program for parents who speak another language and who want to learn English, weekly. This year many more parents attended and hope to even expand more next year.

- Teacher teams will be slightly revamped. With the PROSE option teachers will work in teams to plan together, study student work and data and visit each others classrooms to improve both writing and mathematics.

New and Continued Initiatives this year are:

- Algebra for All will be added to our fifth grade departmentalized classrooms.
- Our ‘Wildcats’ basketball team and cheerleaders will again take place next year, giving students a sense of teamwork and responsibility.
- Four years ago, we instituted the ‘Star-Bucks’ behavioral program as a school wide initiative. Students earn both individual and class ‘Star-Bucks’, which are redeemed for a wide range of rewards. The initiative was embraced by the entire school community with class rewards that included a tour with the custodian engineer, popcorn and movie parties, lunch with the Principal and Assistant Principals, etc. These rewards help to promote community awareness, interpersonal skills, and acts of kindness. It will continue next year with a few adjustments. Assistant Principal for an hour, Magic and Science with the Principal, Crafts with the Assistant Principal, and tours of the basement with the Custodian Engineer were highlights.

- Our “Wildcats” incentive program rewarding best behaved classes will continue.
- The departmentalization of our grade 5 classes continues. We will be departmentalizing in ELA, social studies, math and science. Algebra for All will be a new initiative for our fifth grade this year.
- Career day will continue to be held in June in conjunction with college and career readiness. Volunteers from city agencies, our parent population and community members come in to share a little about their careers and children get a better understanding of how the skills they learn in school can and will apply to real life situations.
- We will continue with the American Debate League this year and Dancing Classrooms. Our students were the top winners in Elementary School for Top Speakers and Top Teams.
- We have an active Parent Teacher Association. One of the highlights is our after school parent-child arts and crafts workshop. In addition, our teachers have worked together on classroom celebrations and workshops to help bring parents into the building and share ways to help their children, bridging the home-school connection.

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

**Special Student Populations and Specific Needs**

We have approximately 300 English Language Learners and 240 Students with Special Needs, in addition to 71% of our students in a low economic bracket and 76 Students in Temporary Housing.
Our subgroups are in need of at-risk counseling services, funds for activities within the school and trips, Response to Intervention services and classroom scaffolding of work. Through professional development through a partnership with the Mental Health Clinic, we will increase our already high level social-emotional programs.

Through GoldMansour-Rutherford scaffolding techniques, teachers will continue to refine their practice. Our teachers work collaboratively in professional learning communities to analyze student data and direct student learning objectives. They also create and share rubrics that are given to students prior to beginning projects and activities, so that students are constantly aware of expectations set for them.

We will maintain two guidance counselors and two speech teachers, one bilingual, to help meet the needs of these students. We have an f-status teacher to assist with Response to Intervention Services, and an 5 teachers for ESL children. We have three staff developers who will also assist with Professional Development and an IEP teacher providing Response to Intervention (RTI) services.

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.

Elements of the Framework that We Made Most Progress Over the Past Year

- Rigorous Instruction
- Collaborative Teachers
- Strong Family Ties
- Supportive Environment
- Effective School Leadership

Rigorous instruction in math was and still is a major focus. We incorporated Productive Struggle at the beginning of math lessons this year to increase student understanding of problem solving. We have seen a growth this year. This will continue in 2018 with an inquiry based lab model in math.

We also made strides in the area of Collaborative Teachers. Our productive struggle group was complimented by the superintendent and invited to present at a Principal's Conference this year.

We began Sanford Harmony practices this year in our Health Education classes and also our regular classrooms. Social-emotional well being is stressed through varied activities.

Key Areas of Focus for this School Year

In the areas of rigorous instruction teachers will continue to engage in data analysis through the use of formative assessments within lessons. This data will be used to inform planning and pacing of lessons, and provide multiple entry points to meet the needs of all students. We will also continue to focus on productive struggle in mathematics by beginning lessons with a group problem of the day. The strategies will be discussed and students will decide what needs to be improved and what was done well. Algebra for All in Grade 5 will be instituted this year.

In the area of effective school leadership, we have maintained positions for three staff developers to mentor teachers and provide demonstration lessons throughout the school.

As a P.R.O.S.E. school teachers will meet collaboratively to work on improving lessons and plan intervisitations to improve instruction and student growth.
### School Demographics and Accountability Snapshot for 25Q129

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04,05</td>
<td>1094</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Grade Configuration (2018-19)

- **English Language Learner Programs**
  - N/A Self-Contained English as a Second Language

- **Special Education Programs/Number of Students (2015-16)**
  - 69 # Special Classes (ELA)
  - 8 # SETSS (ELA)
  - 7 # Special Classes (Math)
  - 111 # Integrated Collaborative Teaching (ELA)
  - 109 # Integrated Collaborative Teaching (Math)

- **Types and Number of Special Classes (2018-19)**
  - 48 # Visual Arts
  - 48 # Music
  - 48 # Drama
  - 48 # CTE

#### School Composition (2017-18)

- **% Title I Population**
  - 80.0%

- **% Free Lunch**
  - 70.5%

- **% Limited English Proficient**
  - 19.6%

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

- **% American Indian or Alaska Native**
  - 0.7%

- **% Hispanic or Latino**
  - 52.3%

- **% White**
  - 11.5%

- **% Multi-Racial**
  - 1.1%

#### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**
  - 19.09

- **% of Teachers with No Valid Teaching Certificate**
  - 0%

- **% Teaching with Fewer Than 3 Years of Experience**
  - 9%

- **% White**
  - 11.5%

- **% Multi-Racial**
  - 1.1%

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

- **Mathematics Performance at levels 3 & 4 (2017-18)**
  - 93%

#### 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: NO
  - White: NO
  - 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: NO
  - White: NO
  - Students with Disabilities: NO
  - Economically Disadvantaged: YES

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

**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: N/A
  - Economically Disadvantaged: N/A

- **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: N/A
  - Economically Disadvantaged: N/A

- **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: N/A
  - Economically Disadvantaged: N/A

### Additional Data

- **Student Performance for Elementary and Middle Schools (2017-18)**
  - ELA Performance at levels 3 & 4: 62.8%
  - Mathematics Performance at levels 3 & 4: 70.5%

- **Student Performance for High Schools (2017-18)**
  - ELA Performance at levels 3 & 4: N/A
  - Mathematics Performance at levels 3 & 4: N/A
  - Mathematics Performance at levels 3 & 4 (8th Grade): N/A
  - 6 Year Graduation Rate: N/A
  - % ELA/Math Aspirational Performance Measures (2015-16): N/A

- **Rewards**
  - No Recognition: N/A

- **In Good Standing**
  - Yes: Local Assistance Plan
  - No: Focus School Identified by a Focus District

- **Priority School**
  - No: Focus Subgroups
  - N/A
### 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**

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.

#### Strengths

- 1. As a result of our latest Quality Review on March 31, 2016, we received a score of Well Developed in 1.1 and the suggestion was to further the refinement of curricula to contain more specificity in Unit Maps in alignment with the Common Core Learning Standards (CCL).

We have a collaborative staff, who work together as both grade teacher teams and cross-grade teacher teams. For the past two years, teachers have worked on filling in any gaps in the Ready Gen reading and writing programs and the Go Math program. Productive Struggle in math will continue to be revised.

The NYC School survey 2017 shows our rating in Rigorous Instruction is 4.84 in total. 98% of the staff agrees that the shifts in ELA are rigorous at 4.64. 97% of the staff agrees that the shifts in Math are rigorous at 4.45.

#### Areas of Focus

2. PPO in 2018 preliminary data encourages us to give additional attention to ensure that there is consistency of feedback across all administrators on your team. *Please consider the following recommendation: Revisit your systems and structures for evaluating observations.*
PPO areas of improvement also indicated that we engage in analysis of feedback practices across our school community, provide professional learning to staff and routinely follow-up so that the quality of feedback remains consistent across classrooms.

As we receive results from state tests, we will analyze item analysis in literacy and mathematics.

Teachers have noted that students have improved in their struggle with problem solving proficiency based on June results. Preliminary data shows that 97% of Grade 3 students, 96% of Grade 4 students and 97% of grade 5 students met preliminary cuts in mathematics. However, this will still be a focus this year.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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, we will align professional learning to deepen student’s conceptual understanding and problem solving skills resulting in a 5% increase in the number of students in grade 5 achieving proficiency on the school created Productive Struggle assessment in May.
### Part 3a – Action Plan

#### Activities/Strategies:

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline Who will be targeted?</th>
<th>What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Sept. 2018-June 2018</td>
<td>Teachers, Supervisors, Staff Developers</td>
</tr>
<tr>
<td>and paras.</td>
<td></td>
<td>PD and mentoring will occur on Mondays</td>
</tr>
</tbody>
</table>

- Grade 5 teachers will use data to drive instructional decision making and curricula
- Grade 5 will incorporate Algebra for All into their math program.
- Professional development from Algebra for All will be ongoing.
- Teachers have modified Go Math, the Core Curriculum. They will continue to do so based on data from the item analysis 2018.
- Math will take on a problem solving, inquiry approach in 2018.
- Professional Development in mathematics will take place during meetings on Mondays. Supervisors and Teacher leaders will conduct workshops to improve student engagement in mathematics and critical thinking.
- Problem solving activities will precede all mathematics' lessons. Teachers will continue to use productive struggle in problem solving. Exemplars and Problem Solver work will be used to accomplish this goal.
- Math walkthroughs will be done every six weeks to give feedback to teachers by administrators and staff developers.
- Data will be tracked and used to see the effect on student outcomes.

- Scaffolded learning will be a priority in the development of lessons and adapting the curriculum to meet the needs of ELL and Students With Disabilities (SWD) students.

- Response to Intervention (RTI) and Academic Intervention Services (AIS) services will be provided to students in need.

- Scaffolded instruction will occur daily in classrooms.
• Push-in ESL in the content areas will be a school-wide focus.

• After school academic assistance will be offered to ESL students twice weekly.

1. Mid year assessments will be compared to September/October performance assessments. Weekly agendas, supervisory inquiry, teacher inquiry, student progress reports, data excel sheets and Mastery Connect results will monitor the progress.
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.

Parent Workshops will be scheduled to provide support and understanding for families. Parent Coordinator and Staff Developers will be responsible for scheduling and presenting these workshops. Time frame is September 2018 through May 2019, monthly.

We will continue Family Fridays to invite parents into the classrooms to learn along with their children. These will take place monthly rotated by grade from November 2018 - March 2019. Teachers, Parent Coordinator and administrators will be responsible.

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 include classroom teachers, cluster teachers, AIS providers, staff developers, administrators, technology resources, guided reading libraries, math manipulatives, common preps and coverage for teachers, arts programs, per session and per diem.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
</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, 2.5% of students in grade 5 will have shown increased scores by one level on a mid-year Math performance task in Productive Struggle, This assessment will be compared to September/October Productive Struggle assessments.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
<table>
<thead>
<tr>
<th>School created exams in Productive Struggle Problems will be used to monitor progress every 6 weeks.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 5c.</strong> In February <strong>2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths

The Framework for Great Schools Report 2017-18 shows that we received a Well Developed in this area. Our Quality Review, March 31, 2016 score was well-developed in this area, as well.

The School Quality Guide 2017-2018 had a high of 4.43 in Social Emotional.

We will continue maintaining two guidance counselors and three staff developers.

School Survey: 98% of teachers responded that a lot or all of the adults teach students the skills they need to regulate their behavior.

95% of parents agreed that their school make them aware if their are any social or emotional issues affecting their children's academics.

Need

Based on a needs assessment, professional development is needed in social-emotional development. Parenting workshops are needed to help parents meet the social and emotional needs of their children.

In the 2017-2018 PPO it was stated, "As you plan for next year, it is recommended that you consider organizing a school based team to evaluate the diverse needs of your parent community and design a tiered parent engagement plan to reach and support your most struggling parents." This was accomplished. We plan to do more outreach to parents to attend Family Fridays to observe teaching and learning.
Professional Development for teachers continues to be a need.

**Part 2 – Annual Goal**

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

By June 2019, we will foster a Supportive Environment across the school community and a clearly stated vision for SEL with aligned professional learning led by the school SEL team resulting in a 20% reduction in level 3, 4 and 5 infractions and a 10% reduction in lateness.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Oct. 2018- June 2019 in cycles</td>
<td>Teachers, Supervisors</td>
</tr>
<tr>
<td>Teachers</td>
<td>October 2018- June 2019 weekly</td>
<td>Teachers, Supervisors</td>
</tr>
<tr>
<td>October 2018- June 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee work and presentations with Janelle Morris, Mental Health Clinic assigned to the school, will be continued</td>
<td>October 2018- June 2019</td>
<td>Teachers, Supervisors</td>
</tr>
</tbody>
</table>

Professional Development for teachers will include inquiry cycles on identifying and helping social-emotional behaviors.

Teachers will work in committees to study rubrics and how to incorporate SEL into them.

Committee work and presentations with Janelle Morris, Mental Health Clinic assigned to the school, will be continued.
<table>
<thead>
<tr>
<th>School-wide recognition of Outstanding Citizenship of students</th>
<th>Teachers, Counselors, Supervisors, parents</th>
<th>monthly</th>
<th>Teachers, Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class incentive program will be conducted using a &quot;Wildcat&quot; theme.</td>
<td>Students, Parents</td>
<td>Oct. 2018 - June 2019 as needed</td>
<td>Teachers, Supervisors, Counselors, Staff Developers</td>
</tr>
<tr>
<td>Students with disabilities will be paired with an older peer or adult for social emotional well-being during the school day.</td>
<td>peer helpers, counselors</td>
<td>Oct. 2018 - June 2019 bi-weekly</td>
<td>Teachers, Supervisors, Counselors, Staff Developers</td>
</tr>
<tr>
<td>Class incentives for attendance and lateness</td>
<td>Students, parents</td>
<td>Teams will meet bi-weekly and report on the effectiveness of counseling activities, student recognition events and home outreach activities in reducing behavior issues among targeted students.</td>
<td>Teachers, Supervisors, Counselors, Staff Developers</td>
</tr>
<tr>
<td>Scaffolding instruction will be a priority for ELL and SWD.</td>
<td>Students, teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Teachers, Supervisors</td>
</tr>
<tr>
<td>After School instruction for ELL children will commence.</td>
<td>Students, teachers</td>
<td>October 2018 - April 2019</td>
<td>Teachers, Supervisors</td>
</tr>
</tbody>
</table>

2x per week for 1.5 hours per day
3b – Parent and Family Engagement

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

Parents will be informed monthly for Attendance and lateness issues.

Parent Workshops monthly will be provided on the first Tuesday of the month to help our struggling parents.

Parent coordinator, staff developers, counselors, Mental Health and Wellness Coordinator and administrators will be responsible for oversight and implementation.

Family Fridays will allow parents to view direct teaching.

Parent instruction in English will take place Tuesday mornings weekly for ENL parents.

ELL teachers, Parent Coordinator and Supervisors will be responsible.

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.

Teacher per diem; teachers per session; ESL teachers; counselors; supervisors; supervisor per session; Mental Health and Wellness Coordinator; Parent Coordinator

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

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

Part 5 – Progress Monitoring

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

By February 2019, we will examine reports in OORS, the SIT/SEL meeting minutes, SEL Check Point data and classroom attendance and lateness data to monitor progress of targeted students.

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

OORS reports SEL data and google docs will be used to assess progress.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</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>
<td>• 200 intervisitations were completed this year. • Teacher Teams met weekly in 2017-2018 and revised curriculum and integrated formative assessments in their plans • School Quality Guide 2017 gives a score of 4.84 in this category, well above city and district averages.</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>
<td>• Strategies to move children on the continuum as evidenced by walkthroughs, Productive Struggle quizzes, the Fountas and Pinnel running records and summative writing pieces will be developed and scheduled.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</td>
<td>By June 2019, we will build teacher content knowledge and improve pedagogy within math and ELA, across all grades, resulting in a 10% increase in proficiency in students’ writing and math grades, based on reading levels, On-Demand Writing and Productive Struggle in math Assessments from October 2018- June 2019.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Teachers, paraprofessionals | Sept. 2018-June 2019 | Teachers, supervisors |
| In 2018-2019 we will continue to prioritize the de-privatization of classrooms throughout the school and foster cross-graded inter-visitations with the hope that teachers will gain a global picture of the strengths and needs throughout the grades. | | | Literacy Staff Developer |
| Protocols will be set in place for both supervisory inquiry and professional learning teams to examine student work and engage in inter-visitations to improve student outcomes. | | | |
| Professional Learning Teams will document examination of student work and create Bridge to Practice activities. Inter-visitation schedules will be created and monitored with reflection sheets and Staff Developer input. | | | |
| Three staff developers will be on board to assist with mentoring, professional learning. | | | |
| Teacher teams will use protocols in examining running records to determine students’ strengths and weaknesses in order to focus on the essential elements holding the child back from progressing. | | | |
| Teachers will work in cycles in both literacy, with a focus on writing, and mathematics. | | | |
| An early grade literacy coach will work with teachers one day per week to assist in increasing writing proficiency. | | | |
| Teachers of SWD will meet collaboratively twice monthly to access strategies. | Teachers, Paraprofessionals | Oct. 2018-June 2019 | Teachers and Supervisors |
| Teachers of ESL will meet with classroom teachers of ESL students to plan strategies and scaffolding information. | | | |
Cross-graded and Inter-grade inter-visitations will take place bi-monthly to improve teacher practice.

### 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.

Family Fridays will be implemented monthly to allow parents to visit and learn with their children. These will begin October 2018 and continue through May 2019. Teachers, Parent Coordinator and Supervisors will be responsible for implementation.

Continued parent workshops will take place on Tuesday mornings from October 2017-May 2018. Staff Developers, Parent Coordinator, and ESL teachers will be responsible.

Parents will receive interim reports to monitor their children's reading levels and be given ways to help at home, including RAZ Kids reading program.

### Part 4 – Budget and Resource Alignment

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

Teachers; teacher and supervisor per session, common preps and coverage for teachers to complete inter-visitations, staff developers, Parent Coordinator.

#### 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>
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<th>Title I TA</th>
<th>Title II, Part A</th>
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<tbody>
<tr>
<td>C4E</td>
<td></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, an increase of student growth will be achieved by examining mid point Fountas and Pinnell benchmarks, on demand writing and productive struggle assessments.

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

Fountas and Pinnell running records, on demand writing assessments and productive struggle assessments will be used to monitor this progress.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment
Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Our data from the school Quality Guide 2016-2017, Effective School Leadership had a score of 4.61, well above city and district averages.

We will continue to be inclusive and encourage teacher participation in areas of leadership.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will engage stakeholders in the development, monitoring and refinement of a shared vision and mission for learning. as evidenced by professional learning plans, P.R.O.S.E. documentation, workshop attendance and maintenance of a minimum of 95% effective and highly effective teachers in Danielson components 3B, 3C, and 3D.
### 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).

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

<table>
<thead>
<tr>
<th>Inquiry teams and supervisors will engage in targeted professional development, implement newly learned strategies, receive consistent feedback from supervisors and peers, and adjust future learning,</th>
<th>Principal, AP's teachers</th>
<th>September 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at MPPR training, Math and ELA PD and Algebra for All workshops will take place for supervisors.</td>
<td>Principal, AP, AP f-status supervisor, staff developers, teachers</td>
<td>Oct. 2018-June 2019 weekly</td>
</tr>
<tr>
<td>Labsites, peer coaching, mentoring and collegial inquiry will be embedded in professional learning.</td>
<td>Teachers, supervisors</td>
<td></td>
</tr>
<tr>
<td>Cycles in rigorous instruction, questioning and feedback will continue throughout the year in ELA and Mathematics in all grades.</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Supervisors will participate in formal and informal collection and analysis of assessment tasks/practices and student work and teacher feedback to examine impact and provide focused next steps for teachers.</td>
<td>ELL, SWD and targeted students</td>
<td></td>
</tr>
<tr>
<td>Teachers will respond to feedback about assessment practices and tasks. Supervisors will participate in walk-throughs for the purpose of providing actionable feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity building will be ongoing.</td>
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</tr>
</tbody>
</table>

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2018-19 CEP

31
Student engagement for ELL and SWD will be monitored by Raz Kids, Imagine Learning participation and IPAD reinforcement of academics.

Professional Development will be monitored by supervisors and staff developers to ensure that data is used to drive instruction and the instructional focus is primary in lesson planning.

<table>
<thead>
<tr>
<th>Principal</th>
<th>October 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>teachers, staff developers and supervisors</td>
</tr>
</tbody>
</table>

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.

Parent Workshops and classroom visits will enable parents to understand what feedback is and how to help their children internalize this feedback.

Parent ‘Coffee Talk’ workshops and Family Fridays will continue monthly to address social-emotional and academic needs.

Part 4 – Budget and Resource Alignment

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

Staff developers; supervisors; f-status supervisors; per session (teachers and supervisors)

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
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</tr>
</thead>
</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, 80% of teacher observations in 3B, 3C and 3D will be rated effective or highly effective. Inquiry cycles and supervisory workshops will be ongoing and shared.

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

Teacher MOTP ratings will be used to monitor progress. MPPR ratings and visits will measure progress.

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

Section 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.

Strengths

An analysis of the Framework for Great Schools Report 2016-2017 shows that we are Well Developed in Strong Family and Community Ties. Strong Family and Community Ties was scored at 4.14 at 97% Outreach and 90% involvement.

School Survey 2015-2016 showed an increase from 85% to 94%.

PTA meetings will continue to be rotated in the morning, afternoons and night to make it convenient for parents to attend.

One of our strengths is that parents come to our school in large numbers for Parent/Teacher Conferences and School Performances.

We have noted a marked increase in parent engagement when having celebrations, performances, contests, classroom activities and celebration weeks. We will add "Good Citizen" recognition this year.

Need

We have instituted English classes weekly for our ESL parents and hope to outreach more to increase the numbers attending.

Increased engagement by students in book clubs.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, we will support staff in the design of strategic and intentional family workshops aligned to district and school goals with a specific focus on targeted subgroups resulting in an increase in parent attendance at events and workshops as measured by attendance sheets.
### 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, SIF, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the Teacher Night in September will be tied in with &quot;Pizza in the Classroom&quot;, new this year with a grade slide show for each grade. We will continue to offer a Book Distribution, Meet the PTA and Arts, Drama, Science and PE Displays.</td>
<td>Teachers, Parents, Students</td>
<td>Sept. 2018-ongoing</td>
<td>Teachers, Supervisors</td>
</tr>
<tr>
<td>Mentor staff members and peer buddies will &quot;check in&quot; to monitor and support targeted students.</td>
<td></td>
<td>Oct 2018-June 2018</td>
<td></td>
</tr>
<tr>
<td>Newcomers in ELL will have bilingual books in their native language and English. Some of these books will travel with students to the home to increase parent engagement with their children's reading.</td>
<td></td>
<td>September 2018</td>
<td></td>
</tr>
<tr>
<td>Book clubs will be initiated in grades 2-5 to increase student engagement.</td>
<td></td>
<td>October 2018-June 2019 weekly</td>
<td></td>
</tr>
<tr>
<td>Workshops by our Mental Health and Wellness coordinator will be new this year to help with social-emotional concerns.</td>
<td></td>
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<tr>
<td>Workshops to teach English to our ELL parents will take place weekly.</td>
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<tr>
<td>Family Fridays will be continued to invite parents to join their children in lessons.</td>
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</tbody>
</table>
Each grade will conduct a performance on one of the Family Fridays to increase parent involvement.

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<tbody>
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<td>one per month</td>
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Curriculum Workshops will help parents gain knowledge of ways to help their children at home.

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<tbody>
<tr>
<td></td>
<td>One Friday per grade</td>
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</table>

Class celebrations and celebration weeks, like Dance Week and Drama Week, when parents visit their children's classes will continue.

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<table>
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<tbody>
<tr>
<td></td>
<td>November 2018 - June 2018</td>
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</table>

Coffee Talk with the administration will be continued following Family Fridays from October - May.

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<tbody>
<tr>
<td></td>
<td>October 2018 - May 2019 ongoing</td>
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</table>

Monthly newsletters will continue.

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<tbody>
<tr>
<td></td>
<td>September 2018 - June 2019 monthly/daily for Remind</td>
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</table>

"Remind' parent communication will continue.

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>September 2018 - June 2019 monthly/daily for Remind</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Mental Health and Wellness Coordinator will be on hand to provide social-emotional workshops for parents and teachers.

Best Prep After School service is provided to parents for homework help and ELA and Math help. This program is paid for by individual 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.

- Teachers per session, teachers, supervisors, supplies, schedule adjustments

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

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

By February 2019, we will continue to assess and adjust opportunities for parent involvement. Attendance sheets at workshops and performances will be analyzed to note data and increased parent engagement.

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

Parent attendance sheets and surveys from meetings will be used to analyze success and continued needs.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>State and City cut-offs&lt;br&gt;-Struggling students brought up at SIT meetings</td>
<td>Ready Gen Re-teach; Phonics; Phonemic Awareness&lt;br&gt;Foundations; Response to Intervention Kits; Imagine Learning; SPIRE; Great Leaps; Teacher Created Materials</td>
<td>Small group</td>
<td>During the school day;&lt;br&gt;after school program Wednesday, Thursday October - April&lt;br&gt;Saturday Program January-March</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>State and City cut-offs&lt;br&gt;-Struggling students brought up at SIT meetings</td>
<td>Go Math re-teach; Exemplars</td>
<td>Small group</td>
<td>During the school day;&lt;br&gt;Saturday Program January-March</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>State and City cutoffs in Grade 4 Science&lt;br&gt;-Struggling students brought up at SIT meetings</td>
<td>Content area reading Amplify Science</td>
<td>Small group</td>
<td>During the school day;&lt;br&gt;Saturday Program January-March</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Struggling students brought up at SIT meetings</td>
<td>Content area reading</td>
<td>Small group</td>
<td>During the school day;&lt;br&gt;Saturday Program January-March</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>-Struggling students brought up at SIT meetings</td>
<td>Banana Splits; S.T.A.R; at-risk counseling; at-risk counseling by psychologist; Teachers check-in buddy system</td>
<td>Small group; individual students</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>77</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></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>AIS services; supplies; funding for trips; at risk counseling will be provided on an as needed basis. Parent contact and meetings will also be provided on an as needed basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The interview process will continue to be in place. P.S. 129. Teachers wishing to be part of our staff will have to perform a demonstration lesson in a classroom viewed by administration and teachers. P.S. 129 has never had a problem in obtaining highly qualified candidates for positions. Teachers are given their first choice of assignments in most cases. For those who may have to change assignments, a discussion with the administration takes place to ensure all teachers, with the exception of our Physical Education/Movement teachers are licensed in the areas they are assigned to teach. Our Physical Education teachers are licensed in Common Branches.

Professional development is responding to teacher choice and inter-grade groupings.

A presentation of cycle one studies is planed for Election Day PD.

We develop morale of staff and give support at all times through staff development and understanding, which encourages staff to remain. We have had less than a 1% turnover in staff in the past few years. Most have been due to retirement or moving to a school closer to their homes in Suffolk County.

Our entire staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

P.S. 129’s staff is highly qualified. All teachers are NYS certified. To maintain this high quality of instruction, professional development will be continued on Monday afternoons and some Tuesdays, including inter-visitations.
during the school day. Liaisons will continue to attend district workshops in literacy, math, ESL, Special Education, and turnkey their information to all constituents.

- Instruction in reading and writing includes decoding/fluency skills; vocabulary level; comprehension skills; critical thinking/analysis skills. • Specially-designed instructional methodologies are evident in general education classes, special classes and resource rooms for students with disabilities including, but not limited to, such strategies as: Direct / explicit instruction / Strategy instruction

Principal and Assistant Principal are part of study groups with other principals and assistant principals in the district. Administrators attend BFC workshops as well.

Paraprofessionals attended a series of 14 workshops given by QSAC for the past two years. They have also attended BFC workshops. Paras will now tutor children with Great Leaps.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

<table>
<thead>
<tr>
<th>Describe how the TA program resources will assist participating children to meet proficiency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

**3b. TA Coordination with the Regular Program**

<table>
<thead>
<tr>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

**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.).
There will be no pre-kindergarten classes in 2018-2019 due to removal of transportable classrooms and construction.

4b. Measures to Include Teachers in Decisions Regarding Assessments

MOSL Committee was expanded this year to include all constituents. Committee will meet in September to decide which assessments are appropriate to measure student learning. Interim assessments from Fountas and Pinnell, Go Math and Ready Gen are also used. Teacher meetings take place throughout the year on a monthly basis with the administration to include their ideas and thoughts in adapting curriculum. Mastery Connect will be used to maintain data. Training is done by Staff Developers on MOSL administration and grading. Mastery Connect training is done for teachers in need by the Assistant Principal and teacher leads.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>496552</td>
<td>X</td>
<td>§A,§B,§C,§D,§E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>42465</td>
<td>X</td>
<td>§A,§B,§C,§D,§E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>29518</td>
<td>X</td>
<td>§A,§B,§C,§D,§E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>7096698</td>
<td>X</td>
<td>§A,§B,§C,§D,§E</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>
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<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 129 in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
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<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 129 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;
● 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;

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

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

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

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

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

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

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

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

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

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

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

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

---

**Encouraging School-Level Parental Involvement**

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

---

**School-Parent Compact (SPC)**

School-Parent Compact (SPC)

PS 129 in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic
achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

• supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities
● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served: ____

Grades to be served by this program (check all that apply):

- [ ] K
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [x] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: ____

# of certified ESL/Bilingual teachers: ____

# of content area teachers: ____
Begin description here: We have analyzed the NYSITELL scores for children in our ELL program. When analyzing preliminary data from NYSESLAT and classroom assessments we have found that ENL students have made gains in speaking but their listening, reading and writing skills are lower in proficiency scores. We have also noticed that ENL students perform well within grade bands of the NYSESLAT (1-2, 3-4) but when shifting to a new grade band their progress is minimal within the proficiency levels. Our current grades 3, 4 and 5 ELLs who have been in enrolled in ENL programs for 3 or more years have not made significant progress in testing out of ENL. We have found greater success with new ENL students making greater progress based on our projections for the 2018 NYSESLAT results. We hope with the continuation of our after school and Saturday programs we will continue to see progress for all ENL students and better address the needs of the long term ELLs. As a result of this analysis, we found that children do not score proficiency in Listening and Speaking. These lower scores prevent the students from moving to Commanding in the ELL program. In order to meet the needs of all of our diverse families and students we will offer two programs, one after-school program for 3 hours per week. We will focus on beginners and students who made little gain in NYSESLAT scores. We will also offer a Saturday Program for 2 hours, due to the needs of the working parents. Many of the ELL’s are picked up by private schools for after school babysitting and homework help for most of the working ELL parents. The children remain in these programs until 6-7 PM, a service we cannot provide. Therefore Saturday services are necessary to assist our children.

We will offer the Saturday program to ELL students in grades 3, 4 and 5, who scored Entering through Commanding on the NYSESLAT test in May 2018, as well as newcomers to our school this year. This is approximately 120 students. We anticipate 80 students will accept. The program will be 2 hours long each Saturday from 9AM -11-AM for 13 Saturdays (January 7-April 6). The after-school program will begin on October 17 and continue through May 16. We anticipate approximately 40 students to accept the after-school program.

The Saturday program will include 4 ENL teachers and 2 content specialists for 13 sessions (2 hours per session). This is a total of 6 teachers. The after-school program will include ENL teachers and 2 content specialists.

The program will begin on January 7 and end on April 6.

Activities include:
1. How does a photograph tell a story
2. Knowing and using materials and resources
3. Understanding different points of view
4. Examining photos from newspapers and magazines, as well as famous photographers
5. Understanding that photography is a powerful means of communication.

The after-school program will provide teaching specialists from Marquis Studios to work alongside our own teachers in a residency called “Project Respect”.

Activities include:
Part B: Direct Instruction Supplemental Program Information

Through our Social –Emotional programs, students meet these four standards. They will be creating and using critical thinking and verbal skills. Students will respond in both written and oral language their understanding and interpretation of the photographs and conversations. Students will recognize the features and understand the function of structure within a diverse society. Self-confidence, critical thinking and free expression is enhanced through these program. When critical thinking is integrated within the daily curriculum, engaging and numerous learning experiences transpire for early childhood learners (Chauhan, 2004; Royka, 2002). Besides being "fun" for most children, kinesthetic activities can help young learners, especially English language learners, develop decoding skills, fluency, vocabulary, syntactic knowledge, discourse knowledge, and metacognitive thinking (Sun, 2003). Teaching language skills through constructing and movement gives children a context for listening and meaningful language production, provides opportunities for reading and writing development (Chauhan, 2004), and involves children in reading and writing as a holistic and meaningful communication process (McNamee, McLane, Cooper, & Kerwin, 1985). In addition to the development of gross and fine motor coordination skills, creative expression and thinking, social interaction, problem solving can be enhanced. The ENL Standard #5 talks about cross cultural identification, which will be met through our Social –Emotional program.

In addition to the residencies, time will be devoted to language acquisition, listening and speaking, solely by the ENL teacher in conjunction with content specialists. ENL teachers are certified in English as a New Language. Content specialists are licensed in Common Branches. Teachers will parallel teach, team teach and scaffold instruction to meet the needs of all students. We will support home language by hiring bilingual paraprofessionals to help in native language.

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: Based on data trends and lack of progress of many newcomers, Professional Development will take place in conjunction with our partners using ELL approaches to coherent instruction in reading, writing, listening and speaking in the content areas. By integrating authentic learning in photography, students will engage in motivating lessons, write about their photos and speak about their photos. Their self-esteem will show gains by displaying the photos throughout the building. ENL teachers and general education teachers will share in use of in ELL strategies. With a focus on Common Core and Next Generation Standards, research-based strategies supporting ENL comprehension and participation will be explored throughout the year with our ENL Instructional Lead. The Instructional lead will attend a minimum of 4 days professional development from the BFC throughout the year and will turnkey this information to teachers in the program. We will devote Monday afternoon professional development (80 minutes each Monday of the school year) to research-based studies on content area learning and authentic learning for ENL teachers. In addition, we will
**Part C: Professional Development**

Devote 1/2 hour of professional learning and sharing on each Saturday (14) of the Saturday program. Teachers will be present during the teaching artist sessions and co-teach with them in hopes that they can use this hands-on PD with the ENL students not able to attend the program. Reciprocal meetings with the teaching specialists and ENL teachers will place prior during the 10 weeks that Marquis Studios works with the students. The ENL teachers will share research and information from ENL workshops to best assist the children. By teaching English through content areas, children will be motivated to learn creating greater improvement in their progress. Attendance sheets and agendas will be kept in the main office. The program will be supervised by an Assistant Principal.

**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: ______

Begin description here: Parents will be invited to take part in the Photography and Social-Emotional parts of the Program in a culminating event. Marquis Studios is an approved DOE vendor specializing in themed projects. Attendance sheets will be maintained. Translated flyers and an all-call messaging system by telephone will be sent home in English, Spanish, Korean, Chinese, Arabic and Urdu. We will also use our text messaging system, Remind, to alert parents. One of our ELL teachers can translate Spanish at the workshops and paraprofessionals will translate any other needed languages.

**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>
</tbody>
</table>
### 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>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>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Other</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Queens</td>
<td>129</td>
</tr>
</tbody>
</table>

School Name  Patricia Larkin School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marilyn Alesi</td>
<td>Angela Fiorenza</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ivy Manheim</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Diliberti/ENL</td>
<td>Patrick Chung</td>
</tr>
<tr>
<td>Penny Pavlatos/ENL</td>
<td>Laura Buquicchio</td>
</tr>
</tbody>
</table>

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>1089</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>211</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>19.38%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<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>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td></td>
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</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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

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?
   Teacher-created assessments, checklists, observations, and conference notes are used on a daily basis to drive instruction. Teacher-created assessments in the home language are also used. Early literacy skills are assessed with the Fountas and Pinnell evaluation system for independent reading levels. The data from this assessment tool helps provide information relevant to how the school's instructional plan may be adapted for appropriate differentiation. The data indicates that ELLs are slower to progress in their reading levels (due to the demands of language acquisition), and are then used to plan small group instruction for reading.

2. What structures do you have in place to support this effort?
   ENL teachers meet twice a month to discuss instructional planning for academic, social and emotional success. ENL and classroom teachers meet once a month to discuss reading levels and grouping.
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?
   We evaluate the success of our ENL program by using NYSESLAT scores to track the increase in the percentage of ELLs that moved up one or more levels, as compared to the previous year. Additionally, we use the ELL Periodic Assessment to determine progress mid-year. The NYC Performance Tasks and curriculum-based assessments are also used. Curriculum goals and objectives are adapted for student achievement in alignment with the NYS Learning Standards to improve the success of our program. Areas of Need are in writing and reading.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once the data has been gathered and analyzed in September, the ENL teachers use the EDAT and meet as a team to plan how to address needs in listening and speaking while further assessing reading and writing needs to close the students’ achievement gap. ENL teachers then meet on grade once a month to reflect and discuss results of the assessments and best practices to close the achievement gap.

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.]
   RtI providers collaborate with classroom and ENL teachers. Progress monitoring data is used to assess student progress in order to differentiate research-based targeted instruction focused on promoting language and literacy development. In order to increase their motivation and literacy success, tasks are related to students’ lives. When necessary, a special education referral is also considered.

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 2016 NYSESLAT data reveal that the majority of students across all grade levels scored at the Expanding or Commanding levels. The overall number of ELLs is largest in grade 2, however there has been a slight increase in Entering and Emerging levels in grades 3 and 4 due to NYSITELL results of newly enrolled students. Students are grouped according to ability (Entering and Emerging) (Transitioning, Expanding, Commanding). Data provides areas of focus. ELL teachers work in consistent grades and push into classes to work in the content areas and provide ENL lessons. Struggling students will be offered an after school program two days per week.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   ENL teachers refer to EDAT on a weekly basis and participate in inquiry meetings to focus on instructional planning that addresses students’ needs based on the language modalities and sub-groups of ELLs. Teachers reflect on their practice by viewing and discussing student work and assessment results, to decide what interventions need to be put into place and/or what adjustments should be made. Mastery Connect also allows administrators and teachers to analyze school-wide data to determine which learning standards students need additional support to master, and provides a list of possible interventions. The structures are assessments in reading, writing and math monthly and weekly as appropriate. Formative assessment takes place daily to monitor student growth and understanding.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
ENL teachers push into classrooms using approaches of parallel, station, and alternative teaching. All classes are heterogeneous. The Freestanding ENL program follows a push-in program model for teachers to deliver instruction. For those students requiring 360 minutes, half the time is spent on stand-alone ENL, implemented in their classrooms, and the other half of the time is spent on integrated ENL, also in their classrooms.

b. TBE program. If applicable.
   Not applicable.
c. DL program. If applicable.
   Not applicable.

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)?

   All ELLs in our school receive the NYS mandated number of hours for acquiring English language skills by certified ENL teachers. Entering and Emerging students receive 360 minutes per week. Transitioning and Expanding level students receive 180 minutes per week. Commanding students will continue to receive 90 minutes of instruction per week for two years. Certified ENL teachers look at students' proficiency levels, check the number of minutes mandated, and push into the students' classrooms for the mandated time. We have 5 push-in ESL teachers who provide both ENL and Content area instruction to Entering and Emerging students and Content area instruction in conjunction with the classroom teachers takes place during the mandated times with scaffolded teaching lessons.

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.

   ELA, Math and other content areas are delivered in English in a co-teaching setting during the school day. Differentiated instruction is delivered to all ELLs through various methods and approaches to make content comprehensible and enrich language development. Objectives are clearly defined and designed to meet the demands of the NYS Learning Standards. Students are provided with opportunities for meaningful discussions around content and skills, vocabulary is pre-taught, and concepts are made clear through modeling, gestures, visuals, etc. Scaffolding techniques and critical thinking questions are used throughout all lessons. Children work actively in a student-centered environment. Every lesson addresses all four language skills. Newcomer students are taught basic social and academic language skills. When possible, the native language is used to support learning. Students are also paired with reading partners who speak their native language. Bilingual dictionaries, bilingual paraprofessionals and native language materials are used. The review and assessment of student comprehension and learning is ongoing. Students are given preparatory instruction throughout the school year for both the NYSESLAT and the ELA. Specific strategies are targeted based on students’ previous performance on the reading and writing sections of the NYSESLAT. Materials used in the freestanding ENL program are: charts, realia, pocket charts, flashcards, sentence frames and sentence starters, visuals, word lists, picture cards, shades of meaning cards, lucites with templates, and picture dictionaries.

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

   After being administered the NYSITELL and a Spanish speaking student is identified as an ELL, he or she is then evaluated with the Spanish LAB. Bilingual ENL teachers administer formative and summative assessments to their students in the home language throughout the year.

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
Instruction for ELLs is differentiated and aligned with NYS Learning Standards for all subgroups, and is culturally relevant to motivate all students to participate.

Our instructional plan for SIFE students includes: a supportive environment for the students with a bilingual staff, ENL teachers using specific second language learning strategies to help SIFEs reach academic success, a buddy system with classmates, and parent coordinator support for both students and parents in the school. An increased use of visuals and collaborative learning opportunities is implemented. Thematic curricula and individual learning plans, as well as an adapted curriculum is used to cover most relevant information that is accessible and age-appropriate. Explicit instruction is given in the basic reading components: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Finally, students have access to a literacy-rich environment. In addition, students are given a tour of the school so they can locate important places, and they are taught the names of important people. Specific school routines and behavior expectations are reviewed. The child's home language is used when possible to support learning.

Regarding newcomers, a similar plan is put in place. A print-rich environment is provided for students. Word associations and KWL charts are used to activate prior knowledge. Students are engaged in hands-on learning through role-play, drama, TPR and SMARTboard activities. New vocabulary is pre-taught and analyzed in context. Explicit instruction in the basic reading components is given, and students work in collaborative discussion groups to develop and practice social skills. In addition, students are given a tour of the school so they can locate important places, and they are taught the names of important people. Specific school routines and behavior expectations are reviewed. The child’s home language is used when possible to support learning.

For ELLs receiving services between 4-6 years, small group instruction is provided to target their specific needs. Previous testing data is used to determine their academic needs, and to teach them strategies and skills to improve their academic performance. Picture cards and picture dictionaries provide additional support. Students are guided in editing and publishing final pieces in writing and research. They use computer and Internet programs that are designed to increase vocabulary and improve grammar, such as Imagine Learning and Starfall.

Regarding long-term ELLs, a focus on literacy development across content areas is key. Explicit vocabulary instruction, sentence analysis and scaffolding activities are used. Teachers collaborate on lesson planning tailored to students’ needs. Former ELL students receive 2 periods of ENL instruction per week for two years after reaching proficiency on the NYSESLAT. If students are not successful in class, transitional support is offered based on individual needs. This support may be limited to specific content areas as needed.

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?

When ELLs are identified as having special needs, the ENL teacher reviews their IEPs and confers with special education teachers and other service providers. They receive small group instruction provided by means of parallel and alternative teaching models. In some classes, students are assisted by bilingual paraprofessionals. Students are supported with anticipatory strategies such as front-loading vocabulary and previewing texts to access background knowledge. Other scaffolding strategies included differentiated graphic organizers, sentence frames, and guide cards to help students focus. In addition, picture dictionaries and books in the native language are available for them. Collaborative student discussions are facilitated with the use of conversational prompts to improve comprehension, as well as speaking and listening skills. Materials are content-specific in that materials such as manipulatives and picture cards for math are mathematical, whereas vocabulary, sentence frames, and pictures for science will be science-based. Further, scaffolds for literacy will be ELA based, such as scaffolds with temporal words to move a story forward. Our ENL students use the Imagine Learning program, as well as Kidspiration, Razkids, Smartboard, and the ELMO. The certified ENL teachers who work with ELLs have been trained to use supports that correspond to age and grade levels.

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?

In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, ENL teachers utilize the push-in model to collaborate curricular and instructional strategies aligned with the Common Core Learning Standards. Classroom and special education teachers, out of classroom service providers, and ENL teachers are flexible in scheduling to focus on specific needs of ELL-SWDs, in order to achieve their IEP goals.
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.

Small groups work on explicit and intensive phonics instruction with programs such as Fundations, to help build decoding skills. Frequent and systematic vocabulary instruction through language analysis is provided. Strategies for reading comprehension are taught, such as predicting, asking and answering questions, and summarizing, for analyzing and comprehending texts of different genres. Oral reading, discussions and questioning, and increased exposure to print are strategies used to increase reading fluency. Structured opportunities for discussions are provided, as is time for independent reading. All interventions are offered in English for all subgroups and the native language is used whenever possible to make content more comprehensible. All beginner ELLs have access to Imagine Learning accounts. The native language is used in intervention if the teacher actually speaks the language. There are no bilingual programs here, so all instruction is in English, however, bilingual dictionaries or computer dictionaries may be used. Programs include Go Math interventions and scaffolded lessons, Fundations Decoding and Phonemic awareness program and Levelled Literacy Intervention by Fountas and Pinnell for guided reading.

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

The push-in ENL teaching model is used to provide continuity in the classroom. Both teachers work together in a team-teaching model to provide differentiated instruction and multiple entry points for all students. Based on our data and observations, entering and emerging learners benefit from good English-speaking role models. Students at the commanding level have provided extensive support to both newcomers and transitioning and expanding learners. For the upcoming year, class composition has changed somewhat so that those classes with ENL students are more heterogenous; whereas, students who require 360 minutes of service are placed in a class with former ELLs and non-ELLs, and those who require 180 minutes are placed in another class with former ELLs and non-ELLs. This will help students’ acquisition of the language due to increased opportunities for interaction with native English-speaking peers.

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

There has been no bilingual program in our school.

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

We plan to offer an after-school supplemental program for ELLs in the upcoming school year, and a Saturday program is open to ELLs. ELLs can participate in extra-curricular activities such as basketball, cheerleading, and ballroom dancing. Our dance teacher teaches content areas through dance and movement. Students learn vocabulary, cultural differences and similarities. All notices regarding curricular and extra-curricular programs are provided in English and the home language. All children are represented equally and can fully participate in any and all activities in our school community.

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.

Entering, Emerging, and Transitioning ELLs have received access to Imagine Learning accounts, which provide them with vocabulary and language development activities at their individual level, with native language support as needed. Picture dictionaries and picture cards are used to support ELLs in the classroom. Internet access is available for educational websites (such as Raz Kids, Starfall, and BrainPop Jr.), designed to increase vocabulary and improve grammar. Interactive SMARTboard activities are used to support English proficiency.

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

Native language support is delivered to the students through bilingual paraprofessionals, bilingual picture dictionaries, Internet translation services, and books in the native language. Any teacher working with ELLs who speaks the native language may also deliver instruction in that language in a small group setting. Additionally, a peer who speaks the same language may provide support by translating instruction and/or assignments. Bilingual ENL teachers administer formative and summative assessments to their students in the home language throughout the year.

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

2018-19 CEP
All required services support ELLs’ ages and grade levels in line with the curriculum, at their English proficiency level. Resources are age-appropriate and accessible to all grade levels according to the cognitive needs of the students. Resources are provided in students’ native language when available, awards are given to students for effort in class, students are encouraged to share work with their peers, writing celebrations are given to boost students’ self-confidence as they present their work, and students work in small groups and pairs to encourage collaborative learning. The certified ENL teachers who work with ELLs have been trained to use supports that correspond to age and grade levels. A welcoming and supportive learning environment is provided in all classes. Students’ individual differences are valued and respected so that a trust can form with teachers and peers. Lessons that include home life examples from many different cultures and engaging discussions also help to support individual differences. All students are placed in age appropriate classes. Former schools are called to gain information when appropriate. Required services are provided by our licensed ESL teachers.

### 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?

We are not a co-location building.

### 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).

Before the beginning of the school year in August, the parent coordinator provides a new student orientation for all parents and students. Kindergarten orientation takes place in early September with classroom teachers, ENL teachers, school counselors, and parent coordinator. For Kindergarten students who are newly enrolled before the beginning of the school year, a packet is provided encouraging the parents to work with their children on basic skills that they will need in school. Separation anxiety workshops are also provided by the guidance counselor to help students adjust to their new environment. Parents are encouraged to contact the parent coordinator with any questions or concerns that arise. Students are helped by counselors, teachers, paraprofessionals, translators, peers and administrators to acclimate to their new schools. Peer buddies are assigned. Periodic check in by counselors and staff is conducted regularly. The ESL teachers, Parent Coordinators, counselors and administrators have multiple meetings with parents when needed. Weekly workshops are conducted to help parents learn English.

### What language electives are offered to ELLs?

There are no language electives offered at PS 129.

### For schools with dual language programs:

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

*Not applicable.*

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### Professional Development and Support for School Staff

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

All ENL personnel attend grade and faculty conferences devoted to differentiated learning and inquiry work. Weekly PD and inquiry meetings are held to view student work and analyze how learning strategies are working for students. In addition, ENL personnel may be given opportunities throughout the year to attend outside professional development highlighting specific, research-based strategies to use with ENL students. There is presently no ESL coordinator in our school. ENL teachers may attend DELSS PD opportunities, during which they share and exchange best instructional practices with
colleagues. Additionally, ENL teachers participate in webinars related to instructional shifts of the CCLS as they pertain to ELLs. PDs that teachers attend are geared toward Common Core State-aligned instruction to support ELLs. Teachers look at data in small groups to see if teaching strategies used are beneficial to different student groups. Teachers use Mastery Connect, NYSESLAT data, interim assessment data, ELA and Math NYS test data, and formative assessments to assess student progress.

Paraprofessionals attend Professional Development Mondays with teachers and ESL staff to ensure ELL teaching strategies are consistent throughout. We will have cycles of Professional Learning which includes:

How Can We Adapt Learning Objectives for ELL Students to Increase Engagement and Student Outcomes? (K-2) (3-5)

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.

Teachers at PS 129 are experienced, certified teachers who have received the mandated ENL requirement of 15% of total hours. ENL Teachers give specific ENL strategy workshops on PD Days. Teachers receive training in best practices for co-teaching strategies, and integrating language and content instruction for English Language Learners. ENL teachers receive a minimum of 50% professional development which focuses on language acquisition in alignment with core content area instruction. ENL teachers work together on PD days to participate in webinars, and teachers are sent to PD opportunities led by the Borough Field Support Center. An agenda maintains records of teachers meeting the required training. Teachers document their weekly professional development activities on the PD Evaluation Form, which includes attendance and is then submitted to the Principal. New teachers receive mentors who assist in this training. All teachers collaborate during inquiry work to discuss strategies that would best assist ENL students. This is to help teachers to become familiar with best practices in teaching ELLs.

As ELLs transition from Elementary to Middle School, the guidance counselor supports staff and speaks to the class as a whole, providing a directory and answering questions posed by the students. The guidance counselor is always available for students to meet privately if they need additional concerns addressed. The assistant from the middle school comes in to present a summary of expectations and directives. Finally, open houses at the middle school are held throughout the year, and ELLs and their parents are strongly encouraged to attend.

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?

Once the EDAT is reviewed, parents are brought in individually on parent engagement days to discuss the language progress of their child, to explain the education policy as it pertains to ELLs, and to give them suggestions for supporting their child at home. Interpreters and/or translation services are provided. Parents sign documentation of the meeting. A copy of this is kept in the cumulative folder and another is kept in the student file in the ENL office.

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

Parents have the opportunity to attend weekly ESL classes at our school. The ESL staff produces a quarterly newsletter, to inform parents of the units of study in each grade. Parents are invited to classroom performances and celebrations throughout the year. For the Lunar New Year celebration, parents had the opportunity to volunteer to create crafts with the children, and to contribute decorations for the celebration.

Parents have the opportunity to individually meet with ENL teachers weekly during Tuesday parent engagement time. At
these meetings, teachers discuss goals of the program, students' individual language development progress, assessment results, and language development needs in content areas. Translators are provided for these meetings when needed. Staff who speak Chinese, Spanish, and Korean are available to translate. Parents may also bring a translator with them to meetings. Additionally, other parents are available to translate.

A log of parent meetings is kept by classroom teachers, ENL teachers, and administration. To ensure parent needs are accommodated, parents are invited to workshops, and have the opportunity to communicate with teachers in person, through phone calls, and letters. Staff who speak Chinese, Spanish, and Korean are available to translate. Parents may also bring a translator with them to meetings. Additionally, other parents are available to translate.

ENL teachers hold several parent workshops per year, which specifically address ELL academic issues, and provide parents with information about community services. Workshop invitations and materials are provided for parents in their native language. Monthly arts and crafts workshops and movie nights are offered for all parents and students. A Parent Book Club, workshops in content areas, and PTA meetings are held each month for parents. Our Parent Coordinator works with the PTA using Title 1 funding for Parent/Child evening shows and special assemblies. Parents are always welcome in our school. Writing celebrations, recorder concerts, and drama presentations are held in classrooms throughout the year, and parents are encouraged to attend. An opportunity to meet the teacher is held for the parents at the beginning of the school year. Teachers keep communication open with parents regarding their children, to give them the opportunity to express their concerns and address any questions. Staff who speak Chinese, Spanish, and Korean are available to translate. Parents may also bring a translator with them to meetings. Additionally, other parents are available to translate.

We partner with the EPIC organization which provides workshops for parents each year. Staff who speak Chinese, Spanish, and Korean are available to translate. Parents may also bring a translator with them to meetings. Additionally, other parents are available to translate. The ESL teachers hold several workshops for parents each year, such as We Read Together, NYSESLAT workshops, and a curriculum fair. Additionally, parents are invited to help with picture day, bake sales, classroom celebrations, school store, class trip chaperone, and are invited to PTA meetings to become members of the PTA committee. The SLT and PTA are integral parts of our school. At both meetings we learn of parents' needs. We use the Parent section of the Environmental survey as a place to identify the needs and wishes of parents. A Preferred Language Report is generated to determine parents' first language. All important documents are translated, including those events from the school calendar. School guides are available in all languages, and translation services are available for parent-teacher meetings and conferences. The ESL teachers have sign-up sheets for workshops on Meet the Teacher night in September, to see how many parents and which parents are interested in specific workshops. At that time, we also discuss the needs of the parents. The parent coordinator reaches out to parents to invite them to various workshops and functions. Parents have requested arts programs, workshops, communication in native language, and methods for hearing about their childrens' successes. We have addressed these needs by having translated copies of notices, increased arts programs and more workshops (at least three per month). We have also provided each teacher with translated "success notes" for sending home, to share the accomplishments of students with their caregivers.

ELL Parents are part of our Executive Board of the PTA. This year all parents, including ESL parents, will be invited to Family Fridays to sit through a lesson in their child's class once a month. As stated before, ESL parents are invited to workshops to help them learn English. Many of our parents serve as translators for others.
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, Marilyn Alesi, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** PS 129 Patricia Larkin  
**School DBN:** 25Q129

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Marilyn Alesi</td>
<td>Principal</td>
<td></td>
<td>6/22/15</td>
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<tr>
<td>Angela Fiorenza</td>
<td>Assistant Principal</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td>Laura Buquicchio</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td>Anna Cerilli</td>
<td>ENL/Bilingual Teacher</td>
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<td>6/22/15</td>
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<tr>
<td>Denise Diliberti/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/22/15</td>
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<tr>
<td>Penny Pavlatos/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/22/15</td>
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<tr>
<td>Ivy Manheim</td>
<td>School Counselor</td>
<td></td>
<td>6/22/15</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 25q129  School Name: PS 129  Superintendent: D.DiMang

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura</td>
<td>Buquicchio</td>
<td>Parent Coordinator</td>
<td>Not yet</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   Our assessment is based on past needs. Leadership Team, Parent Coordinator, teachers, administrators, counselors and parents have all given their input. HLIS forms and ATS reports indicate the language needs. Federal lunch forms and emergency cards were an excellent indication of the needs of the 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>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>794</td>
<td>47.92</td>
<td>777</td>
<td>46.89</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Spanish</th>
<th>Chinese</th>
<th>Farsi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>428</td>
<td>390</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>25.83</td>
<td>23.54</td>
<td>.42</td>
</tr>
<tr>
<td></td>
<td>431</td>
<td>346</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>26.01</td>
<td>20.88</td>
<td>.48</td>
</tr>
</tbody>
</table>

N/A

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Calendar distributed in September; Parent/Teacher Conference announcements; curriculum overview; beginning of the year letter; grading policy</td>
<td>September</td>
<td>Translation Unit DOE</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Teacher CONferences - November, March; Meet the Teachers/Curriculum Night - September, May; ESL Meeting September; Teacher-Parent informal meetings - September - June on Tuesday afternoons; Guidance counselor calls to parents - daily as needed; Psychologist and Social Worker calls-as needed; attendance outreach-as needed; all call reminders-as needed</td>
<td>September</td>
<td>In school translators are available. We pay per session for their services in the evening.</td>
</tr>
<tr>
<td></td>
<td>November</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March</td>
<td></td>
</tr>
</tbody>
</table>
We have ENL teachers who speak English, Chinese, and Spanish who assist in translation.

In school translators will make phone calls. Remind is an app that teachers use to communicate immediately with parents with translation capabilities.

**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.

Faculty conference in September is used to review pertinent chancellor’s regulations.

**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.)

A. Written documentation of parents’ rights regarding translation and interpretation services in appropriate covered languages, and instructions on how to obtain these services, will be provided to parents in September at our PTA meeting.

B. The school will post a sign in each of the covered languages indicating the office where a copy of such notification can be obtained.

C. The school will fill out the appropriate pages in the school safety plan ensuring that parents in need of language services are not prevented from reaching the school’s administrative offices solely due to language barriers.

D. Parents will be given the Department of Education’s website address

E. The Translation Unit will be used for any languages which are not available by school staff.
F. A school list of translator's phone numbers will be generated in September.

Part E: Monitoring Provision of Language Services

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

Parent surveys will be available at September, November, March and May Parent/Teacher conferences.