2018-19

**COMPREHENSIVE EDUCATIONAL PLAN**

(CEP)

DBN: *(i.e. 01M001)*: 24Q143

School Name: P.S. 143 LOUIS ARMSTRONG

Principal: JUSTINE LUCAS
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
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- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: The Louis Armstrong Elementary

<table>
<thead>
<tr>
<th>School Name: The Louis Armstrong Elementary</th>
<th>School Number (DBN): 24Q143</th>
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</table>

BEDS Code: TBD

Grades Served: K-5

School Address: 34-74 113th Street Corona, Ny 11368

<table>
<thead>
<tr>
<th>School Address: 34-74 113th Street Corona, Ny 11368</th>
<th>Fax: 718-478-8306</th>
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</table>

Phone Number: 718-429-5700

<table>
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<tr>
<th>Phone Number: 718-429-5700</th>
<th>Fax: 718-478-8306</th>
</tr>
</thead>
</table>

School Contact Person: Ivelisse Hernandez

<table>
<thead>
<tr>
<th>School Contact Person: Ivelisse Hernandez</th>
<th>Email Address: <a href="mailto:ihernan4@schools.nyc.gov">ihernan4@schools.nyc.gov</a></th>
</tr>
</thead>
</table>

Principal: Jerry Brito

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<tr>
<th>Principal: Jerry Brito</th>
<th>Email Address: <a href="mailto:ihernan4@schools.nyc.gov">ihernan4@schools.nyc.gov</a></th>
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</table>

UFT Chapter Leader: Martin McKeown

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<tr>
<th>UFT Chapter Leader: Martin McKeown</th>
<th>Email Address: <a href="mailto:ihernan4@schools.nyc.gov">ihernan4@schools.nyc.gov</a></th>
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Parents’ Association President: Angelica Salgado

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<tr>
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</table>

SLT Chairperson: Tara Ostrowski

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<tr>
<th>SLT Chairperson: Tara Ostrowski</th>
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</thead>
</table>

Title I Parent Representative (or Parent Advisory Council Chairperson): Angelica Salgado

<table>
<thead>
<tr>
<th>Title I Parent Representative (or Parent Advisory Council Chairperson): Angelica Salgado</th>
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</table>

Student Representative(s): n/a

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<tr>
<th>Student Representative(s): n/a</th>
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</table>

CBO Representative: n/a

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<tr>
<th>CBO Representative: n/a</th>
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District Information

Geographical District: 24

<table>
<thead>
<tr>
<th>Geographical District: 24</th>
<th>Superintendent: Madeline Chan</th>
</tr>
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</table>

Superintendent’s Office Address: 98-50 50th Ave Queens, NY 11368

<table>
<thead>
<tr>
<th>Superintendent’s Office Address: 98-50 50th Ave Queens, NY 11368</th>
<th>Fax: 718-592-3770</th>
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Superintendent’s Email Address: MChan2@schools.nyc.gov

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<tr>
<th>Superintendent’s Email Address: <a href="mailto:MChan2@schools.nyc.gov">MChan2@schools.nyc.gov</a></th>
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Phone Number: 718-592-3357

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<tr>
<th>Phone Number: 718-592-3357</th>
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Field Support Center (FSC)

FSC: D24

<table>
<thead>
<tr>
<th>FSC: D24</th>
<th>Executive Director: Lawrence Pedegrast</th>
</tr>
</thead>
</table>

Executive Director’s Office Address: 28-11 Queens Plaza North, Long Island City New York 11101

<table>
<thead>
<tr>
<th>Executive Director’s Office Address: 28-11 Queens Plaza North, Long Island City New York 11101</th>
<th>Fax: 718-326-8140</th>
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</thead>
</table>

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

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<tr>
<th>Executive Director’s Email Address: <a href="mailto:LPender@schools.nyc.gov">LPender@schools.nyc.gov</a></th>
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</table>
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerry Brito</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Martin McKeown</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Angelica Salgado</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>Angelica Salgado</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andi Diaz</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Lauren Dalvano</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Tara Ostrowski</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Amelia Bermeo</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Aleida Balderas</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Maricela Ramirez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>------------------</td>
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</tr>
<tr>
<td>Francisco Perez</td>
<td>Member/ Parent</td>
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<td>Member/</td>
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The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning — to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

**Strong Schools, Strong Communities**

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

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

**The Framework for Great Schools and CEP Development**

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The 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**

1. What is your school’s mission statement?

| The mission statement for PS 143 is: At PS 143Q we strive to instill a love of learning through challenging and engaging experiences where all students are valued and given every opportunity to succeed. Our school guides us to make discoveries in reading, writing, the arts and sciences by exploring and experimenting to become critical thinkers. This exploration is meant to expand our understanding of ourselves and the world around us. Our community of learners will continue to become active, responsible and respectful members of our growing society. Excellence starts here at PS 143Q! |

2018-19 CEP
Our school's mission is aligned with the Framework for Great Schools. Our focus is and continues to be student achievement. In order for each child to achieve academic success students are actively engage throughout varies content areas through rigorous instruction and the supports from their classroom teachers, as well as, cluster teachers (Social Studies, Science, Theater, Dance, Music, Technology) and other resource providers (Speech, Occupational Therapist, RTI, and Counselors).

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.

PS 143 is a large k-5 school with a population of 1500 students. We are spread across multiple buildings which include: one main building, a mini-building, an annex (1) which houses all of our kindergarten students which is located approximately 1 mile away from the main campus and annex (2) which houses all of our first and second grade students which is located approximately 2 miles away from the main campus. Each of our buildings also house our self-contain and integrated classes for our special education students.

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

For the 2017-2018 school year, we have 48% of our student body that consists of English as New Language Learners while another 20% of our students have an IEP. Through teacher collaboration and effective school leadership teachers are providing scaffolds in the classroom and rigorous instruction that aligns which the Common Core within and across grades.

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.

During the 2015-2016 school year we made much progress in the category of Collaborative Teachers based on the Framework for Great Schools by developing grade level teams that supported the schools mission and the overall success of their students by focusing on student work, data and how the data related to student progress. In the 2016-2017 school year, teachers will continue to collaborate to discuss data and strong practices that will increase academic performance across grades. For the beginning portion of the year teachers in grade leads will meet weekly to discuss current work completed, plan together, have discussion about grade work and ask for clarification. After this the grades leads will meet biweekly to discuss progress and concerns.

For the learning cycle all teachers, paras, clusters, and other support staff will meet every Monday to discuss student performance, data, current research, together teachers will work in creating assessments to monitor students' progress, discuss growth, and/or challenges (Inquiry Cycle). At the end of the Inquiry Cycle, teachers will walk away with strong practices in which they can incorporate in their own classrooms. In addition, teachers along with administration will continue to grow professionally through continuous collaboration (Differentiated Professional Development Mondays).

This allows all teachers in K-5 to work collaboratively, share common trends as it promotes leadership throughout the school.
### School Demographics and Accountability Snapshot for 24Q143

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 1484
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 155
- **# SETSS (ELA)**: 22
- **# Integrated Collaborative Teaching (ELA)**: 141
- **# Special Classes (Math)**: 154
- **# SETSS (Math)**: 12
- **# Integrated Collaborative Teaching (Math)**: 142
- **Types and Number of Special Classes (2018-19)**:

#### School Performance (2018-19)
- **ELA Performance at levels 3 & 4**: 22.1%
- **Mathematics Performance at levels 3 & 4**: 27.1%
- **Science Performance at levels 3 & 4**: 61%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A

#### Student Performance for High Schools (2018-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Focus District**: Yes
- **Priority School**: No
- **Focus Subgroups**: N/A

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Focus Group</th>
<th>Met Adequate Yearly Progress (AYP) in ELA</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics</th>
<th>Met Adequate Yearly Progress (AYP) in Science</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation</th>
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</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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#### High School

<table>
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<tr>
<th>Focus Group</th>
<th>Met Adequate Yearly Progress (AYP) in ELA</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics</th>
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<tbody>
<tr>
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<td>NO</td>
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<tr>
<td>Economically Disadvantaged</td>
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<td>NO</td>
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</tr>
</tbody>
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#### Racial/Ethnic Origin (2017-18)
- **% Title I Population**: 95.0%
- **% Free Lunch**: 92.5%
- **% Limited English Proficient**: 54.5%

#### Personnel (2015-16)
- **% Hispanic or Latino**: 1.7%
- **% White**: 0.9%
- **% Multi-Racial**: 0.2%

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

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Focus District**: Yes
- **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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
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While pedagogy provides instructional supports, including the school’s instructional focus of strengthening questions and discussion, the use of strategic entry points and extensions that promote deep reasoning in student work products varies across the school.

- Across classrooms, teaching strategies provide for curricula extensions to support students in producing meaningful work products, but all learners in specific subgroups are not taking ownership of their work and there are limited opportunities for choice or voice of tasks.
- In the majority of classes visited questions were teacher-directed with limited opportunities for students to re-direct their thoughts to peers.

1.1 Curriculum:

- The school is working towards planning and aligning all curricula to the Common Core Learning Standards (CCLS) so that higher order skills are consistently emphasized for all learners across grades and content areas.
- The school’s curricular decisions are on a path to provide all learners with access across grades and content areas. Academic tasks are being formatted to encourage all students to think beyond the obvious and increase their higher order thinking skills.
- Teachers are collecting formative and summative data, but the data collected is not being used for planning to target students’ needs.

Needs Assessment:

- Instructionally, ‘rigor’ is being embraced, as is the area of ‘questioning and discussion’ as they relate to teaching practices across the grade levels and by the support staff and cluster teachers. Increased understandings around the Danielson rubric for teacher evaluation. These are a work in progress and should continue to be developed.
- Access to Instructional materials is becoming strengthened. Continued interest in ReadyGen texts by staff and students alike is evident.
- Feedback to staff about their practices is being developed through the use of the Danielson rubric and this is seen as a developing area of understanding for all.
- Developing instructional coherence across the administration, thus a shift in focus from predominantly compliance to balance between that and instruction.
- The PD Mondays is seen as extremely beneficial and its development needs to continue. Balance between planned areas of inquiry and mandated requirements that seem to require immediate attention is developing and needs to continue.
- Teachers becoming more focused on data analysis and subsequent actions.
- Students are eager and keen learners who will benefit from the strengthening home/school relationships underway.
- Outside Professional development seen as supportive though processes for dissemination still being established.
- Staff wants to do well and want some direction to establish school wide practices and autonomy for those that are grade specific, which would be in consultation with their supervisor. Thus, being attached to one Assistant Principal (as is the case for some) and ultimately the principal is seen as strength by the staff.

### 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.

For June 2018, there will be a 15% increase of English Language Learner students across grades 2-5 that will reach proficiency on the NYSESLAT as measured by a comparison of the 2016-2017 NYSESLAT results.
### 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)
Who will be targeted?

#### Timeline
What is the start and end date?

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Teachers will continue to work with consultants and colleagues to find a coherent instructional focus that will improve instructional learning outcomes (Model lessons, help teachers focus with questioning and discussion techniques, differentiation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>· All students are highly engaged in learning who will benefit from the strengthening home/school relationships. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and in the learning of others</td>
</tr>
<tr>
<td>· The teachers’ feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement</td>
</tr>
<tr>
<td>· The students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve</td>
</tr>
<tr>
<td>· Each teacher will make adjustments, as needed, to ensure student success, by focusing on data analysis and subsequent actions</td>
</tr>
<tr>
<td>· Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum</td>
</tr>
<tr>
<td>· The instruction design include learning activities that are well sequenced and require all students to think problem solve, inquire, and defend conjectures and opinions</td>
</tr>
<tr>
<td>· Teachers will design formative assessments to monitor learning, and they provide information needed to differentiate instruction</td>
</tr>
<tr>
<td>· Measures of students learning align with the curriculum, enabling students to demonstrate their understanding in more than one way</td>
</tr>
</tbody>
</table>

| All teachers, and staff | On going throughout the year | Literacy/Math Coach and Teachers (Classroom and outside of the classroom), consultants, Administrators |
(1.d Demonstrating knowledge of resources: Engage NY)

All grades, across the school will participate in culminating activities at the end of each unit for ELA and Math, and across all content areas (Science and Social Studies).

- All grade teams will select a group and create resources to support the end of unit activities that will be aligned to CCLS (binder with ideas)
- Rigorous instruction is aligned with the school mission statement.
- Instruction is customized, inclusive, motivating, and aligned to the CCLS. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Teachers will plan implementation of the curriculum ~ Class, and grade level data analysis during the Monday PD times, common Planning, Tuesdays professional time could have the explicit focus of “Looking at Student Work” for trends, weaknesses, purposes and actions.

~During Inquiry Process the school will look at the Math data collected from the Pre-Requisite (GoMath Assessment), focusing on the bottom 1/3 of each class. After a common trend has been identify, an action plan will follow to target the needs of these students.

~ Vertical and horizontal planning

~ Backward planning that supports grade level, and school based teams.

~ All formal and informal data collected will be used for planning to target students’ needs (Checklist, conference notes, classroom work, assessments.)

~ The Item Analysis will help identify trends in grades 3-5.

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.

2018-19 CEP


**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.

**Human Resources**

1. All classroom teachers
2. RTI Literacy teachers
3. RTI Math Teachers
4. Literacy Coach
5. Math Coach
6. RTI Wilson/Fundations Teachers
7. Mentors
8. Literacy Consultants

**Schedule Adjustments**

1. Interclass Visitations
2. Common Planning Period

**Instructional Resources**

1. Project Based Learning
2. ReadyGen
3. GoMath
4. Vocabulary and Grammar Workshop
5. Fundations
6. Reading A-Z
7. Leveled Literacy Instruction
8. Number Worlds
9. After school Math Intervention Program

TBD
10. Saturday Literacy Program

11. Morning ENL Program

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

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

Classroom data/assessments for MATH: Beginning of Year (BOY), Middle of the Year (MOY), and End-of Year (EOY) Assessments will allow us to monitor the students’ progress throughout the year.

The Beginning-of-Year Assessment will allow the teachers to see which skills the students may already understand. Students who have already mastered some skills will benefit from enrichment activities. This was completed in September-2016.

The Middle-of-Year Assessment will be given mid-point of the school year. This assessment will determined student mastery of skills and strategies taught during the first half of the school year (September-January). This assessment indicates the standards that the students mastered as well as the standards that need to be re-visited. This will be compared with the BOY assessment. This will be completed on or about February-2017.

The End-of-Year Assessment will be used to determine what skills need to be rectify before students move on to the next grade. This will be compared with the BOY assessment. This will be completed on or about May-2017.

End of unit assessments will provide ongoing information about the progress students are making after each skill and standard has been taught.

Classroom data/assessments for Reading (K-5) : Reading Records three times a year (October, January, and May) and interim classroom progress monitoring.

Ongoing Foundations Assessments K-2 only

Ongoing Words Their Way Assessment 3-5 only. Phonics development, intervention for those students that are not performing at grade level.

Classroom data/assessments for Writing:

K-3: MOSL Baseline NYC Performance Task, was given in October 2016, Middle of the Year Interim Writing Assessment (in house) will be completed in January-2017, and End of Year MOSL NYC Performance Task will be given in May-2017.

K-5: For each type of writing/module (Opinion Writing, Informative/Expository Writing, and Narrative Writing) students will take a Pre-Writing Assessment based on the standards that will be covered during instruction. This allows teachers to collect data and adjust instruction based on the needs of the class. At the end of each module students will have a final written piece based on the same standards previously measured to determine which skills
they have mastered and which they need to continue working on. The same rubric will be used to assess student mastery of the skill and standards for both writing pieces.

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

P.S. 143Q will use Go Math!, teacher created pre and post assessments for each unit of study in all subjects, ReadyGen, Running Record data to determine student performance at the current grade and make instructional decisions based on this data. Teachers will also analyze the item analyze to get an better understanding of the strengths and weaknesses of their current students and the students in the entire grade.

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

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

Part 1 – Needs Assessment

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

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

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.

For June 2018, classroom teachers and students will participate in the 3rd year implementation of the Leader in Me program to develop students’ social and emotional development as measured by classroom artifacts and school-wide surveys.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>September to June</td>
<td>Lighthouse Committee, Administration</td>
</tr>
<tr>
<td>SWD students K-5</td>
<td>September to June</td>
<td>Lighthouse Committee, Administration</td>
</tr>
<tr>
<td>Parents</td>
<td>September to June</td>
<td>Parent Lighthouse Committee</td>
</tr>
<tr>
<td>All ENL students K-5</td>
<td>September to June</td>
<td>Lighthouse Committee, Administration</td>
</tr>
</tbody>
</table>

- Full implementation of the Leader-in-Me program across all grades. One period a week will be dedicated to the Leader-in-Me program.
- SWD students will participate in Leadership activities through the Leader-in-Me program.
- Families will participate in activities in support of the school environment.
- All ENL students will participate in Leadership activities through the Leader-in-Me program.

### 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.

| TBD |

### 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.

| Title 1, title 3- ENL Fair Student Funding |

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

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

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. Indicate the specific instrument of measure that is used to assess progress.
P.S. 143Q will use the FranklinCovey survey materials to determine the efficacy of the program.

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

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

**Part 1 – Needs Assessment**

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

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

In January 2015, our community superintendent came to document, what life is like at our school in a Quality Review. The document reports areas of strength, as well as areas where improvement is needed to strengthen P.S. 143. An outside party also conducted a Needs Assessment to address the needs of our school. The following are the results of these assessments.

**Strengths:**

- Through teacher teams, consistent examination of student work and data is an ongoing process. Distributive leadership structures are in place. The work of teacher teams has resulted in greater awareness of how to improve pedagogy and strengthen student progress on assessments. Shared leadership protocols are used to build capacity and improve student learning as teachers have input on key decisions, teaching practices and curricula choices.
- Meetings with teacher teams and teacher leads enabled work around looking at data and student products by focusing on protocols for analyzing results of the Item Skills Analysis for ELA and Mathematics state tests. Teachers were in accord that these practices help them strengthen their collaboration and supported planning decisions across the school. Results of team practices indicated that students with disabilities benefited from additional small group work in mathematics and guided reading.
- Distributed leadership is in evidence in teacher teams. Teachers are rotating roles of facilitating their meetings so that all members have a voice and equal responsibilities are shared. Teachers posit that the administration has encouraged them to choose resources for literacy, writing and math that will benefit the students’ styles of learning.
- Teacher teams review the results from recent baseline reading assessments for end of unit reviews to make instructional decisions. The teams then share ideas to adjust teaching practices, per grade, aligned to data and students’ performance tasks. For example, during a team meeting observed, a teacher shared the trends in analyzing a reading assessment which demonstrated the need for further extensions in context clues and citing text-based evidence.
- Using Think Central, the electronic portion of Go Math! that generates student reports illustrating the achieved standards; student targets are tracked and analyzed by teacher team members. For example, during a teacher team meeting teachers were able to reference the reports and determine what mathematics strategies were used that worked. Teachers were in accord that this system helps them isolate the standards that still need attention, per unit, and address students’ individual needs.

**Strengths Needs Assessment:**

Teachers want and do collaborate with each other and have inclusive practices on most grade levels and across support teams.

The PD Mondays is seen as extremely beneficial and its development needs to continue. Balance between planned areas of inquiry and mandated requirements that seem to require immediate attention is developing and needs to continue.

Outside Professional development seen as supportive though processes for disseminations still being established.

**Weaknesses (Needs Assessment)**

Developing instructional coherence across the administration, thus a shift in focus from predominantly compliance to balance between that and instruction.
School needs to continue supporting teachers leading and supporting teams for specific goals/tasks. Be ‘inclusive’ of staff in these roles.

School needs to identify which teams will support instructions + those that will support compliance – at times they may be the same. Have clear objectives for achievement and evaluation of team performance. Once a team is established with purposes and action clear, they need to be able to be supported to continue throughout the year.

School needs to be “Looking at Student Work” for trends, weaknesses, purposes and actions.

School needs to create school wide schedules to frame the work of the year, e.g. Assessment calendars, PD meetings. Should be developed prior to the new school year beginning – minor alterations can be made during the year when necessary. This enables all participants to look forward.

School needs to use teams with experience to help develop other teachers in a small group cooperative setting. E.g. ENL staff to provide information and instructional ideas to Gen Ed teachers.

School needs to be able to ask for clarification, hearing something again if not clear, build trust through really understanding, thus need to be clear of what is expected, needed or being developed.

**Part 2 – Annual Goal**

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

For June 2018, the level of collaboration within and among teacher teams will increase 15% (as outlined by the Citywide percentage of Positive Response for Elementary Schools in our NYC School Survey 2017-2018 Report) measured by comparison of 2016 – 2017 Learning Environment Survey.
### Part 3a – Action Plan

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

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

#### Target Group(s)
**Who will be targeted?**

- Grade Level Teams
- Committees
- Content Area Departments
- Out of Class Teams
- RTI
- ENL
- Special Education/Support Services
- All Staff and Staff Teams

#### Timeline
**What is the start and end date?**

- Sept-June

#### Key Personnel
**Who is responsible for implementing and overseeing the activity/strategy?**

- Administration
- Grade Level Teams
- Committees
- Content Area Departments (Cluster teachers)
- Out of Class Teams
- RTI Providers
- ENL Providers
- Special Education/Support Services
- All Staff

Teams, groups, committees, et al will spend less time focusing on norms once established (while adhering to them accordingly). After setting norms and discussing the creation and appointment to (and schedule of) leadership positions, Team members are accountable for knowing the norms generally and agree to abide by them without constant review in order to maximize productive time.

Teams, groups, et al will be structured to facilitate continual progress with a variety of leadership roles, defined by the group along with norms, that may or may not be regularly rotated. Roles may include:

- **Team Leader/Coordinator** (a team member charged with facilitating the overall progress of the team by effectively communicate goals, leading conversations, and mitigating needs as the arise, the Team Leader would be able to report to administration and speak to the work of the team and its moving parts in subcommittees as needed)
- **Parliamentarian (aka Rules Referee)** (a team member charged with keeping other members in line with norms and group established rules, staying on topic, keeping time, etc)
- **Project Leader** (a team member in charge of a particular subgroup or project)

Record Keeper (a team member in charge of keeping minutes and attendance distributing them to the appropriately. These minutes may be included in whole or in summary in agendas to avoid overly long review of previous meetings)

Roles will be discussed and established early in September, and will be rotated as dictated by group consensus (if at all) and may be revised as needed.
Teams will engage in long term goal orientation that will be monitored by creating short term goals that build towards that ultimate end as a means of success monitoring. For example: If the 5th grade sets a goal of data consistency and grade regulation short term goals may include:

- An agreed upon approach to calculating report card grades for ELA and Math
- Rubric Writing and aligning
- Sharing Report Card Data and Cross-Grade assessment scores by marking period to predict whole group GPAs, unit effectiveness, etc.

Using marking period data to create a growth chart at the end of the year to illustrate areas of improvement and success

| A transparent and consistent use of Professional Development Times on Mondays that culls experience from teachers highlighting best practices, offering support to tenured and untenured teachers, providing opportunities to turn key out of school professional development. Items to achieve this should include (among others):
| Periodic Professional Develop Syllabi to ensure upfront planning
| Regular Opportunities for staff to choose among activities and workshops led by hired professionals and staff (ie Brooklyn/Queens Day 2015) | • Administration
| • Grade Level Teams
| • Committees
| • Content Area Departments
| • Out of Class Teams
| • RTI
| • ENL
| • Special Education/Support Services
| All Staff | Sept-Oct | • Administration
| • Grade Level Teams
| • Committees
| • Content Area Departments
| • Out of Class Teams
| • RTI
| • ENL
| • Special Education/Support Services
| All Staff |

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.

TBD

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.

1. Inquiry Teams
2. Professional Development Team
3. Instructional Cabinet members
4. Grade Lead Teams
5. Curriculum Planning/Project Based Learning Team
6. Common grade planning period
7. Common department planning
8. Instructional Coaches
9. Literacy Consultant
10. New York Cares

2018-19 CEP
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
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Part 5 – Progress Monitoring

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

Teacher collaboration will be measured three times during the 2016-2017 school year. The 2015-16 Learning Environment Survey will be used as a benchmark to determine growth. An interim survey will be tentatively given in February to assess the level of collaboration amongst teachers. At the end of the school year, the 2016-17 Learning Environment Survey will be given to teachers to complete. This will provide a measure of teacher collaboration growth.

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

P.S. 143Q will use internal teacher satisfaction surveys, the NYC DOE Learning Environment survey, and the results of the Inquiry process for each grade.

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

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

Part 1 – Needs Assessment

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

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

   Strengths:
   - P.S. 143 promotes Project-Based Learning that is an instructional approach built upon authentic learning activities that engages student interest and motivation. These activities are designed based on a unit of study and many of them allow students to work in groups. Performance is assessed on an individual basis and to demonstrate vertical alignment and student growth throughout the years all students are also assessed using a listening and speaking rubric. Finally, PBL allows students to present their voice and choice, and make decisions that affect the project.
   - Teachers are working collaboratively to achieve school goals and student goals.
   - Teachers, and coaches are working collaboratively in aligning entire curriculum to Common Core Learning Standards, and the entire school is moving towards a curriculum based approach.
   - School staff is working together to analyze data and student work. They are supporting students' weaknesses with researched strategies and are

At the present time the school, as a whole, is moving towards establishing a unified entity with one voice that is directed by our shared vision.

According to the Needs Analysis some of the identified strengths are as follows:
- Feedback to staff about their practices is being developed through the use of the Danielson rubric and this is seen as a developing area of understanding for all.
- All members are working towards achieving the current instructional focus: should be established within the next school year.
- School wide practices that are grade specific, which will be in consultation with their supervisor

According to the Needs Analysis some of the identified needs are as follows:
- Communication / roles clearly defined
- Entire staff of board – take ownership
- Follow through – monitor actions taking place
- Continuous support by administration
- Established teams with purpose and actions that are clear

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.

For June 2018, the level of effective school leadership will increase to 85% (as outlined by the NYC School Survey 2015 – 2016) measured by comparison of 2016 – 2017 NYC School Survey to the NYC School Survey 2017 – 2018.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
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<tr>
<td>Administrators, all teachers, and support staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2016 – June, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Administration</td>
</tr>
<tr>
<td>• Grade Leads</td>
</tr>
<tr>
<td>• Coaches</td>
</tr>
<tr>
<td>• Model Teachers</td>
</tr>
</tbody>
</table>

Administration will relate a deliberate, clear, and cohesive vision for all activities including:

- Instructional foci
- Problems of Practice
- Measurable and realistic end goals
- A time table and schedule of deliverables
- Other similar areas of interest and study

After explicitly relaying this vision to staff and staff leadership groups both administration and staff leadership will have time to discuss and agree upon the best approach to meeting these ends in a way that is meaningful and practical for remediation of administrative, staff, or student practices.

To promote effective shared leadership, staff will share different roles and responsibilities in the inquiry process, as outlined in section 5C.

Administration will gradually release ownership processes such as, inquiry to staff and staff leadership members periodically checking in on deliverables in order to keep staff on course.

Leadership models that should be fostered in classrooms will be modeled in staff teams in order to facilitate gradual release of responsibilities from teachers to students in instruction as outlined as Charlotte Danielson Framework for effective teaching.

Meaningful professional development workshops will be provided for staff and administration; that may include:

- ELA and math and other subject areas
- UDL (Universal Design)
- Leader In Me (The Seven Habits)
- Cultivation of staff practices
- Opportunities for teachers seeking tenure to give professional development etc. Time must be provided for teachers who receive professional development to turn key training to other staff members.

Literacy and math coaches will work closely to support grade and content teams in meeting instructional standards as defined by explicit work of collaborative administrative and staff teams.

### 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.

TBD

### Part 4 – Budget and Resource Alignment

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

<table>
<thead>
<tr>
<th>Human Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional Development Team</td>
</tr>
<tr>
<td>• Instructional Cabinet</td>
</tr>
<tr>
<td>• Model Teachers</td>
</tr>
<tr>
<td>• Learning Partners Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implementation of Leader in Me for all teachers and students</td>
</tr>
<tr>
<td>• Instructional focus</td>
</tr>
<tr>
<td>• Differentiated Professional Development</td>
</tr>
</tbody>
</table>

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

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

Quarterly monitoring for the Committees/Teams established above, will show 10% positive progress which will be determined by surveys. (November, January, March and May) Data from surveys will be gathered and analyzed to determine areas in need of progress. The data will be interpreted by each Committee/Team. The data will be used to provide guidance over time to sustain coherent, instructional programs.

Progress monitoring for Parents: Parents will be given the opportunity to participate in survey that will be given three times a year. (Beginning, Middle, and End of the Year). The survey will be aligned to the Committee/Team Questionnaire. This survey will be used to strengthen partnerships within our learning organization as a whole.

#### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.
P.S. 143Q will use internal teacher satisfaction surveys and the Learning Environment Survey to determine 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.

#### 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.

For June 2018, 25% of the P.S. 143 parents will participate in workshops/programs (Parent Lighthouse) presentations by school staff and community based organizations, that promote a healthy lifestyle in order to improve academic performance as measured by parent participation, attendance and surveys.
### 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>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Leaders:</td>
<td>Parents</td>
<td>November 2016-May 2017</td>
<td>Learning Leaders Organization, PTA</td>
</tr>
<tr>
<td>3 hour sessions of training given by Learning Leaders Organization.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After training need to commit to 3 hours a week of voluntary work in the school: Supporting lunch periods, assisting in classrooms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader-in-Me Leadership and Carnival:</td>
<td>Parents and Students</td>
<td>April 2017 to June 2017</td>
<td>Parent Lighthouse Committee, PTA, Administration, Teachers, CBO: Police Department precinct 115 will provide some of the resources for the event</td>
</tr>
<tr>
<td>Parental support in preparation of the event.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the day of the carnival parents will support school staff with all the activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents will receive training in Steven Covey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiation of Parent Lighthouse Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakfast with Santa</td>
<td>Parents and Students</td>
<td>November to December</td>
<td>School Staff, Administration</td>
</tr>
<tr>
<td>Flee Market Fundraiser</td>
<td>Parents and Students</td>
<td>November-December, March-May</td>
<td>School Staff, Administration</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.

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASA</td>
<td></td>
</tr>
</tbody>
</table>
NIA

Art Pilot 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.

| | | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| X | | | | | | | | | |

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
<tr>
<td></td>
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<td></td>
<td>In Kind</td>
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</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

P.S. 143Q will send out a mid-year survey to determine progress.

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

P.S. 143Q will use external surveys to parents and input during Parent-Teacher Association meetings to determine progress.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Renaiannce Learning Literacy Assessment</td>
<td>Level Literacy Intervention Program (Tier 2), Fundations (K-2 Tier 3) and Wilson (3-5 Tier 3)</td>
<td>Small group (up to 5 – 8 students Tier 2)</td>
<td>During the school day; Monday – Friday</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Prerequisite Math Assessment</td>
<td>GoMath RTI Program (Tier 2) Number Worlds Program (Tier 3)</td>
<td>Small group (up to 5 – 8 students Tier 2)</td>
<td>During the school day; Monday – Friday</td>
</tr>
<tr>
<td>Science</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Social Studies</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Determined during Pupil Personnel Team meetings based on teacher/parent recommendation and student formal data</td>
<td>To be determined by service provider</td>
<td>Small groups</td>
<td>During the school day; Monday – Friday</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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

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

   There are approximately 100 students identified as Students in Temporary Housing.

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

   The school will provide counseling services, after-school academic and arts programs. The school will also provide students will school supplies.

### Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   n/a

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

Part 1: Title I Status

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

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

In an effort to recruit the best teachers, we have contacted some of the local universities. In turn, they recommend candidates that have completed a degree program or are anticipating the completion of a degree program. In addition, we receive a number of resumes via mail and e-mail. These resumes go through an initial screening based on the specific license area in need. In order to ensure that teachers are highly qualified teachers, we only accept those resumes that fit the specific license area in need and those candidates that possess the proper certification and qualifying credentials. Once we have a pool of applicants, all candidates go through a rigorous selection and interview process. Potential hires are brought in for an initial interview with a hiring committee that consists of, at minimum, two (2) Assistant Principals. The Assistant Principals, who serve on the initial interview committee, possess an expertise and/or experience in teaching or supervising the specific certification area being sought.

After the initial interview process, those candidates who advance are invited to the school to conduct a demonstration lesson. They are asked to prepare for a literacy based lesson and are matched with the potential grade(s) they will be servicing (should they be hired). Finally, the candidate participates in a final interview with our hiring committee that consists of, at minimum, two (2) Assistant Principals. We discuss our professional expectations for any of our potential staff members and ask that we be provided with at least three (3) references that we may contact. Upon verifying the candidate’s prior work experience and professional conduct, we officially offer the candidate the position. In order to retain current members of our school community, who are considered Highly Qualified, we offer ongoing professional opportunities for growth and development.

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).

During the 2016-2017 School Year administrators, teachers, paraprofessionals, and staff will participate in differentiated professional development (PDs) based on their needs/preferences. P.S. 143Q personnel will complete different surveys throughout the year with a variety of professional development sessions for the personnel to choose from. The list for possible PDs have been developed by the PD Committee compose by different grade teachers and administration. Common Core Learning Standards, Quality Review, The Framework for Great Schools, Danielson Framework for Teachers, the P.S. 143Q Needs Analysis and instructional focus were all considered in the design for these PDs.

Some of the PDs include/will include:
- Item Analysis to Drive Instruction
- Whole Brain Learning: Keeping Students Engaged by Using Highly Interactive Form of Instruction.
- Book Clubs for ELLs
- Group Roles for Student Discussions
- NYSESLAT for Grouping in GE Classes

Guided Reading with ENL and SE Support

- Questioning for Clusters
- ENL Data for Planning and Grouping
- Math Data for Planning
- Questioning and Discussion for SWDs
- Techniques for Grouping and Data for Clusters’
- Literacy Learning Stations for ELLs
- ENL Changes and Policy
- Explicit Instruction
- Supporting Students with Autism
- Questioning and Discussion Techniques
- Read Alouds
- Looking at IEPs Through SESIS
- AMAO Tool for ENL Students
- Using Excel - Intermediate
- Using Technology in the classroom: SmartBoard, iPads
- Using Excel for the Item Analysis to guide instruction
- Paraprofessionals in the Classroom
- Go Math Changes and using ThinkCentral to obtain data
- Using Excel - Beginner
- Engagement within the conditions of learning

These are just some of the examples of the ongoing professional development sessions our staff will engage in to help meet the needs of our students and the expectations of Common Core Learning Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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

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

In the spring, prior to beginning Kindergarten, in order for students and parents to get accustomed to our off-site Annex Building location, we host all registration appointments here. This includes NYSITELL Testing and meeting with personnel that will be working with the children in September. In addition, we invite all incoming parents and students for a Kindergarten Orientation. During our program, the teachers conduct a brief building tour and the children visit a Kindergarten classroom. Teachers conduct a read aloud all about Kindergarten and children get to explore Literacy Learning Stations and the many learning tools in a Kindergarten classroom. While the children are visiting classrooms, we use this opportunity to meet with parents and review any essential information necessary for a successful transition during the opening days of school. The agenda includes an introduction of our mandated service providers, our Parent Coordinator, teachers and available support staff. Our School Nurse conducts a brief overview of the necessary health forms along with our procedures for our students with asthma, allergies and any chronic diseases. Finally, we discuss student bus procedures and the safety of our students as they ride a bus to/from our off-site Annex location.

We also host school visits for children attending local pre-K programs. Staff members lead a tour the building with the teachers and personnel from the local Pre-K facility together with the children.

In September, Opening Day is an early dismissal day for students. After children are dismissed, we invite our parents and families in together with children for an additional Opening Day welcome event.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

During the 2016-2017 school year teachers and school staff will participate in two professional learning cycles (First cycle begins- October 17, ends- January 28. Second cycle begins-February 6, ends- May 22). Each grade team will meet every Monday to discuss student performance (weaknesses, strengths), analyze data, and look at instructional strategies to address Common Core Learning Standards in order to help support the needs of specific groups. The groups would be determined after the learning cycle team works collaboratively in reviewing student work, chapter tests, pre and post assessments, classroom observations, and homework. To give autonomy to each of the grade teams, the focus for each of the cycles would be determined by each team. ENL teachers will participated in a learning cycle as a separate team. Professional development will be provided by grade teams, and other teachers, i.e.: How to scaffold instruction to support students, strategies to address specific skills. This will provide an opportunity to develop and tune an action plan with the steps to be taken in order to achieve the specific goal.

After analyzing classroom data, deciding on subject, a focus group, and a Common Core Standard, the process is the following:

- Teachers will administered a prerequisite assessment to the focus group to determine the students' strengths and weaknesses within a specific standard.
- Teachers will implement one specific, researched strategy that will target student(s) weakness.
Throughout the process teachers will gather information used to assess growth (mid and post assessments). In addition, data could include student work and scores, classroom observations, and student feedback. Through this process, teachers will share strong practices that have shown to work in their classroom as well as theories.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$1,058,554.00</td>
<td>☒</td>
<td>Section: 5A, 5C, 5D, 6, 7</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$303,688.00</td>
<td>☒</td>
<td>Section 5A, 5C, 6, 7</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$94,604.00</td>
<td>☒</td>
<td>Section 5A, 5C, 6</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>☒</td>
<td>§5A, 5C, 5D, 6</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$9,532,158.00</td>
<td>☒</td>
<td>§5A, 5C, 5D, 6</td>
</tr>
</tbody>
</table>

Explanatory/Background:

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

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

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

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

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

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

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

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

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

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

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

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 143, 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.

### Support for Parents and Family Members of Title I Students

P.S. 143Q The Louis Armstrong Elementary School will support parents and families of Title I students by:

- 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;

The school’s Parent Involvement

### Parental Involvement and School Quality

2018-19 CEP
The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Encouraging School-Level Parental Involvement**

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

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

**School-Parent Compact (SPC)**

P.S. 143Q, The Louis Armstrong Elementary School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

**I. School Responsibilities: High Quality Curriculum**

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

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

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

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

• creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
• assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
• sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
• supporting parental involvement activities as requested by parents;
• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

• monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
● check and assist my child in completing homework tasks, when necessary;
● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
● set limits to the amount of time my child watches television or plays video games;
● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
● encourage my child to follow school rules and regulations and discuss this Compact with my child;
● volunteer in my child’s school or assist from my home as time permits;
● participate, as appropriate, in the decisions relating to my child’s education;
● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
● respond to surveys, feedback forms and notices when requested;
● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY
Directions: Title III supplemental services for ELLs must include all of the following three components:
1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.
2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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
- [ ] Saturday academy

Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

To provide support and strengthen instruction for our ELL population of approximately 900 students, we have targeted programs for our Entering, Emerging, Transitioning, Expanding and Commanding (first two years after attaining proficiency) ENL and Dual Language students (English Proficient and ELL students) including those with special needs.

Our Reader’s Theater Morning Program (M-W, 6:55AM-7:55AM), which will target our Entering, Emerging, and Transitioning ENL students in grades K through 5 in both general and special education, will begin in November. There will be one class per grade. Each class will have a ratio of a maximum of 10 ELLs or dual language English proficient students and 1 certified ENL teacher (10:1). Teachers for the Reader’s Theater Morning Program, both ENL certified teachers and content specialists (Arts/Technology), will provide direct instruction using team teaching. This will afford the students an opportunity to learn ENL strategies, as well as creative arts techniques. A majority of our Entering, Emerging, and Transitioning ENL students read below grade level based on the Fountas and Pinnell Reading Benchmark Assessments. In addition, based on a breakdown of their NYSITELL and NYSESLAT scores, they also need support with their speaking and listening skills. The data from these two assessments will be used to select students to attend this program. Furthermore, a pre, a mid, and a post assessment will be conducted focusing on the listening and speaking modalities. These assessments will be used to determine the students’ progress and drive instructional decisions throughout the program. A rubric will be used to assess their performance of their skit. Reader’s theater is a method of reading a story aloud, like a play, without memorization, props, or a stage. Students are each assigned a character role and read their parts with expression, meaning and enthusiasm. Dramatic oral reading in a role-play reading format has proven to improve reading skills in a fun and engaging way. We will be purchasing Reader’s Theater from Santillana. This program targets students who need support in developing their listening, speaking, and reading skills with a focus on comprehension. It also incorporates visual cues that target vocabulary development geared toward ELLs. Six ENL Teachers and teachers with Arts experience (i.e. Theatre Cluster teacher, Visual Arts/Technology teacher) will motivate the students to interact using their oral, visual and auditory skill to acquire English language skills.

Our Saturday Program (7:45AM-11AM) will be in November, for grades 1-5 and will target our Transitioning and Expanding ENL and Dual Language students. English Proficient (EP) students from our dual language classes will also be invited. There will be one class per grade with fifteen students per class. Students in the Saturday Program will not be the same as those in the morning program. Spotlight on English from Santillana will only be used as supplemental material for the Saturday program. It will not be used during the regular school day. This program will target writing, as this has been identified as a need based on our ELL students' performance on both the writing portion of the NYSESLAT and their ELA scores. Six ENL Teachers, Bilingual Education Teachers, and/or Dual Language teachers will use Spotlight on English, also from Santillana. Grade appropriate classroom sets will be purchased for each class. This program supports students in developing the writing process and giving them targeted strategies to guide their independent writing. This breakdown is based on the number of students who need writing and ELA support.
Part B: Direct Instruction Supplemental Program Information

Another Saturday program (7:45AM-11AM), STEM for ELLs-Building Bridges by Building Bikes will also be offered. This class will allow 25 ELLs (primarily Special Education ELLs) and English Proficient (EP) dual language students, in grades 3-5, to take part in the hands-on design and engineering principles of bicycles. This enrichment program will use ENL strategies to incorporate the four disciplines of STEM education (science, technology, engineering, and mathematics) which are very necessary for our children to be able to compete in today's increasingly competitive global marketplace. In this program, students will be putting the academic skills they have learned in various classes towards the engineering of a functional bicycle. Our school is just a few blocks from Flushing Meadows Park, which will allow us to take a day trip to ride our bikes and learn about bicycle safety as our culminating event. This program will provide students with a strong and positive formative experience, one that will allow them to understand the practical value of the skills we teach in the classroom, and one that may guide them towards meaningful and productive academic pursuits and careers. The ENL Teacher and Science Teacher should have basic knowledge of bicycle engineering. Title III funds would be used to purchase the tools necessary for proper bicycle maintenance.

Our After School Newcomers program (2:30PM-4:15PM, W-Th) will target newcomers to our school for less than one year. We aim to have 3 classes of 15 students each both taught by ENL certified teachers with familiarity with either Spanish and/or Chinese. The program will span from October to January, using the Santillana Spotlight on English, Newcomer Handbook. The program utilizes dictionaries, photo cards, audio CDs, and other supplemental resources to provide scaffolds in reading, writing, speaking, and listening across all content areas. One class will target grades K, one class will target 1-2; one class will target grades 3-5. New students admitted to the school will immediately be invited to the program through rolling admissions through the end of the program.

For all three programs, 20% of the total Title III monies will be used to purchase laptops (OTPS) for use with Lexia, an online literacy program funded by District 24. Usage of the laptops will be used daily during the Title III instructional programs. Lexia has an assessment system that provides progress monitoring as well as reports that both the Title III teachers and classroom teachers can access. Data from the assessments will be used to provide personalized online instruction and individualized/small group instruction lessons for the Title III teacher and classroom teacher.

Records including agendas, attendance sheets and invitations in the parent’s preferred language will be kept in a separate binder by the Principal's Secretary in the general office. The ENL Coordinator will also keep a copy of these documents.

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: 

P.S. 143Q is a very large school of approximately 1,700 students, with an ELL population 52%. A majority of the non-ELLS are former ELLs, and most of the student's households have a home language other than English; predominantly Spanish. Therefore, all of our pedagogical and non-pedagogical staff work with ELLs, former ELLs, and students whose first language is
Part C: Professional Development

not English. In order to properly service our students, virtually all of our staff need to employ ESL strategies for delivery of instruction, have a working knowledge of state mandates with regards to ELLs, and have an understanding of the process for the identification of ELLs. This is why professional development is an ongoing endeavor for all ELL personnel, which include: certified ENL push-in providers, self-contained ENL classroom teachers, dual language bilingual teachers, classroom teachers of ELLs, para-professionals, office and supervisory personnel. Professional development is provided throughout the school year by our certified ENL teachers, dual language teachers, supervisors, and our Bilingual/ENL Compliance Coach during our Monday afternoon sessions from 2:20 PM to 3:40 PM. Professional Development is planned out on a month by month basis. The following are professional development topics that our teachers have and will continue to be provided throughout the year:

- RLAT Data analysis
- English/Spanish Cognates
- Analyzing RLAT Data
- Strategies for Newcomer ELLs
- Co-teaching Model for ENL
- Incorporating Modalities
- Introduction to Dual Language
- Identifying ELLs
- Technology for ELLs
- Vocabulary Development
- Practical application for all ENL students
- Book Study
- Strategies to promote speaking skills for ENLs

Teachers also participate in out-of-school professional development workshops offered by DELLSS to further develop their use of ENL strategies in all content areas. ENL providers and teachers of self contained ENL classrooms will have the opportunity to attend workshops offered from DELLSS.

During the Monday professional Development time there will be differentiated workshops provided for classroom teachers, ENL providers and out of classroom support teachers. These workshops will be occur monthly throughout the school year. Teachers will have the choice as to which workshop to attend based off the needs of their learners. Topics will include but are not limited to the professional development topics listed above.
Part C: Professional Development

On both Election day and the Chancellor’s Conference Day the staff will be provided with ENL professional development. Teachers will have the opportunity to choose workshops based off of their needs as a teacher and for their learners. Topics will include but are not limited to the professional development topics listed above.

For the Reader’s Theater Morning Program, the teachers will participate in a co-teaching workshop, which will help them understand how to team teach and incorporate ENL strategies.

For the Newcomer’s Program, the teachers will receive professional development on effective strategies for newcomers.

For the Saturday program, the teachers will receive professional development on vocabulary development.

The ENL and Science Teachers for the Bike program will be attending 20 hours of professional development, wherein 2 teachers will learn how to administer the Build a Bike Program. The teachers will be trained by Recycle a Bicycle, which is a NYC-based non-profit that encourages use of alternative modes of transportation, as well as prepares students for careers in bicycles. The PD will review the mechanics of bikes and will review techniques for encouraging participation. Hands-on projects such as this provide and interesting and meaningful context for children to practice their English language skills and engage in problem-solving activities.

All teachers who teach a Title III program will receive professional development on how to use quantitative and qualitative data to drive instruction.

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: ______

Parent involvement is crucial for English Language Learners to achieve proficiency in English and to help families of ELLs feel welcomed into the school community with a new language and culture. All information and notifications are provided to parents in their home language. Workshops are offered to provide parents with assistance to ensure their child’s social, emotional and academic success. The Parent Coordinator offers a variety of workshops. These workshops provide parents with an overview of the ELA, Math, the NYSESLAT and Science Tests. During the workshops, parents learn how to help their children prepare for these tests and gain an understanding of the purpose of these tests. English As A Second Language workshops are also offered and parents are given the opportunity to learn how to read, write and speak the English language. Family events will take place throughout the school year. The school works closely with parents and offers a variety of activities that foster parent participation. We also provide parents with an opportunity to meet the administration of the school which includes the Principal, Assistant Principals, Guidance Counselors, Coaches and Coordinators. All activities and schedules are provided through flyers and notices sent home to families in Spanish and English.

- The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143, including ELL parents of current and former ELLs. The Parent Coordinator
Part D: Parental Engagement Activities

provides families the opportunity to work with the Family Literacy Program to strengthen parents’ abilities to support their children in their own learning.

- Parental needs are reviewed and evaluated by means of a parent survey, distributed twice during the school year, by the Parent Coordinator. Issues, needs and concerns are then communicated to the school administration who will take these into consideration when planning future school-wide events and activities. The School Leadership Team includes parent representatives that communicate issues and concerns with school staff on an ongoing basis.

- In addition, the Parent Coordinator will offer workshops in collaboration with the following CBOs, which are Latin Women in Action and Prime America. &nbsp;Parents are informed of these workshops through monthly PTA meetings and informational flyers.

- ENL Parent Conferences will be held monthly. &nbsp;During these meetings, teachers from the ENL Department will have the opportunity to have conversation with the parents regarding their child’s ENL level and academic progress. This time will allow for individual conference between parents and teachers.

- The school principal will continue to communicate with parents on monthly basis to keep the school community informed about future events. Through this method, he will highlight the curriculum, share success stories and it will serve to refresh parents' memories about important dates, and other general news.

- During our parent engagement time, teachers will continue to communicate with ELL families, through their native language, to discuss students’ progress, student goals, and triumphs. Building this ongoing relationship with parents is key to our students’ language acquisition and it makes parents feel they are valued members of the school community and most important their children.

- Parents of children in Title III Afterschool and Saturday programs will be invited to participate in hands-on language enrichment activities with their children on select dates. &nbsp;These activities will be an opportunity for the parents to review the work their children are learning during the programs. &nbsp;In addition, these parents will also be encouraged to discuss their child’s progress.

- Records including agendas, attendance sheets and invitations in the parent’s preferred language will be kept in a separate binder by the Principal's Secretary in the general office. &nbsp;The ENL Coordinator will also keep a copy of these documents.

In addition, the Parent Coordinator will offer workshops in collaboration with the following CBOs, which are Latin Women in Action and Prime America. Parents are informed of these workshops through monthly PTA meetings and informational flyers.

ENL Parent Conferences will be held monthly. During these meetings, teachers from the ENL Department will have the opportunity to have conversation with the parents regarding their child’s ENL level and academic progress. This time will allow for individual conference between parents and teachers.

The school principal will continue to communicate with parents on monthly basis to keep the school community informed about future events. Through this method, he will highlight the curriculum, share success stories and it will serve to refresh parents' memories about important dates, and other general news.

During our parent engagement time, teachers will continue to communicate with ELL families, through their native language, to discuss students’ progress, student goals, and triumphs. Building this ongoing relationship with parents is key to our students’ language acquisition and it makes parents feel they are valued members of the school community and most important their children.

Parents of children in Title III Afterschool and Saturday programs will be invited to participate in hands-on language enrichment activities with their children on select dates. These activities will be an opportunity for the parents to review the work their children are learning during the programs. In addition, these parents will also be encouraged to discuss their child’s progress.
Part D: Parental Engagement Activities

Part E: Budget

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

Allocation Amount: $____
105,166

<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>
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</thead>
<tbody>
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<td>Professional salaries (schools must account for fringe benefits)</td>
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<td></td>
</tr>
<tr>
<td>1. Per session</td>
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<td>2. Per diem</td>
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<tr>
<td>Purchased services</td>
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<td>1. High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
<td></td>
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<tr>
<td>2. Must be supplemental.</td>
<td></td>
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<tr>
<td>3. Additional curricula, instructional materials.</td>
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<tr>
<td>4. Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<td>Travel</td>
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<tr>
<td>Other</td>
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<td><strong>TOTAL</strong></td>
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DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>The Louis Armstrong Elementary School</td>
</tr>
</tbody>
</table>

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.

- Principal: Jerry Brito
- Assistant Principal: Karen Pang
- Coach: Jorge Silva
- Coach: Kelly Osso
- ENL (English as a New Language)/Bilingual Teacher: Rita Rosenthal
- School Counselor: Windis Jaquez
- Teacher/Subject Area: Andrea Diaz
- Parent: Angelica Salgado
- Teacher/Subject Area: Allison Fong
- Parent Coordinator: Jessica Malaga
- Related-Service Provider: Heather Florkowski
- Field Support Center Staff Member: type here
- Superintendent: Madeline Chan
- Other (Name and Title): type here

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 19 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 5 |
| Number of teachers who hold both content area/common branch and TESOL certification | 13 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 8 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 11 |
| Number of special education teachers with bilingual extensions | 2 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 1697 |
| Total number of ELLs | 887 |
| ELLs as share of total student population (%) | 52.27% |

2018-19 CEP
A. ELL Programs

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12 Tot #</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
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<td>TBE</td>
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<td>TBE</td>
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<td>DL</td>
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<td>Total</td>
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<td>3 3 3 2 2 2 0 0 0 0 0 0 15</td>
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Part III: Assessment Analysis

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

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

   To assess our ELLs early literacy skills, we begin with our Fundations Inventory and the Fountas and Pinnell Benchmark Assessment. The Fundations Inventory Assessment data provides us with concept of print and letter recognition information. Based on the Fundations Inventory Assessment we know:
   
   • 44% of our Kindergarten ELL students are able to recognize their uppercase letters
   • 42% of our Kindergarten ELL students are able to recognize their lowercase letters
   • 18% of our Kindergarten ELL students are able to recognize their sounds
   • 94% of our First Grade ELL students are able to recognize their uppercase letters
   • 94% of our First Grade ELL students are able to recognize their lowercase letters
   • 81% of our First Grade ELL students are able to recognize 81% of their sounds
   • 84% of our Second Grade ELL students are able to recognize their uppercase letters
• 85% of our Second Grade ELL students are able to recognize their lowercase letters
• 88% of our Second Grade ELL students are able to recognize their sounds

This data provides our K-2 grade teachers with specific information on the needs of our ELL students. This information also provides our ENL providers with literacy information to guide their programs for our ELL students. We are currently administering the Fountas and Pinnell Benchmark Assessment. This assessment will provide us with each student’s reading level. The running record focuses on the student’s accuracy, fluency, comprehension and writing skills. This information will help guide our teachers’ instruction and our ENL providers will be able to select an appropriate program to guide their students.

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

At P.S. 143Q we have many structures to support this effort. One of the structures is curriculum mapping which utilizes a standards-based approach. Another structure that supports this effort is our ENL data analysis meetings. In addition, ENL, and other providers attend common planning meetings with the classroom teachers. Furthermore, we have inquiry analysis teams that analyze data and create focus groups of students to target their needs as an additional support.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

The success of our ENL Program (DL and Free Standing ENL) is evaluated by reviewing the data collected by using a variety of formal and informal assessments. The formal assessments include the following: NYSITELL, NYSES LAT, El Sol, ELE, NYS ELA, NYS Math, and NYS Science. Informal assessments include but are not limited to the following: ELL Interim Assessments, conference notes in the different content areas, running records, on demand ENL writing assessments, and teacher observations.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Literacy and/or Math. Inquiry is used to focus on students who need targeted instruction in the four ENL modalities (L, S, R & W). Leveled Literacy Intervention (LLI) is used to address students who do not meet grade-level benchmarks in reading. In each of these interventions, small group instruction, as well as one-on-one conferences are used to support students. Imagine Learning is used for our ELLs as needed, especially for our newcomers and Entering students.

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.]

From our Fountas & Pinnell and other various assessments teachers decide if an ELL student may need to be in RTI. The classroom teacher will provide the ELL students with the necessary scaffolds for Tier 1. If the child does not show any progress the student is recommended to Tier 2. In Tier 2 the RTI provider will provide the student with intensive small group instruction. This instruction could be tailored to meet the students phonics or literacy comprehension level based on the data collected. If the child does not show any progress in Tier 2 they will be recommended for Tier 3. During tier 3 the students will be provided with a small group intensive environment with the RTI/AIS teacher. To see if a student has made progress, we will re-administer the Fountas and Pinnell running record to gather updated information to help further guide instruction.

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 R LAT from ATS.]

The data patterns with regards to the ELL students’ NYSES LAT and NYSITELL scores across proficiency levels and grades show distinct patterns and fluctuations. Data for grades K show that 56% of ELL students’ proficiency level is Entering. 25% of Kindergarten students score at the Emerging and Transitioning levels and 19% of Kindergarteners are at the Expanding level. This shows more than half of incoming ELLs scoring at the Entering level with an almost even number of ELLs at the Emerging, Transitioning or Expanding levels. By first grade there is a significant shift in ELLs proficiency levels with only 18% scoring at the Entering level, 48% scoring at the Emerging and Transitioning levels and 34% scoring at the Expanding level. This indicates that a large number of ELLs are increasing their English proficiency from Kindergarten to first grade. The second grade ELLs scores reflect 21% scoring at the Entering level, 58% scoring at the Emerging and Transitioning level, and 20% scoring at the Expanding level. This data shows that there is a lot less movement across proficiency levels from first and second grade than from kindergarten to first grade. The third grade ELLs scores show 16% scoring at the Entering level, 31%
scoring at the Emerging and Transitioning level, and 52% scoring at the Expanding level. This data shows significant movement from the Emerging and Transitioning levels to the Expanding level and minimal movement from the Entering to the Emerging or Transitioning levels from second to third grade. The fourth grade ELLs scores show 23% scoring at the Entering level, 43% scoring at the Emerging or Transitioning level, and 34% scoring at the Expanding level. This seems to indicate movement from the Entering to Emerging or Transitioning levels, but it also seems that less students are moving into the Expanding level from third to fourth grade. The ENL fifth grade students’ scores reflect 25% scoring Entering level, 36% at the Emerging and Transitioning levels, and 39% scoring at the Expanding level. This indicates less movement from fourth to fifth grades across proficiency levels. It may also be noted that while a majority of ELLs scored at the Expanding level in third grade showing significant movement toward English proficiency, that pattern is not maintained in the upper grades (fourth and fifth).

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? There are many structures that we use to disseminate these findings and make adjustments to our programs. We have ENL data analysis meetings throughout the school year to analyze and discuss strategies and share best practices in regard to ENL instruction. We also analyze the ENL data and determine trends. We then collaborate with each other to discuss how we could meet the needs of our ELLs, build on their academic strengths, and address their academic gaps. We share these findings with the classroom teachers during common planning sessions. The classroom teachers can then use this data to implement the suggested strategies and monitor student progress. In addition, the ENL Team meets once a week to identify specific students who are not making adequate progress, and discuss strategies to implement that will help to address their specific needs. As part of the inquiry process, we track our inquiry/focus students in a specific modality along with the CCLS to help students achieve mastery of grade-level standards. Information is also shared through grade-level ENL workshops for classroom teachers. We hold monthly parent meetings to discuss ENL data and provide parents with strategies to help their children at home.

**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.

      Our freestanding ENL (English as a New Language) program delivers instruction to ELLs (English Language Learners) in two different formats; ENL Push-in/Co-teaching; and Self-Contained ENL Classes. The ELL students serviced by the ENL Push-in/Co-teaching model receive instruction for the mandated units of study according to their proficiency level through a collaborative co-teaching approach where the classroom teacher and ENL teacher provider integrate ENL strategies in English Language Arts (ELA), and content area instruction. In addition, the ENL teacher provides stand alone ENL instruction for Entering and Emergent students. The ELL students serviced in the ENL self-contained classroom setting receive all instruction by a dually certified (Common Branch and ESL) classroom teacher. This classroom teacher is responsible for delivering instruction for the mandated units of study according to students’ proficiency levels, as well as providing stand alone ENL instruction for Entering and Emergent students. In this format, the teacher provides ENL strategies throughout the instructional day in the various content areas.

   b. TBE program. *If applicable.*

      Currently we have three Transitional Bilingual Education (TBE) (Spanish) classes. These are 12:1:1 Special Education classes in Kindergarten, 1st Grade, and 2nd grade. The students in TBE transfer home language skills to English from Spanish. Students receive 75% of instruction in Spanish and 25% instruction in English at the beginning of the as the year. As the year progresses and the students become more proficient in English the percentage of instruction in Spanish decreases as the English instruction increases.
Instruction is also differentiated for individual students according to their ELL level. For example, the ratio of home language to English for Entering students is 75/25; for Emerging students is 60/40; for Transitioning students is 50/50; and for Expanding students is 25/75.

c. DL program. If applicable.

DL (Dual Language) General Ed Classes consist of two classes on each grade. The teachers employ a side by side model where both classes on the grade switch every other day between Spanish and English. The Spanish instruction is delivered by a certified Bilingual Common Branch Spanish teacher and the English instruction is provided by a certified Common Branch teacher. Both groups could either have 50% ELLs and 50% Non-ELLs or one group could be entirely non ELLs and the other group for have ELLs. The ELLs in the Dual Language Program are Spanish speaking students or English and who scored at a Transitioning to Commanding level on the NYSESLAT or NYSITELL. These students are also serviced by the ENL Push-in/Co-teaching model. They also receive instruction for the mandated hours and units of study according to their proficiency level through a collaborative co-teaching approach. The classroom teacher and ENL provider integrate ENL strategies aligned with the Bilingual Common Core Progressions in the content area and in addition provide stand alone ENL instruction for Entering and Emergent students. The remainder of the students is made up of Non-ELLs whose parents have expressed a desire for them to achieve proficiency in both languages. The non-ELLs can be from Spanish speaking homes, or from homes where English or another language is spoken primarily. In this program students are emerged in instruction that supports their native culture.

Our DL ICT (Integrated Co-Teaching) Classes consist of one class for grades K-2. Spanish and English instruction is delivered by two certified Bilingual Common Branch Spanish teachers. One of the teachers also holds certification in Special Education. The teachers provide their ELL group with the strategies, the scaffolds needed, the mandated hours and units of study according to their proficiency level through a collaborative co-teaching approach. The classes consist of about 30 students in which there is a maximum of 12 for students with an IEP (Individualized Educational Plan) who are also ELLs. The remainder of the class consists of non-ELLs from Spanish speaking homes or from homes where English or another language is spoken primarily. In this program students are emerged in instruction that supports their native culture.

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)?

Classroom and ENL Provider schedules are aligned to meet the mandated hours based on individual students NYSESLAT and NYSITELL performance.

Administrators engage in ongoing yearlong recruitment based on availability of candidates holding proper certification. A Hiring Committee is then called upon to interview and recommend the best possible candidate.

Classroom teacher and/or ENL providers follow the mandated times assigned to each student according to their level of proficiency.

Students in ENL and DL classes who scored at the Entering level on the NYSESLAT receive the required 180 minutes standalone ENL per week and 180 minutes of integrated ENL/ELA per week. Students in ENL and DL classes who scored at the Emerging level on the NYSESLAT receive the required 90 minutes standalone ENL per week, 180 minutes of integrated ENL/ELA per week, and the required 90 minutes in another content area instruction per week. Students in the ENL and DL classes who scored at the Transitioning level on the NYSESLAT are not required to receive minutes for standalone ENL per week, but receive the required 90 minutes integrated ENL/ELA per week, and required 90 minutes in another content area instruction per week. Students in ENL and DL classes who scored at the Expanding level on the NYSESLAT are not required to receive minutes for standalone ENL per week in standalone and receive 180 minutes per week of ENL/ELA or other content area. Students in freestanding ENL programs and in DL classes who scored at the Commanding level on the NYSESLAT are not required to receive minutes for standalone ENL per week, but receive a minimum of 90 minutes integrated ENL/ELA or other content area. Students in ENL and DL classes that scored at the Commanding Level on the NYSESLAT are mandated to receive an additional two years of ENL support.

HLA (Home Language Arts) instructional minutes are delivered to only DL and TBE classes. In DL classes students receive 50%
of the yearly instruction in the HLA and 50% of the yearly instruction in English. Both literacy and content are taught equally in both Spanish and English over the course of the program. Instruction is delivered in one language at a time without translation. Our DL program extends from grades K-5. Our DL ICT program extends from grades K-2.

Our TBE program extends from grades K-2. All the students in the program share the same home language (Spanish). As students (all ELLs) develop English language skills, time in the home language decreases. Students who scored at the Entering level on the NYSESLAT receive 75% of instruction in the home language and 25% in English. Students who scored at the Emerging level on the NYSESLAT receive 60% of instruction in the home language and 40% in English. Students who scored at the Transitioning level on the NYSESLAT receive 50% of instruction in the home language and 50% in English. Students who scored at the Expanding level on the NYSESLAT receive 25% in the home language and 75% in English.

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.

Content area instruction is delivered in compliance with the legislative mandates and directives for each ELL program as described in CR Part 154. Dual language students received content area instruction in both English and Spanish.

Kindergarten students in Dual language receive one 45-minute period each week of Science and Social Studies as do student students in first, second and third grades. Instructional language varies with a side by side model of English and Spanish on a daily basis. Math and literacy instruction in Dual Language classes likewise varies with alternating patterns of English and Spanish where students are instructed also using the ReadyGen Pathways and Go Math programs. Students receive ten 45-minutes periods of literacy per week and ten 45-minute periods per week of math. Cluster teachers instruct students who receive one 45-minute period each week of Science and one 45-minute period each week of Social Studies. Also, students receive one period of Science and of Social Studies each week taught by the classroom teacher using the side by side method. Science and Social Studies instructional time allocation each week conforms to CR Part 154 requirements.

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

PS 143 ELL students are evaluated in Social Studies and Science in their native language for unit exams and state exams as the ELL students are transitioning from their native language to English. ELLs in the DL program are also assessed once a year though the ELE State Exam. Our Dual Language ELL students are also evaluated in literacy with running records in their native language.

5. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE
b. Newcomer
c. Developing
d. Long Term
e. Former ELLs up to two years after exiting ELL status

a. Currently, we have no SIFE students. However, AIS programs and interventions are available should any SIFE students be enrolled throughout the school year. In addition, teachers would implement other strategies to help these students move forward such as establishing partnerships in the classrooms. Flexible and differentiated groupings could be established to meet these students’ needs. ENL and AIS teachers could push-in to provide additional support for these students. At-risk counseling would be provided by our Guidance Counselor, Intervention Specialist and Parent Coordinator.

b. Newcomers with less than three years in the U.S. are generally placed in a push-in program or a self-contained ESL class at the parent’s request. We are using the On Our Way to English program; this program offers an intensive guided reading program for newcomers. The ENL providers and classroom teachers will utilize these programs to help our newcomer students. Newcomers have access to books in their native language. They also use glossaries, word to word dictionaries, translated computer software, picture dictionaries and multicultural text. They are further supported through partnership and buddy systems.

c. AIS Services including remedial reading programs such as Wilson, Words Their Way, Fundations, Reading System, and Imagine Learning for ELLs who have been receiving services for four to six years. In addition, these students are invited and
encouraged to attend all remedial ELA and Math Before and After School Programs as well as Saturday Academy programs.

d. Currently, we have no long term ELLs (over six years). However, if any were to arrive during the school year, we have AIS teachers in place to provide intensive remedial support using a variety of programs. In addition, these students would be invited and encouraged to attend all remedial ELA and Math before and after school programs as well as Saturday Academy programs.

e. Former ELLs are invited to all the programs that are ELL students are involved in. Former ELLs are identified and assessed carefully to make sure that they get continued support if they require it. ENL providers make room in their schedule to provide support to for former ELLs. Testing accommodations are made for former ELLs along with current ELLs accordingly.

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?

Our ELL - SWD will use the ReadyGen and GoMath programs. Both programs provide scaffolds for ELLs and SWD. Our ENL providers will use On Our Way to English guided reading program for their push in/pull out small group instruction. Our Self-Contained classes will be provided with On Our Way to English whole group program to the entire class throughout the week.

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?

The special education team meets to discuss the present levels of performance for each student who has an IEP. Based on the child’s performance, a flexible program is used throughout the day, so the student could participate in the General Ed curriculum alongside their general education peers. This consists of students in multiple settings throughout the day, ie. 12:1:1 for math and ICT for ELA. In addition, our SWD ELLs are invited to participate in our afterschool S.T.E.M. Bicycle Mechanics program. This provides these students with the opportunity to build language and hands-on activity.

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.

To provide support and strengthen instruction for our ELL population, we have implemented the following programs: The morning program focusing on reading and language acquisition, Extended Day Program focusing on language development acquisition through literacy, Saturday Program focusing on math, language development and acquisition through the use of literacy. Additional support is provided by push-in ESL/AIS teachers. The following technology programs are utilized: Imagine Learning (English, Spanish, Chinese) and RAZ-Kids reading program.

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

Morning and after school programs will be continued for the upcoming school year. Programs used include On Our Way to English (Regular School), Journeys (Morning Program), and Write Traits (Saturday Program) as detailed in our Title III. ENL push-in teachers will be servicing classroom teachers multiple times a week to include both stand alone (On Our Way To English) ENL and integrated ENL/content area instruction (Go Math, etc.)

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

Currently, we are not discontinuing any programs and/or services. Note that due to construction on Saturdays, there will not be any Saturday Programs in the building 2015-2016. The programs used for Saturday Program will be scheduled for morning and/or after school times.

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

All school programs offered to non-ELL students are also offered to ELL students. These include Saturday ELL Academy, Before and After School Remedial Programs, Enrichment Programs such as Theater/Drama, Art, Music, Dance, Dance Festival, and The Casa Theatre group, which are afforded to the entire school population.

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.
To provide support and strengthen instruction for our ELL population, we have implemented the following programs: The morning program will focus on reading and language acquisition through Reader’s Theatre for our Entering and Emerging ELLs, After School/Saturday Program will focus on language development acquisition through literacy for our Transitioning and Expanding ELLs (Write Traits and MOEMs, respectively). Additional support is provided by push-in ENL/RTI teachers. The following technology programs are utilized for all ELLs: Imagine Learning (English, Spanish, Chinese) and RAZ-KIDS reading.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Our Dual Language classes will serve both ELL students in need of English language development and English-proficient students who are interested in learning and/or improving the target language (Spanish). Our program is designed to continue developing students’ home language, as well as English skills while supporting English-proficient students in learning Spanish. Through their interactions and language support, each group will provide a role model for language development.

The Dual Language model adapted by our school is the side-by-side, alternating-day in which the students will receive 50% of their instructional time in one room with a Spanish language immersion teacher who will only use the target language. The remaining part of the instructional time will be with a teacher who instructs only in English in another room. Our teachers generally teach exclusively in one language to two groups of students. Language is taught through content areas as well as through literacy (Go Math and ReadyGen Curriculums are taught in English and Spanish). The goal of our program is to develop grade-level-appropriate, bilingual, biliterate and bicultural academic skills in both English and Spanish for all students.

Native language support may be given in Free Standing ENL programs in a variety of ways. Native language libraries and textbooks are available for ELLs who require their support. Technology based programs such as Imagine Learning and RAZ-KIDS also offer native language support. In addition, classroom and support teachers may give native language support to individual students on a case by case basis.

ENL services are provided through self contained ENL classes and push in models. Home language support is provided based on students needs in both models. Imagine Learning (computer based program) and Estrellita (phonics program in native language) are programs used to support the home language to these students. Materials are provided to students in their home language as needed. The Go Math program has materials available in home language. In regard to ReadyGen, supplemental materials are used in students home language as needed. Additionally, in all ENL programs, native language supports such as the use of cognates are employed to help build on the ELLs native language and make connections to English language vocabulary.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All required support services and resources for ELLs are determined according to the individual students’ grade and ability as indicated by their NYSESLAT results. AIS providers also support students according to their individual needs. Student peers provide assistance to students who speak the same language when possible.

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

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Parents and newly enrolled Kindergarten students are invited to attend a Kindergarten Orientation before the beginning of the school year. The goal of this program is for parents and students to become familiar with the school and teachers. In addition, newly enrolled ELLs and their parents are invited to a parent selection meeting to become familiar with the program options and ENL staff members. Throughout the school year, parents are invited to attend parent ENL/NYSESLAT information sessions and meet with their children’s ENL providers.

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

   a) EPs and ELLs will receive the same amount of instructional time in the target language based on the side-by-side model of instruction of the Dual Language classes. The language used for instruction is broken down by a 50/50 ratio. Fifty percent of classroom instruction is provided in English and fifty percent of classroom instruction is provided in Spanish. Content and literacy instruction are provided to all students in both languages.

   b) EPs and ELLs are integrated throughout the entire school day and year. All content areas are integrated within the daily instruction schedule so that EPs and ELLs are acquiring academic and social languages in both simultaneously.

   c) In the side-by-side model, two groups of students receive instruction from two teachers – a Bilingual (Spanish) teacher and a common branch teacher. Each class alternates teachers and classrooms who use a specific language of instruction for the entire school day. For example, group A will receive instruction in English from the English language teachers in his/her classroom while group B will receive instruction in Spanish from the Spanish language teacher in his/her room. The next day, group A and B will switch. Through this model, each group alternates English and Spanish days. All content areas are taught in both languages on alternate days.

   d) In the side-by-side Dual Language model used in our school both languages are taught simultaneously to each class from Kindergarten to Fifth Grade.

Professional Development and Support for School Staff

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

Professional development is an ongoing endeavor for all ELL personnel and is provided throughout the school year by district officials, the Principal, Assistant Principals, Coaches and other ENL teachers. ENL teachers attend professional development provided by the OLL, NYS Spanish BETAC, Center for Applied Linguistics (CAL), Hunter College. Professional development is also provided in-house during Faculty Conferences, Grade Conferences, and Professional Development time (Mondays). For every professional development, agendas and sign-in sheets are kept in a file. The Bilingual ESL Coach attends bi-weekly PD sessions offered by the network on Common Core learning standards, working with SIFE students, how to identify ELLs, RTI, complex and frustration-level texts, and bilingual common core progression. Subsequently, The Bilingual ESL Coach turnkeys this information to ENL and DL teachers at weekly meetings.

Teachers of ELLs are currently using On Our Way to English, which is a new program for ELLs in K-5. It is aligned with the Common Core Learning Standards. This program provides ongoing support throughout the year. In addition, ReadyGen and Go
Math have sections designed to support the ELLs. The ENL Coach also provides professional development to align current programs to the CCLS.

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.

Our guidance department provides orientation for our ELLs who are being promoted to middle school. Depending on the needs of individual students, guidance personnel will provide private counseling to students being promoted to middle school. Our bilingual Guidance Counselor does parent outreach throughout the school year to aid families with this transition. The Parent Coordinator also gives workshops on school choices available to children.

All staff receive 7.5 hours of ELL training during the current school year from in-house and from outside organizations such as New York University, Museum of Modern Art and SBETAC. Teachers provide agendas and literature that were obtained at these workshops. Records of this training are maintained by the Bilingual ENL Coach.

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?

   A schedule will be made to meet parents after school on the parent involvement time allotted for Tuesdays.

   2. Parents will be sent letters of appointment for these meetings and a signed record of matters discussed will be kept on file with the Bil./ENL Coach.

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

   The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including ELL parents of current and former ELLs. The Parent Coordinator provides the Family Literacy Program to strengthen parents abilities to support their children as they experience the school’s curriculum in their own learning. The school nurse coordinates workshops addressing health issues of students such as dental hygiene, flu prevention, asthma, eye care and other issues.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerry Brito</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Karen Pang</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jessica Malaga</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Andrea Diaz</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Angelica Selgado</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Kelly Osso</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Rita Rosenthal</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jorge Silva</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Allison Fong</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Windis Jaquez</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Madeline Chan</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 24Q143  School Name: Louis Armstrong Elementary  Superintendent: Madeline Chan

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jorge</td>
<td>Silva</td>
<td>Bilingual/ENL Coach</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   Upon arrival at our school to register a child, parents are required to complete a Home Language Identification Survey (HLIS) to determine the languages spoken in the home. On this form a parent may indicate the language that they would prefer to communicate in, both orally and through written correspondence. This information is input into ATS under the RCPL page. The HLIS is available in a number of languages, so parents can complete it in their preferred language. An oral interview is also administered by the Bilingual/ENL Coordinator, Jorge Silva, or other trained certified bilingual pedagogues in either Spanish or English. If an interview in Mandarin is required, ENL teacher Dan Dan Lin is able to do so. If translation services are required in another language, we enlist the aid of the DOE Translation/Interpretation unit to translate by means of a telephone conference call. Translation and interpretation needs are also assessed during the ELL parent orientation meeting and beginning of the year PTA meetings. The Parent Coordinator, Jessica Malaga, or the Bilingual/ESL Coach, Jorge Silva, will then communicate these needs to the administration and to the school community.
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>Spanish</td>
<td>Spanish</td>
<td>90</td>
<td>Spanish</td>
<td>90</td>
</tr>
<tr>
<td>Chinese</td>
<td>Chinese</td>
<td>3</td>
<td>Chinese</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
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<td>English</td>
<td>7</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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

Spanish

Part B: Communications Calendar & Language Services

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

<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>Eligibility for ENL Service letters (within the first 10 days of school); testing information letters (October).</td>
<td>September and ongoing throughout the year (within first 10 days of attendance)</td>
<td>DOE Website provides translated template in both Spanish and Chinese</td>
</tr>
<tr>
<td>Continuation of ENL Service letters (within the first 10 days of school)</td>
<td>September and ongoing throughout the year (within first 10 days of attendance)</td>
<td>DOE Website provides translated template in both Spanish and Chinese</td>
</tr>
<tr>
<td>Discontinuation of ENL Service letters (within the first 10 days of school)</td>
<td>September and ongoing throughout the year (within first 10 days of attendance)</td>
<td>DOE Website provides translated template in both Spanish and Chinese</td>
</tr>
<tr>
<td>Welcome Letter (first week of school)</td>
<td>September and ongoing throughout the year (within first 10 days of attendance)</td>
<td>DOE Website provides translated template in both Spanish and Chinese</td>
</tr>
</tbody>
</table>

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

<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</td>
<td>September, November, March, and May;</td>
<td>In house out of classroom teachers interpret</td>
</tr>
<tr>
<td>Parent ENL Program Selection Orientation</td>
<td>September (within the first 10 days of school)</td>
<td>Jorge Silva (ENL Coach) interprets Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dan Dan Lin (ENL Teacher ) interprets Chinese</td>
</tr>
<tr>
<td>Ongoing group meetings with parents of ELLs</td>
<td>At least monthly</td>
<td>Jorge Silva (ENL Coach) interprets Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dan Dan Lin (ENL Teacher ) interprets Chinese</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All ENL and Bilingual Teachers</td>
</tr>
<tr>
<td>Ongoing one-on-one meetings with parents of ELLs</td>
<td>Throughout the year</td>
<td>All ENL and Bilingual Teachers</td>
</tr>
</tbody>
</table>

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

School emergency cards are used and in house Spanish aides or teachers interpret. If Chinese speaking staff is available they will interpret, otherwise school translation line is utilized. The school also has School Messenger to sent out text messages to parents in English and Spanish.

### 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.

A staff orientation and training will take place at the beginning of the year to explain procedures to staff.

### 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..)

The Translation and Interpretation policy will be introduced to parents as follows: at the Parent Selection Orientation session; during the individual ELL parent conferences; and Parent/Teacher Conferences. This information will also be sent home in letter form at the beginning of the school year.

**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?

The school will disseminate a written parent survey to be handed out at Parent/Teacher Conferences as to the quality and availability of translation services.