2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 29Q208
School Name: P.S. / I.S. 208
Principal: JAMES PHILEMY
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: P.S./I.S. 208</th>
<th>School Number (DBN): 29Q208</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>342900010208</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>74-30 Commonwealth Boulevard, Bellerose, N.Y. 11426</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 468-6420</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 468-5054</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>James E. Philemy</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:jphilem@schools.nyc.gov">jphilem@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>James E. Philemy</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Michael Harris</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Karen Childsand Fee Nicoleau (Co-Presidents)</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Patrick Dib</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

District Information

Geographical District: 29  Superintendent: Beverly Mitchell
Superintendent’s Office Address: 222-14 Jamaica Avenue Queens Village, NY 11428
Superintendent’s Email Address: lmurray3@schools.nyc.gov
Phone Number: 718-264-3146  Fax: 718-712-1598

Field Support Center (FSC)

FSC: Queens South  Executive Director: Marlene Wilks
Executive Director’s Office Address: 8201 Rockaway Boulevard, queens, N.Y. 11416
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>James E. Philemy</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Michael Harris</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Nicoleau Fee</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Patrick Dib</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Catherine Kilkenny</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Sue Friedman</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Illyssa Mandell</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Giorginya da Dhati</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Aris Flores</td>
<td>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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<td>------</td>
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<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
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<td>Member/</td>
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<td>Member/</td>
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<td>Member/</td>
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</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

### The Quality Review and the Framework for Great Schools

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

#### NYCDOE’s Quality Review (QR)

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

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

#### School Quality Guide

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

#### Title I Requirements and Strengthening Title I Parent Involvement

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of our school is to prepare the leaders of tomorrow by building a nested community of learners where every participant is fully engaged in document-based questions, performance oriented tasks, accountable talk, scientific research strategies and inquiry-based skills; as well as creating a nurturing learning environment via sound instructional practices, shared consent and differentiated learning. Additionally, we will empower children to become self-sufficient and responsible. At P.S./I.S. 208Q, we will create lifelong learners and children who are proficient in the art of Sciences and the Science of the Arts.</td>
</tr>
</tbody>
</table>

2018-19 CEP
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S./I.S. 208 is a random selection school. It is a combined elementary and intermediate school with 730 students from Kindergarten through Grade 8. This school is located in the Bellerose section of Queens, New York. This K to 8 School opened in September, 2003 with approximately 650 students from culturally diverse backgrounds. The school population attracted students from all sections of District 29: Hollis, St. Albans, Cambria Heights, Laurelton, Rosedale, Jamaica, Queens Village and Springfield Gardens. The students in grades K-5 were randomly selected by a lottery process that took place in February and the students in grades 6-8 were selected through middle school choice.

The average attendance rate for both students and teachers for the school year 2015/2016 was 96.0%. P.S./I.S. 208’s ethnic make-up is the following: 77% Black; 11% Hispanic; 2%, White, 9% Asian students and other 1%. The student body includes 2% English language learners and 19 % special education students. Male performance in ELA and Math is lower than that of their female peers.

P.S./I.S. 208 is a kaleidoscope of cultures that values partnerships. The school strives to provide a seamless approach to enhancing the opportunities and creativity of the teachers. Teachers play an integral role in the learning process. They really make a difference in the learning that takes place in the lives of our children. We share a common interest in guiding our students to successfully meet the performance standards.

As we develop the whole child physically, socially, intellectually, emotionally and academically, P.S./I.S. 208 holds everyone to a very high standard of performance and achievement in order to attain academic success. We are committed to fostering good parent-teacher, parent-administrator, and student-teacher participation. Our intention is to utilize all resources to develop standards-based, performance-driven educational programs to enhance daily instruction. Our belief is that we need to build on children's prior knowledge, cultivate and nurture their energies and the spirit they bring to our learning environment, in order to meet the requirements for college and career readiness. Our focus is clear, coherent and consistent. We set high performance goals for all:

“We Educate the Whole Child”

In reviewing the educational program of P.S./I.S. 208, analyzing the reports generated by the Quality Review, and assessing the performance standards of our children in all core subjects, we have identified the following strengths, challenges and accomplishments:

School’s Strengths

The school is organized in nested communities of learners where everyone is engaged in professional learning communities to research and analyze new strategies that are aligned with a refined and progressive pedagogy that will lead to college and career readiness for every child. To ensure adherence to rigorous teaching and learning, the school has provided the following support:

- Teachers and students use a variety of software such as: School Net, LearnZillion, Destination Reading, and authentic assessments to gather information about what students know and what they can do in fine details to monitor performance and progress.
- All teaching staff members were trained in differentiating instruction.
- Teachers provide regular feedback to students in order for them to increase their performance and progress.
- Administration provides feedback on a regular basis to teachers in order for them to improve their pedagogy and to increase the rigor in their classrooms to ensure high levels of student engagement.
The school established a series of monitoring system dealing with attendance rigorous instruction, community and family involvement, collaborative leadership, and student engagement.

- Increase usage of technology to reinforce teaching and learning.
- Integration of the arts in all subject areas by most teachers.
- On-going professional development to encourage collegiality and sharing.
- More than 90% of the teaching staff is involved in inquiry work.
- Teachers are involved in the decision-making process in the building as far as reviewing new curricula to establish relevance and rigor of the materials.
- Establish a Data Team and Teacher Teams across and on the grade levels to provide on-going data analysis in order to spot differences in progress among various groups of students school wide.
- Establish clear expectations and academic rigor in a thinking curriculum to provide very detailed information about students’ progress towards their goals.
- The school has very high professional expectations of its teachers, and holds them accountable for students’ progress.
- Information is collected from frequent classroom observations and walk-throughs and used effectively to improve instruction.
- Ongoing open Communication with parents to improve children’s performance and progress.
- Setting individual goals.
- Teachers collaborate very effectively across grades, and between grades, to share good practice and improve instruction as evident by the implementation of the “Learning Ensemble.”
- Provide effective/additional support; i.e., push-in, pull-out, Circular 6, test preps (Practice to Practice) AIS, and peer tutoring to students with the greatest needs to improve instruction.
- Establish teacher teams across and within the grades. Provide a support system to new teachers to ensure that they have on-going professional development from the administration and their colleagues.
- Partner with external organizations to enrich the curriculum and promote better learning via professional development for all staff members.

School’s Challenges

- Budget constraints.

School’s Accomplishments

Our school has earned recognition as a school in Good Standing, since we have met our AYP in all subjects for all subgroups by the University of the State of New York Education Department. We have also met our target in all areas of the NYC Department of Education School Quality Guide Report.

This school hosts a variety of activities to promote the social/emotional growth of our students such as:

- Saturday Academy to enrich children in activities other than the academia.
- Grade wide and vertical Curriculum Planning for teachers.
- Day of Learning for Parents: a series of workshops to help them support learning at home.
- Students inducted into the National Junior Honor Society.
- CHAMPS extracurricular sports program
- SASF middle school initiative.
- We celebrate our accomplishments:
  - Science Fair
  - Multicultural day
  - Author’s Day
  - Commitment ceremonies
  - Dr. Martin Luther King Tribute
  - Character Literacy Day
  - Career Day
  - Tolerance Day
- We study a “Country of the Month” and a “State of the Month” and “character trait of the month”. This culminates with a Multicultural celebration in May.

At P.S./I.S. 208, we create lifelong learners and children who are proficient in the Art of Sciences and the Science of the Arts.

<table>
<thead>
<tr>
<th>3. Describe any special student populations and what their specific needs are.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school demographics show the following: 19% students with disabilities, of which 5% are self-contained, 1% ELL, and 27% with low socio-economic status or Need Index.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school made outstanding progress in Collaborative Teachers as a category followed by Rigorous Instruction. On a scale from 1.0 to 4.99, the school scores 4.60 for Collaborative Teacher and 4.38 for Rigorous Instruction.</td>
</tr>
</tbody>
</table>
### School Demographics and Accountability Snapshot for 29Q208

#### School Configuration (2018-19)
- **Grade Configuration**: 0K, 01, 02, 03, 04, 05, 06, 07, 08
- **Total Enrollment (2017-18)**: 707
- **SIG Recipient (Y/N)**: No
- **Self-Contained English as a Second Language (2019)**: N/A

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 38
- **# SETSS (ELA)**: 23
- **# Integrated Collaborative Teaching (ELA)**: 70
- **# Special Classes (Math)**: 57
- **# SETSS (Math)**: 17
- **# Integrated Collaborative Teaching (Math)**: 70

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 32
- **# Music**: 9
- **# Foreign Language**: N/A
- **# Dance**: N/A
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 46.0%
- **% Attendance Rate**: 95.5%
- **% Free Lunch**: 33.2%
- **% Limited English Proficient**: 0.4%
- **% Students with Disabilities**: 18.7%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.6%
- **% Black or African American**: 74.4%
- **% Hispanic or Latino**: 13.3%
- **% Asian or Native Hawaiian/Pacific Islander**: 7.8%
- **% White**: 1.1%
- **% Multi-Racial**: 3.4%

#### Years Principal Assigned to School (2018-19)
- **15.1**

#### # of Assistant Principals (2016-17)
- **4**

#### % of Teachers with No Valid Teaching Certificate (2014-15)
- **8%**

#### Average Teacher Absences (2014-15)
- **8**

#### ELA Performance at levels 3 & 4 (2016-17)
- **56.3%**

#### Mathematics Performance at levels 3 & 4 (2016-17)
- **45.5%**

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- **96%**

#### Mathematics Performance at levels 3 & 4 (8th Grade) (2016-17)
- **96%**

#### ELA Performance at levels 3 & 4 (2017-18)
- **N/A**

#### Mathematics Performance at levels 3 & 4 (2017-18)
- **N/A**

#### US History Performance at Levels 3 & 4 (2016-17)
- **N/A**

#### Science Performance at levels 3 & 4 (8th Grade) (2016-17)
- **N/A**

#### Regents Diploma w/ Advanced Designation (2015-16)
- **N/A**

#### % ELA/Math Aspirational Performance Measures (2015-16)
- **N/A**

#### Overall NYSED Accountability Status (2018-19)
- **Met Adequate Yearly Progress (AYP)**
- **Yes Safe Harbor**

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
**Elementary/Middle School**
- **American Indian or Alaska Native**: N/A
- **Black or African American**: YES
- **White**: N/A
- **Multi-Racial**: Yes
- **Students with Disabilities**: YES
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: YES

**High School**
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

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2018-19 CEP 13
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Based on teacher created summative assessments and benchmark assessments for the school year 2016/2017, grade wide midterms and finals, our special needs students need to show more growth in ELA and Math. We will review the data generated by the School Quality Snapshot, analyze results from our QR to determine the performance trends in ELA and Math. Also we will conduct analysis of the progress of all students, especially those in the lowest-third from the School Quality Guide Report to close the achievement gap.

- Curriculum Planning
- Looking at Student Work
- Professional Development
- Formative Assessment
- Teacher Created Assessments
- Frequent Classroom Visit/Inter visitations/Feedback
- Peer to Peer Mentoring and Tutoring

Part 2 – Annual Goal

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

By June 2019, our special needs students on Levels 1 and 2, will increase in performance and progress by 2% on the ELA and Math Assessments including the state tests by providing extra curricular support and enrichment for students.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>October 2017 - June 2018</td>
<td>Administrators and Lead Teachers</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td></td>
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</tr>
</tbody>
</table>

| Provide common preparation periods for teachers to do vertical and horizontal planning based on the identified gaps in the various curricula by the School Inquiry team and Academic Leadership Teams | All novices and veteran teachers | October 2017 - June 2018 | Administrators and Lead Teachers |
| Peer to Peer Mentoring- We will foster a collaboration between teachers whereby experience teachers will collaborate with novices to discuss, share and explore instructional strategies for students with special needs. | New and developing teachers | November 2017 – June 2018 | Teachers |
| We will implement a Scholars Enrichment Program directed towards students with special needs in order to increase their progress and performance on the ELA State Exams | Level 1 and 2 students | October 2017 - June 2018 | Teachers |
| We will implement a program of differentiation in instruction and homework with special needs. | Level 1 and 2 students | October 2017-June 2018 | Teachers/Administration |
| Teachers will hold working sessions for parents in a series of "Days of Learning" workshops throughout the school year. | parents | October 2017June 2018 | Teachers |

**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.

At the beginning of the school year we will hold a Commitment Ceremony whereby parents, students, and staff will pledge to uphold the highest standards of performance. The administration will in turn commit to provide a platform that will facilitate students' growth. Additionally the school will host two major professional development sessions for parents, one in the Fall, and one in the Spring, to inform them on various aspects of the curricula in use and empower them by sharing with them other instructional tools that will support student learning.

**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.

Additional Funding to provide coverage for teachers to attend professional development and to participate in intra/inter visitations.
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></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.

In February 2019, all Benchmark Assessments and Midterm Exams will be reviewed to assess students’ performance and progress. The data specialist will analyze results to identify gap in students’ performance in order to achieve our goal by June 2018.

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

Benchmarks, Midterms exams, Teacher created assessment, chapter test reviews and morning pop quiz.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>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>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
<tr>
<td>According to the 2016-2017 Quality Guide, 71% of students safe in places other than their classrooms.</td>
</tr>
<tr>
<td>STRENGTHS:</td>
</tr>
<tr>
<td>● Tolerance Day</td>
</tr>
<tr>
<td>● Anti-Bullying Week</td>
</tr>
<tr>
<td>● Service in Schools Initiative to bring children’s awareness to social and health issues that are relevant to our society.</td>
</tr>
<tr>
<td>● Peer Mentoring</td>
</tr>
<tr>
<td>● Positive Behavioral Interventions and Supports (PBIS)</td>
</tr>
<tr>
<td>NEEDS:</td>
</tr>
<tr>
<td>● More rigorous implementation of Tolerance curriculum in the classroom</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 we will see a 3% increase in the total number of students that feel safe in school as evidenced on the School Survey by utilizing school wide programs.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 8 Teachers and Parents</td>
<td>September 2017 – June 2018</td>
<td>Administration, Staff, P.T.A. and All-Pro Dads</td>
</tr>
<tr>
<td>Boys K - 5</td>
<td>September 2017 - June 2018</td>
<td>Principal, Parent Coordinator and Assistant Principal</td>
</tr>
<tr>
<td>Girls and Boys Grades 6 - 8</td>
<td>October 2017 – June 2018</td>
<td>Teachers of Grades 6 – 8, Physical Education Teachers and Assistant Principal</td>
</tr>
</tbody>
</table>

- **Tolerance Days:** 1 day a month students, and staff learn about acceptance of others, and celebration of peoples’ differences. Anti-Bullying/Respect for All- a campaign to promote positive character traits and appropriate behavior, respect, tolerance and self-awareness.

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<td>October 2017 – June 2018</td>
<td>Teachers of Grades 6 – 8, Physical Education Teachers and Assistant Principal</td>
</tr>
</tbody>
</table>

- **Mentoring Boys to become Successful Men:** A school wide initiative that promotes self-motivation, positive self-image, and academic excellence in boys.

- **Friday Madness:** – a sporting event that takes place on Fridays to foster healthy competition among middle school children and to foster team building, collaboration and a sense of a safe community.

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</table>

- **Commenment Ceremonies for Parents, Students and Teachers:** Students, Teachers and Parents take a pledge to commit themselves to high standards of teaching and learning.

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</thead>
<tbody>
<tr>
<td>Grades K – 8, Staff and Families</td>
<td>October 2017- June 2018</td>
<td>Administration and Staff</td>
</tr>
</tbody>
</table>

- **Use of Class Dojo:** to communicate with parents and monitor students behaviors based on PBIS format of school wide expectations for behavior.

<table>
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</thead>
<tbody>
<tr>
<td>Grade K-8 Staff and families</td>
<td>October 2017- June 2018</td>
<td>Administration and staff</td>
</tr>
</tbody>
</table>

- **Students with Special needs are included in all club ,electives, Friday Madness and all ongoing school wide programs and workshops for students that will foster a safe environment.**

<table>
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</thead>
<tbody>
<tr>
<td>Grade K-8 staff</td>
<td>October 2017- June 2018</td>
<td>Administration and staff</td>
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</tbody>
</table>

### 3b – Parent and Family Engagement

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

Teachers will continue to hold parent teacher conferences on Tuesdays to keep parents abreast of their children's challenges, performance and progress. Also teachers will provide them with specific feedback to help their children make the expected academic growth for the school year. The administration will host a curriculum night in the Fall,
and one in the Spring to help parents make sense of the curricula in use. The key personnel for implementation are the teachers and oversight is provided by school administration.

**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.

- Funding, participation from parents as chaperones, supplies and materials.

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

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</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By January 2019, we will show a 5% increase on the survey that will be conducted to assess the impact of the various programs that are in place that promote safety and respect, such as Class Dojo and PBIS. The data specialist will review and analyze trends to determine whether or not we meet 50% goal and 5% increase as our midpoint benchmark using this survey.

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

School created survey, sign-in roster from round about parent meeting and informal parent feedback.

**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.

Based on Advance, NYSED School Report Card, NYC School Quality Guide, many teachers need to enhance their skills in the following domains: questioning, student engagement, and differentiated assessments.

**STRENGTHS:**
- School Academic Leadership Team
- Collaborative Teacher Teams
- Collaborative Inquiry Team
- Inter / Intra Visitations

**NEEDS:**
- Professional Learning Community protocols
- Ongoing Professional Development
- Provide a higher level of engagement for individual instruction.
- More rigorous instruction.
- Interdisciplinary teaching (Social Studies supports Literacy and Science supports Math)

Project Based Learning

**Part 2 – Annual Goal**

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

By June 2019, 98% of teachers will have engaged in at least two Professional Learning Communities of their choice and will be able to communicate how those professional learning communities have impacted teaching and learning.
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, SIF, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2017 – June 2018</td>
<td>Teachers Administration Network Support Staff</td>
</tr>
</tbody>
</table>

Professional Development on Rigorous Student Engagement in all Content Areas including professional development on strategies for working with students with special needs and ELLS – teachers participate in professional development on Depth of Knowledge, the Instructional Shifts and student engagement on differentiation.

Implementation and application of skills and strategies learned through Professional Learning Communities. Teachers from all Professional Learning Communities will have the opportunity to present to the entire staff, their findings, discoveries and applications as they relate to their collective inquiry and action research on their topic of interest.

Teacher Teams / Curriculum Planning – teachers work together as teams, on grades level and across grades level to revise the various curricula in use and align them with the Common Core Learning Standards.

Collaborative Inquiry / Looking at Student Work - teachers work collaboratively to analyze student work in order to explore new implications for teaching and learning

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.

Teacher teams will continue to meet on Tuesdays to look at student work and engage in PLCs on Mondays to research and discover new instructional strategies that will facilitate student learning. Recommendations will be made to parents in the form of individual feedback as to how they can support their children. The teams will analyze trends, challenges and opportunities for learning to enhance the rigor in the curriculum in use, and will share the results with the parents.

Part 4 – Budget and Resource Alignment

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

### Part 4b

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

<table>
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<tr>
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<th>Tax Levy</th>
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<td>In Kind</td>
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</tr>
</tbody>
</table>

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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.

In January 2019, we will review and analyze the feedback provided by teachers on the following forms: Collaborative Inquiry Form, P.L.C. Feedback / Protocol Form and Curriculum Planning Reflection Form to determine whether their professional needs have been met. Data specialist will review the attendance sheets of the various PLC’s and cross reference with participation in order to determine teachers who have participated in at least 2 sessions for the year and have achieved the goal by June 2018.

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


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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>STRENGTHS:</td>
</tr>
<tr>
<td></td>
<td>● Collaborative Leadership</td>
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<tr>
<td></td>
<td>● Actionable Feedback</td>
</tr>
<tr>
<td></td>
<td>● Rotation of Grade Leaders</td>
</tr>
<tr>
<td></td>
<td>● Department and Grade Meetings</td>
</tr>
<tr>
<td></td>
<td>● Interdisciplinary approach / multiple representation</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>NEEDS:</td>
</tr>
<tr>
<td></td>
<td>● Ongoing professional development based on teacher need(s).</td>
</tr>
<tr>
<td></td>
<td>● More Professional development based on the use of technology as a medium for instruction</td>
</tr>
<tr>
<td></td>
<td>Resources: Additional funding to upkeep and upgrade technology</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

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

By June 2019, the three members of the administrative staff, will conduct at least four observations (1 formal and 3 informal or 4 informal) or six informal observations of every teacher and give feedback based on Danielson’s Framework to improve teachers pedagogy and assess their professional growth along a continuum of performances in order to move their level of teacher performance as rated by ADVANCE.
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>
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<tr>
<th>Activities/Strategies</th>
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<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter / Intra Visitations and Reflections on highly effective use of component 3B by some teachers</td>
<td>Teachers</td>
<td>October 2017 - June 2018</td>
<td>Mentor teachers and Highly Effective teachers</td>
</tr>
<tr>
<td>Informal observations / Feedback on how to improve component 3b</td>
<td>Teachers</td>
<td>October 2017 - June 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Formal Observations / Feedback</td>
<td>Teachers</td>
<td>October 2017 – June 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Professional development on Planning and Preparation</td>
<td>Teachers</td>
<td>October 2017 – June 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Professional Learning Communities (PLC’s) in questioning and discussion techniques.</td>
<td>Teachers</td>
<td>October 2017 - June 2018</td>
<td>Teachers</td>
</tr>
<tr>
<td>Individual and group Professional development on questioning and discussion techniques in the classroom s in order to improve student outcomes.</td>
<td>Teachers</td>
<td>October 2017 - June 2018</td>
<td>Administration and staff</td>
</tr>
<tr>
<td>Mentoring for new teachers and novices by seasoned colleagues.</td>
<td>Teachers</td>
<td>October 2017 - June 2018</td>
<td>Administration and staff</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Teachers' evaluation will constitute a clear indication of what teachers need to improve their professional capacity. Professional development consistent with the trend discovered in the MOTP will be designed to support all teachers. They will have the opportunity to meet on Mondays in their respective Professional Learning Communities to share their discoveries, challenges, and new instructional practices. They will communicate with parents and share with them strategies that would improve student learning. We will hold monthly award assembly with the support of the PTA to celebrate our children's accomplishments.
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.

Effectuate changes in schedule so that our teachers can attend Inter / Intra Visitations with colleagues who are Highly Effective using Danielson's component 3B.

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

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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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.

February 2019 – mid-year review of teachers’ performance based on observations and student progress on midterms. Data Specialist will analyze trends in Advance to monitor teachers’ progress in Danielson’s Framework. The administration will hold a mid-year review with every teacher to discuss individual progress.

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

Advance.

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.

Based on the most recent NYSED School Report Card, NYC School Quality Guide, and NYC School Survey 94% of parents agreed that the principal works to create a sense of community in the school.

STRENGTHS:
- Saturday Academy
- Commitment Ceremonies
- Days of Learning
- Scholars and Parents Luncheon
- Student of the Month Recognition
- Senior Committee
- All Pro-Dads
- Communication with parents (newsletters, phone messenger, school calendar, etc.)
- Sports and Arts Foundation After School Program
- P.T.A. After School Program
- P.T.A. Parent Volunteers
- Service In-School (Community Based Activities)
- Class Dojo
- Parent Appreciation Breakfast

NEEDS:
- Higher attendance at P.T.A. meetings and school events
- Parent workshops with a focus on social services available within the community

Networking - community based organization outreach

Part 2 – Annual Goal

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

By June 2019, a minimum of 95% of parents will agree that the principal works to create a sense of community in the school based on the school survey.
### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Celebration is a culminating activity that is celebrated in May which highlights our school-wide monthly study of a country of the month. Parents, students (both general ed and special needs) and staff are invited to explore the culture, the land, the civilizations and the customs, of the various countries studied as displayed in the hall and class exhibits.</td>
<td>Parents, Staff and Community</td>
<td>Parent Coordinator, P.T.A., Administration, Teachers, Community Agencies</td>
</tr>
<tr>
<td>Increase parent involvement via. Parent workshops based on parents’ surveyed needs. The school will conduct a series of three “Days of Learning-Parent Workshops” on the latest trends of the CCLS and to inform them of the rigor of the various curricula in use. The Parent Coordinator will solicit more parental involvement via: School Messenger, twitter, Monthly School Calendar and presentations at P.T.A. Meetings.</td>
<td>Parents/Families</td>
<td>Parent Coordinator, P.T.A., Administration, Teachers, Community Agencies</td>
</tr>
<tr>
<td>Network with Community-Based Organizations for extra curricula support and services. The Parent Coordinator will network with local community-based organizations to support school events and programs that will enhance student achievement.</td>
<td>Parents, Staff and Community</td>
<td>Parent Coordinator, P.T.A., Administration, Teachers, Community Agencies</td>
</tr>
<tr>
<td>Commitment Ceremony- Students, Teachers and parents take a pledge to be committed to their roles in the school community. Each grade has an assembly in October where this pledge takes place.</td>
<td>Parents and Students</td>
<td>Parent Coordinator, Administration, Teachers, Parents and Students</td>
</tr>
<tr>
<td>Final Assembly Program- Students in each grade are recognized for various achievements throughout the school year.</td>
<td>Parents and Students</td>
<td>All Classroom Teachers</td>
</tr>
<tr>
<td>Monthly Round About Parent Breakfast with Administration</td>
<td>Parents</td>
<td>Parent Coordinator, Administration and Parents</td>
</tr>
</tbody>
</table>
Grade Level Parent Appreciation Breakfast- Parents are invited to hear why they are appreciated by their children in each grade.

Parents and Students March 2018 - June 2018 Parents and Administration

3b – Parent and Family Engagement

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

From September to June the administration will continue to hold our Round About meeting with parents on the first Tuesday of the month to discuss issues of importance and relevance to the well-being, the emotional growth, and the academic progress of all students. We will host two grade level Parent Appreciation Breakfasts, one in March 2018 and one in June 2018.

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, Parent volunteers and funding. |

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

Part 5 – Progress Monitoring

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

By February 2019, we will send a satisfactory survey to parents to inquire if the school has created a welcoming environment that enriches the civic life of the school. The surveys will be collected and the results tabulated and analyzed by the data specialist to determine whether or not we are meeting our mid-point benchmark towards our goal of the principal creating a greater sense of community.

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

Satisfactory survey, parent feedback and P.B.I.S. Pep Rally.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>All Level 2 students in Grades 6 – 8 based on teacher assessment, evaluation and recommendation. All students with a raw score of less than 299 in ELA (Grade 3); 296 (Grade 4) and 297 (Grade 5)</td>
<td>Focus Group</td>
<td>Small Group</td>
<td>1x per Week</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All students with a raw score of less than 293 (Grade 3); 284 (Grade 4) and 289 (Grade 5) in Math.</td>
<td>Focus Group</td>
<td>Small Group</td>
<td>1x per Week</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>All Level 2 students in Grades 6 – 8 based on teacher assessment, evaluation and recommendation.</td>
<td>Push In/Pull Out</td>
<td>Small Group</td>
<td>2x per Week</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>All Level 2 students in Grades 6 – 8 based on teacher assessment, evaluation and recommendation.</td>
<td>Push In/Pull Out</td>
<td>Small Group</td>
<td>2x per week</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Based on teacher and P.P.C. recommendations.</td>
<td>Intervention and Prevention</td>
<td>Individual and small group</td>
<td>1x per week as needed.</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

**Supporting Students in Temporary Housing (STH)**

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


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

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>p</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). 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\(^2\). 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</th>
<th>Funding Amount</th>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</td>
<td>Verify with an (X)</td>
<td>Section Reference(s)</td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. I.S 208, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.S 208 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
</tbody>
</table>

The school’s Parent Involvement

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
</table>

2018-19 CEP 35
The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

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

**School-Parent Compact (SPC)**

**I.S 208**, 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;
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 Every Student Succeeds Act (ESSA) 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.
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

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<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
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</thead>
<tbody>
<tr>
<td>29</td>
<td>Queens</td>
<td>208</td>
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School Name: PS/IS 208Q

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal: James Philemy</th>
<th>Assistant Principal: Rachel Thomas</th>
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<tr>
<td>Coach: N/A</td>
<td>Coach: N/A</td>
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<tr>
<td>ENL (English as a New Language)/Bilingual Teacher: Zipora Cysner/ENL</td>
<td>School Counselor: Suze Meisel</td>
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<td>Teacher/Subject Area: Mary Sweeney/ Reading Recovery</td>
<td>Parent: Fee Nicoleau</td>
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<tr>
<td>Teacher/Subject Area: Stacey Kayton/Kindergarten</td>
<td>Parent Coordinator: Devon Hunter</td>
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<tr>
<td>Related-Service Provider: Laura Scarborough/SETSS</td>
<td>Field Support Center Staff Member</td>
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<td>Superintendent: Beverly Mitchell</td>
<td>Other (Name and Title):</td>
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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 | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | |
| Number of teachers who hold both content area/common branch and TESOL certification | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | |
| Number of teachers who hold both a bilingual extension and TESOL certification | |
| Number of certified ENL teachers not currently teaching in the ENL program | 2 |
| 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) | |
| Number of special education teachers with bilingual extensions | |
D. Student Demographics

| Total number of students in school (excluding pre-K) | 721 | Total number of ELLs | 8 | ELLs as share of total student population (%) | 1.11% |

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

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<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

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

We use the following assessment tools at PS 208Q: NYSITELL, NYSESLAT, Spanish LAB, Kindergarten People, Ready Gen Performance Based Unit Assessments, MOSL Performance Based Assessment, Go Math, Schoolnet, Destination Math, Raz Kids, Go Math Digital and informal assessments by classroom teachers. Newly arrived ELLs have difficulty reading and understanding English so we work on them reaching benchmarks for variety of skills from phonemic awareness to reading comprehension. The greatest need seems to be reading comprehension and writing in grades 2, 3, 4, 5 and 6. In kindergarten the greatest need is phonemic awareness and sight vocabulary. They are provided with additional time if needed. This information will drive instruction.
2. What structures do you have in place to support this effort?
   The goal of the formative assessment is for us to monitor student learning and to provide continuous feedback that we can use to improve learning. Through these formative assessment we can identify strengths and weaknesses and target areas that need support. In order to support this effort of analyzing student assessments, the ESL teacher meets with classroom teachers to discuss NYSITELL and NYSESLAT scores. The scores are analyzed with classroom teachers and we develop plans and strategies in order to set language goals for our ELLs. The NYSITELL is administered based on Home Language Surveys and student/parent interviews. The NYSESLAT is given every April/May to all current ELLs in the school during the testing period. The Spanish LAB is administered after the NYSITELL only to ELLs whose home language is Spanish. If they do not test proficient on the NYSITELL. Teacher created assessments and unit tests are administered multiple times through the school year to determine growth and areas where support is needed. We develop plans and strategies and then evaluate and modify based on student needs. Weekly meetings are scheduled to articulate with classroom teachers on what progress has been made and what supports are needed. Teacher gathers evidence through interaction with students or observations of tasks and activities. Also feedback to students is a crucial component.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Each year administration and the ESL teacher reviews the ELL data. Each grade uses the NYC Performance Tasks in order to support planning and guide instruction. We look for patterns and trends that may need to be addressed. We develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child’s individual needs. We collaborate with classroom teachers and meet with administration in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELL’s progress on their NYSESLAT. We also monitor student growth by developing student portfolios in ESL to showcase their work samples and progress. Tests, assignments and projects are used to determine whether students have learned what they are expected to learn.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   The ESL teacher runs ATS reports: EDAT, RLAT, RLER, RNMR, RESI, RMSR. Trends are shared with the Principal, AP, classroom teachers and inquiry team members. Based on the reports, we plan for struggling learners in order to place them appropriately in RTI, Wilson Reading, Reading Recovery, and AIS. Title 3 Summer School is offered to ELLs. We give PD to teachers and identify problems of practice with possible solutions. We give tools to students to build independence based on data. NYSESLAT scores are shared with administration and teachers. We analyze all data for each student to recognize strengths and weaknesses across all four modalities: speaking, reading, listening and writing. These results are shared with administration, teachers and parents. Student data results are reviewed and the teacher is able to identify students’ strengths and weaknesses and target areas that need intervention.

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.] We identify ELLs who are not making academic progress at expected rates. Beyond screening and identification for ENL services, the students receive targeted instructional support to bolster development in below benchmark area. This support is delivered with language support services. We adapt, modify, supplement, and develop effective curriculum. We analyze student work samples and behaviors to determine the nature of the problems. We also analyze teaching style, expectations and perceptions, classroom management, and take into account cultural diversity. RtI uses tiers of intervention for struggling ELLs. We monitor students to determine if they are progressing as they should academically. In Tiers I and II general education teachers provide instruction and interventions. Only after ELLs fail to respond to small group and intense individual interventions, they are referred to special education. We involve special education teachers to help develop interventions and plan assessments for students receiving instruction and interventions in Tiers I and II. They do not provide instruction until Tier III, when the student could be referred and identified for special education. We make sure the students' difficulties are the result of a disability and not second language acquisition.
6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) We use RLAT, RLER, and EDAT to look at data from NYSESLAT, ELA and Math assessments. In analyzing the NYSITELL and NYSESLAT data, the following patterns were found:
- All five levels (entering, emerging, transitioning, expanding, commanding) students scored highest in speaking modality.
- We found that most of our ELLs need support in reading and writing due to the shifts in Common Core State Standards.
- Listening modality is also a challenging area for our ELLs across all five levels of proficiency.
The NYSITELL and NYSESLAT data continues to drive instruction. The inquiry team constantly analyzes NYS ELA and NYS Math score in the beginning of the school year and as the school year progresses in order to identify strengths and needs in specific skills and strategies.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The inquiry team creates cycles to target ELA and math to address the needs of our students. The information is disseminated to administration, classroom teachers and out of classroom teachers on an ongoing basis. We focus on skills students need assistance with according to NYS ELA and Math test data, in addition to unit tests and teacher created tests. We use NYSESLAT data in order to maximize effective instruction for our ELLs.

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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. At PS 208Q, ESL instruction is delivered in both a push in(where numbers allow) and pull-out model. ESL classes are formed based on the English Language Learners current grade and English language ability. The ESL teacher, both licensed and state certified in ESL, provides our ELLs with all instruction in English. Students are grouped heterogeneously by need and grade level in our push in and pull-out ESL instructional program. When possible, the ESL push in is during the literacy block so comprehension is maximized. English Language Learners are receiving the New York State mandated ENL/ELA allotted instruction time based on student proficiency levels based on individual NYSITELL and NYSESLAT testing data. Entering and emerging level ELLs will be receiving 360 minutes of ENL instruction weekly (180 mins Stand-Alone ENL, 180 mins Integrated ENL.) Transitioning level ELLs will be receiving 180 minutes of ENL (90 minutes of Integrated ENL/ELA and 90 minutes of either Integrated ENL or Stand-Alone ENL. Expanding level ELLs receive 180 minutes of Integrated ENL/ELA or other content area. Commanding level (proficient ELLs) will receiving 90 minutes of Integrated ENL/ELA or other content area per week, per Part 154 for 2 years after they pass NYSESLAT. Planning arrangements between ESL and classroom teachers take place during common preps and grade meetings.

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)?
Students are grouped heterogeneously by need and grade level in our push in and pull-out ESL instructional program. When possible, the ESL push in is during the literacy block so comprehension is maximized. English Language Learners are receiving the New York State mandated ENL/ELA allotted instruction time based on student proficiency levels based on individual NYSITELL and NYSESLAT testing data. Entering and emerging level ELLs are receiving 360 minutes of ENL instruction weekly (180 mins Stand-Alone ENL, 180 mins Integrated ENL.) Transitioning level ELLs are receiving 180 minutes of ENL (90 minutes of Integrated ENL/ELA and 90 minutes of either Integrated ENL or Stand-Alone ENL. Expanding level ELLs receive 180 minutes of Integrated ENL/ELA or other content area. Commanding level (proficient ELLs) are receiving 90 minutes of Integrated ENL/ELA or other content area per week, per Part 154. Planning arrangements between ESL and classroom teachers take place during common preps and grade meetings.

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.

The ESL program is taught in English. In order to make content areas comprehensible we tap into prior knowledge, give individual support, scaffold and differentiate content, and have collaborative learning. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support. Based upon the demands of the Common Core Learning Standards, the following strategies and practices are used for all our ELLs (less than three years, and 4 to 6 years- and long term ELLs): Tier II and III vocabulary work, journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making, reader’s theater, cooking and puppetry. All instruction is delivered in English. Reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction. Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners. The following scaffolding strategies are implemented in order to support students' understanding of the academic curriculum: Modeling when introducing a new task, learners need to see or hear what a developed product looks like; Bridging activities access prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences; Contextualization which refers to putting words in context in order to convey meaning of unfamiliar words using visuals, manipulatives, graphic organizers, and other realia services; Schema building which involves bringing to light the connections that exist between and across concepts and the curriculum. Strategies such as graphic organizers, story mapping, jigsaw, etc... help students gain a wider understanding of how concepts fit together; Metacognitive development involves the explicit teaching and learning of strategies that enable students to become autonomous learners; such as thinking maps, KWL activities, think alouds, and reading with a focus; Text representation which involves taking a known text and changing it for a new purpose using a different genre such as dramatizations, storyboards and post cards. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their listening, speaking, reading, and writing skills. Additional strategies used to facilitate language acquisition are predictable and consistent classroom routines, aided diagrams, lists, and easy to read schedules on the board or on charts to which the teacher refers frequently. Also employed is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

Though English Language Learners are grouped according to both English proficiency and grade, differentiated groups are formed within each class in order to further meet the needs of individual students. ELLs are continually monitored both formally (tests) and informally (observations). Among our more formal assessments are Ready Gen Performance Based Assessment, MOSL Performance Based Assessment and informal assessments. The data from each assessment is gathered by the teachers and shared with the ESL teachers. The teachers meet on a continuous basis to analyze the data and determine the proper skills/lessons to be taught. Students are taught in strategy and guided groups according to their individual levels of proficiency in each skill area addressed. Furthermore, English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5),
Reading Recovery, At Risk SETSS, RtI, and ESL summer school. Bilingual dictionaries and iPads to support comprehension are used.

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

   ELLs are given the opportunity to take the NYSED in translated versions, if necessary. ELLs who are administered the NYSITELL and whose home language is Spanish, are administered the Spanish LAB if they do not test proficient on the NSITELL. We use the results of the Spanish LAB to determine their fluency in Spanish. For newcomer ELLs, we administer the SIFE Oral Interview Questions with the help of bilingual staff members. For low incidence languages, we contact consultants to translate NYS Math and Social Studies tests. Bilingual staff are involved with ELLs who need assistance. Native language books, dictionaries, and glossaries are available. In addition, computer software is used to differentiate instruction and facilitate language acquisition. Our ESL teacher meets with the classroom teachers and together they continually discuss and plan instruction for our ELLs in order to ensure cohesion across the school day and in every content area. Writing samples in the native language is used to determine native language and content knowledge. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology, thinking maps, bilingual staff, peers, native language materials and flexible groups.

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

   We differentiate instruction for all of our English Language Learners.
   a. We currently do not have any SIFE students. In the event that we do have SIFE students, we will address each student’s individual needs. In addition, we differentiate instruction, focus on students’ strengths, and provide RtI. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, use of computers, visuals, activating prior knowledge, building background knowledge, promoting language development through cooperative learning groups, and using native language support. They have access to computer programs such as MyOn, Think Central and Dream Box. Students are provided an iPad to facilitate and support language acquisition.

   b. Our newcomers are continually assessed and closely monitored throughout the school year. Based on the students’ needs, and abilities, they are given ESL support towards English proficiency as well as meeting the curriculum needs of their grade. All newcomers receive their mandated 360 minutes of ESL instruction each week in order to support their efforts towards success. We also ensure that ESL testing modifications are in place at the time of the standardized exam as well as all exams in preparation for the NYS ELA. They have access to computer programs purchased such as MyOn, Think Central and Dream Box. Peer tutoring is also available if needed and lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support. We differentiate lessons as necessary to fit the need of our newcomer ELLs including the use of thinking maps, picture supports, and TPR. Newcomers are provided with iPad in order to support language acquisition.

   c. Our plan for ELLs receiving service for 4 to 6 years is once again to follow their required instructional ESL time each week. As we do with our newcomers, we continually assess their English proficiency as well as the curriculum needs in their grade and use this data to drive our instruction and create a safe and effective educational atmosphere for them. As stated above, guidance, bilingual glossaries, bilingual libraries and peer tutoring are available when necessary. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support. They use computer programs, MyOn, Think Central and Dream Box. They are also provided with an iPad.

   d. We currently have 1 long term ELL and we address his individual needs. We differentiate instruction, focus on students’
strengths and provide him with needed support in reading and writing. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support. We provide them with iPads.

e. Former ELLs are provided 90 minutes per week of Integrated ENL/ELA or other content area. In addition, they are given testing accommodations (time extension, separate location, translated glossaries,...) Also, they have opportunity to use computer programs such as My On, Think Central and Dream Box. They also may get counseling and RTI if necessary. They have access to computers, IPad, all technology and translated dictionaries.

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?

Strategies we use for ELL SWD to access content area and accelerate English language development are: tapping into prior knowledge, meaningful and standards based language use across curriculum at student’s instructional level, collaborative learning, teaching Tier II and Tier III vocabulary, and scaffolding and differentiation. We adapt lessons in order to maximize each student’s potential, with a focus on their IEP goals and needs. Materials used are Ready Gen, Envision Math, Avenues ESL books, Raz Kids, Go Math Digital, Smartboard, computers, bilingual books, bilingual dictionaries, tapping into prior knowledge, graphic organizers, thinking maps, manipulatives, and visuals.

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 ELL SWD curriculum and instruction is presented in multiple ways and allow for diverse avenues of expression. Technology, tapping into prior knowledge, meaningful and standards based language use across curriculum at student’s instructional level, individual support, scaffolding and differentiation are all strategies we use to ensure access to general education curriculum and Common Core Standards. We are cognizant of students’ strengths and challenges when planning Common Core instruction, and focus on IEP goals and needs. Flexibility in scheduling allows our ELL SWD to remain in general education classrooms and have special ed teachers (SETSS and ICT) address their needs based on the goals in the IEP.

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.

All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English language needs as well as their curriculum needs towards meeting the Common Core Learning Standards. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as SETSS, RtI, and summer school. Computers, Ipads, apps, Khan Academy, and other resources are used. Small group instruction and flexible groupings provide further support. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials. These interventions are in English, but if necessary native language is also provided. These interventions are in English, but are also provided in native language, if necessary.

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

Each year we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all our students including our ELLS.

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

N/A

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

All ELLs are afforded equal access to all school programs and they participate in all of them. They have the opportunity to participate in our Champs Program, Inquiry Focus group, Saturday Academy, Boy’s Reading Club, Club Activities, Drama Club,
electives, PTA After School, trips, etc. There is equity amongst all of our student population. ELLs are given the same opportunities as the rest of the PS 208Q students.

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.

Instructional materials used in the school are Ready Gen and Go Math. Many regular classrooms have a Smart Board that is used with all of our students including our ELLs. In addition, we have laptops of which all teachers including our ESL teachers have access to. The ESL teacher has iPads to use with her students. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software Schoolnet, Performance Series (reading, math, language arts), Destination Math, My On, Think Central, Dream Box, Raz Kids, Reading Rainbow Go Math Digital, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.

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

ELLs are given the opportunity to express themselves in their native language, when needed. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use. At PS 208 we have respect for and celebrate the linguistic and cultural diversity of students. There is always collaboration between school, home and community. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology, bilingual staff, peers, native language materials and flexible groups. ELLs are given the opportunity to take the NYS exams in translated versions. ELLs who are administered the NYSITELL and whose home language is Spanish, are given the Spanish LAB if they do not test proficient on the NYSITELL. We use the results of the Spanish LAB to determine their fluency in Spanish. For SIFE, we administer the SIFE Oral Interview Questions with the help of bilingual staff. Computer software is used to differentiate instruction and facilitate language acquisition. Writing samples in the native language is used to determine native language and content knowledge.

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

Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child’s individual needs as they strive towards both English proficiency as well as meeting their grade’s common core curriculum requirements. We place our ELLs in small groups based upon grade levels. We ensure all required services are given by appropriate teachers and we enter this information into STARS. Based on IEP goals and recommendations, we plan instruction for our ELLs with disabilities. Based upon most recent NYSESLAT/NYSITELL score data, we plan each ELLs appropriate minutes of service according to CR Part 154.

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?

We do not share a building or have a co-location. Instructional materials are shared within our entire school building. We share Instructional materials such as Ready Gen and Go Math. Many regular classrooms have a Smart Board that is used with all of our students including our ELLs. In addition, we have laptops of which all teachers including our ESL teachers have access to. The ESL teacher has an iPad to use with her students. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software Schoolnet, Performance Series (reading, math, language arts), Destination Math, My On, Think Central, Dream Box, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.

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).

We have a PTA summer camp program which ELLs could attend. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with PS 208Q. The parent coordinator is involved in these activities. We pair up new ELLs with a buddy, preferably someone who speaks their native language to ease the transition. Google Earth is used on Ipad to translate curriculum.

17. What language electives are offered to ELLs?

We offer Spanish to all students.

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

   N/A

### 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?

   Staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teacher attends professional development through our D.29 and OELL. She turnkeys the information to our classroom and cluster teachers, sharing pertinent information on working with ELLs in all content areas and ensuring continuity across the ESL program and the classroom. She attends training in Common Core and ESL methodologies as well as continuously being updated regarding NYSESLAT and LAB-R training and policies. School secretaries also attend pertinent workshops. The ESL teacher works closely with the secretaries to review all important information. All teachers of ELLs have the opportunity to attend relevant ELL workshops.

   The ESL teacher attends District 29 meetings and OELL workshops addressing academic rigor and the Common Core Learning Standards and this information is presented to classroom and cluster teachers. Any TC ESL workshops, OELL workshops and others are available for all teachers to attend.

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.

   As our ELLs transition from middle school to high school, they are given further support from our guidance counselors to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise. At the end of each school year, our eighth graders visit their prospective schools in order to familiarize them with their new surroundings, ease their transition and lessen their anxiety.

   The ESL teacher conducts professional development activities for the school pedagogical staff during after school meetings. An ESL workshop is planned during the months of September, November, January, March, and May for all staff to
attend. All ESL teachers attend 50% of the required professional development hours both in school and at out of building ESL meetings. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Lesson support and modeling is provided by ESL teachers on an as needed basis. When the ESL teacher pushes in, ESL techniques and strategies to support the Common Core Learning Standards are modeled for the classroom teachers. Teachers keep record of their attendance and pertinent information received during the workshop. Administration keeps copies of all ELL training attendance sheets. 15% of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction including focus on best practices for teaching strategies for ELLs. All PDs are given with an agenda and attendance is recorded. ESL teachers will attend 50% of required PD hours from OELL, TC and through monthly ESL network meetings and any other relevant workshops offered.

**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?

At PS 208, Tuesdays after school, during parent communication time, we communicate with parents of ELLs. We meet together with the classroom teacher or content area teachers or speak on the phone. School staff is available for translation, if needed. Goals of the program, their child’s progress, analysis of class work and test assessments are addressed. We inform parents of what they need to do to help their child. These meetings are in addition to mandated parent teacher conferences. At least once a year, we meet individually with parents of ELLs to discuss language development progress and goals of the program (with translators). Individual student records are kept in ESL student portfolios, cumulative folders and parent engagement logs. Bilingual staff are available during parent outreach hours in order to be sure parents understand the progress of their child and to address any issues. We also contact Translation and Interpretation Unit, if necessary.

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

At PS 208 we have high parent involvement. Parents are encouraged to get involved in school activities. We offer parents throughout the year the ability to participate in activities with their children both during the school day and after school. We have parent workshops, school trips, food festivals, class activities, shows, museum visits and plays. In addition, they are given parent workshops throughout the year to inform them of upcoming assessments and student progress on ELA. Math, NYSITELL, NYSESLAT, and interim ESL assessments. The Translation and Interpretation Unit is used if necessary. Parents of ELLs are active participants in all of the PS/IS 208 extra curricular parent activities.

**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.
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, James Philemy, 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>James Philemy</td>
<td>Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Rachel Thomas</td>
<td>Assistant Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Devon Hunter</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Zipora Cysner</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Fee Nicoleau</td>
<td>Parent</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>M. Sweeney/Reading</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Laura Scarborough</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suze Meisel</td>
<td>School Counselor</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Beverly Mitchell</td>
<td>Superintendent</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stacey Kayton</td>
<td>Other Teacher</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Name: **PS/IS 208**  
School DBN: **29Q208**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

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

**DBN:** 29/Q/2  **School Name:** PS/IS208  **Superintendent:** Beverly Mitchel

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>Zipora</td>
<td>Cysner</td>
<td>LAC</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.

   We review part III of the Home Language Identification Survey (HLIS), generate RHLA and RPOB ATS reports, look at student emergency cards, and review Language Information Surveys to determine parents language preference. We receive referrals from both teachers and the Parent Coordinator. Our Parent Coordinator also surveys parents before and after school and informs them about our written/oral translation services. Our findings are that the major languages in our school that the parents request translation are Spanish and Bengali. Teachers were informed of these findings during grade conferences and informal conversations. These services are for all parents, not just for parents of ELLs. We analyze data from ATS reports RHLA and RPOB and share with the school community including parents and teachers. We provide parents with translations when filling out student emergency cards and give them access to translators and translated versions. We use the information on the emergency contact cards and HLIS to determine preferred language.
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>Bengali-5</td>
<td>Bengali-4%</td>
<td>Bengali-6</td>
<td>Bengali-.08%</td>
<td></td>
</tr>
<tr>
<td>French-1</td>
<td>French-.08%</td>
<td>French-1</td>
<td>French-.08%</td>
<td></td>
</tr>
<tr>
<td>Haitian Creole-3</td>
<td>Haitian Creole-.24%</td>
<td>Haitian Creole-8</td>
<td>Haitian Creole-.63%</td>
<td></td>
</tr>
<tr>
<td>English -1214</td>
<td>English -96.04%</td>
<td>English -1206</td>
<td>English -95.41%</td>
<td></td>
</tr>
<tr>
<td>Portuguese-1</td>
<td>Portuguese-.08%</td>
<td>Portuguese-1</td>
<td>Portuguese-.08%</td>
<td></td>
</tr>
<tr>
<td>Spanish-35</td>
<td>Spanish-2.77%</td>
<td>Spanish-37</td>
<td>Spanish-2.93%</td>
<td></td>
</tr>
<tr>
<td>Tamil-3</td>
<td>Tamil-.24%</td>
<td>Tamil-3</td>
<td>Tamil-.24%</td>
<td></td>
</tr>
<tr>
<td>Urdu-2</td>
<td>Urdu-.16%</td>
<td>Urdu-2</td>
<td>Urdu-.16%</td>
<td></td>
</tr>
</tbody>
</table>

Most parents request English as their preferred languages for both written and oral communication. Some parents request Spanish communications. We use in house school staff and DOE Translation and Interpretation Unit, or outside vendor language services to help with translation and interpretation. If necessary, we contact the Translation and Interpretation Unit if we need help with low incidence languages.

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.

   | English |
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>Welcome Parent Orientation Letters</td>
<td>Sept 2017</td>
<td>DOE Translation Template -- we contact unit in timely manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We send documents to NYCDOE Translation and Interpretation Unit in order to request translated versions in a timely manner.</td>
</tr>
<tr>
<td>Holiday Letters, IEP Letters, Report Cards, Conference Days Letters, School Surveys, Policies and Procedures, Health Forms, school flyers, permission slips, contact info, cell phone policy, parent meeting letters.</td>
<td>Sept-June 2017-18</td>
<td>DOE Translation Template--we contact unit in timely manner in house staffWe send documents to NYCDOE Translation and Interpretation Unit in order to request translated versions in a timely manner.</td>
</tr>
<tr>
<td>NYSITELL related documents</td>
<td>Sept 2017 and ongoing</td>
<td>DOE translated form letters template</td>
</tr>
<tr>
<td>NYSESLAT Parent workshop invitations</td>
<td>May 2018</td>
<td>DOE Translation Unit and in-house staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We send documents to NYCDOE Translation and Interpretation Unit in order to request translated versions in a timely manner.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences</td>
<td>Nov 2017</td>
<td>We have in house staff to translate. If not we will contact the DOE Translation and Interpretation Unit.</td>
</tr>
<tr>
<td></td>
<td>March 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 2018</td>
<td></td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>Sept 2017</td>
<td>We will utilize in house staff to translate or contact DOE T &amp; I Unit</td>
</tr>
</tbody>
</table>
NYSESLAT Workshop, Individual Parent ELL Conference | April 2018 | In house staff or contact DOE Translation and Interpretation Unit

ELL Parent Selection | Sept 2017 | In house staff or contact DOE Translation and Interpretation Unit

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

The parent coordinator sends out email blasts in the event of a school emergency. We make phone calls in parents’ preferred language in any emergency situations through the use of bilingual staff and the translation/interpretation services.

Part C: Training Staff on Policies and Procedure

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

In order to ensure the Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education, we have translated language guides and posters in the school lobby from the NYCDOE Translation and Interpretation Unit in order to welcome all Limited English speaking parents. Language Access Coordinators in the building were trained by the field support specialist about all material available to teachers and parents for translation services. These coordinators then turnkey information to the rest of the pedagogical and non-pedagogical 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.)

We will use bilingual staff and contact DOE Translation and Interpretation Unit whenever the need arises. We will show translated editions of the Parents’ Bill of Rights, Parents’ Guide to Language Access, Language ID Guide to provide translation and interpretation services to all parents who require such services. Our goal is to ensure that parents whose language is other than English are provided with the opportunity to participate in their child’s education. We ensure this for all parents who require them, not just parents of ELLs. We plan to have school notices regarding parent workshops, PTA meetings, and Parent Teacher Conference notices translated. We also utilize the DOE translation unit, in addition to bilingual in-house staff and other outside vendors to translate our written notices. We plan to provide oral translation during the regular school day using our bilingual guidance counselors and our bilingual staff members. Signs are clearly posted in the main office/corridor for translation services. Whenever possible, provisions are made for parents to have immediate translation on the telephone or during school visits. We post signs regarding visitor access in translated languages to ensure that parents are not prevented from reaching the office due to language barriers.
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?

Mechanisms we use to gather feedback from parents on the quality and availability of services are parent surveys. Also feedback from PTA meetings, parent teacher conferences, phone conversations, food festival, and assembly programs. In addition, the parent coordinator provides feedback from parents. Also parents fill out school surveys online in their home languages.