2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 25Q219
School Name: P.S. 219 PAUL KLAPPER
Principal: FREDERICK WRIGHT
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/MS 219, Paul Klapper School  
School Number (DBN): 25Q219

BEDS Code: 342500010219

Grades Served: PreK, K-8

School Address: 144-39 Gravett Rd, Flushing, NY, 11367

Phone Number: 718-793-2130  
Fax: 718-793-1039

School Contact Person: Erica Paley, AP  
Email Address: epaley@schools.nyc.gov

Principal: Fred Wright

UFT Chapter Leader: Jennifer Maier

Parents’ Association President: Vanessa Cardarelli

SLT Chairperson: Barbara Malik

Title I Parent Representative (or Parent Advisory Council Chairperson): Stephanie Kidwell

Student Representative(s):

CBO Representative: na

District Information

Geographical District: 25  
Superintendent: Danielle DiMango

Superintendent’s Office Address: 30-48 Linden Place, Flushing, New York 11354

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

Phone Number: 718-281-7605  
Fax: 718-281-7519

Field Support Center (FSC)
Queens North

Executive Director: Lawrence Pendergast

28-11 Queens Plaza North

lpender@schools.nyc.gov

917-225-2020

718-391-8320
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred Wright</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jennifer Maier</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Vanessa Cardarelli</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Rosanna Schweiger</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Stephanie Kidwell</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Tara Coniglio</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Barbara Malik</td>
<td>Member/ Teacher -Chair</td>
<td></td>
</tr>
<tr>
<td>Christine Santiago</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Kenneth Ng</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Natalie Bausone</td>
<td>Member/Parent</td>
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<tr>
<td>Anonwara Aana Aman</td>
<td>Member/Parent</td>
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<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>The PS/MS 219 Learning Community promises to do our best to provide rigorous instruction and cultural engagement. We also promise to cultivate a learning and social environment where the whole child is supported.</td>
</tr>
</tbody>
</table>
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.

We are committed to a deep sense of social justice here at PS/MS 219. We maximize exposure to every single cultural experience fiscally and physically possible. The 219 version of social justice is that we provide max participation of all the cultural goodies that NYC has to offer. They shouldn’t be reserved for affluent tourists and residents. We think it’s a travesty when our students live next to cultural icons and cannot access them. We take everybody. Before we called this list, the "Bucket List," we wanted every student to go to the Metropolitan Museum. Now we have expanded this expectation to the Whitney and the Guggenheim. We have made a new ASD connection with the Guggenheim for our Horizon classes. We have implemented many social, cultural and academic experiences that are outside the classroom such as: Overnight trips to Washington, D.C., and Boston, as well as a day trip to Philadelphia. The following *Bucket List* is an extensive — but not exhaustive — list of the incredible layers of what we give our kids.

<table>
<thead>
<tr>
<th>Tae Kwon Do: PreK – Grade 1</th>
<th>Going to a Broadway Show: Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming at the YMCA of Flushing: Grade 2</td>
<td>Day Trip - Philadelphia: Grade 6</td>
</tr>
<tr>
<td>Mets Game at Citi Field: Grade 3</td>
<td>Overnight Trip - Boston: Grade 7</td>
</tr>
<tr>
<td>Ballroom Dance: Grade 4</td>
<td>Overnight Trip - Washington, DC: Grade 8</td>
</tr>
</tbody>
</table>

Another example of this concept of equity access is how we treat the 8th Grade Prom, and we have seen an easily measurable impact: 100% participation. This is possible because we hold the event on-site during the day, preventing the exclusion of students who are on door-to-door busing, which makes attending events problematic, and/or religious observers who would not normally participate in a male-female event. Our parents support this idea because they trust the school to provide a socially healthy and culturally acceptable prom experience. There is no charge to the students and it is an extremely popular event. This is just one of many examples.

**Regents for All**

PSMS 219 offers the Common Core Algebra I Regents as well as the Earth Science Regents to all General Education and ICT students in 8th grade via a two-year model. Students with disabilities in the 8:1:1 (Horizon) and 12:1 (self-contained) classes can take the Regents if they are up to the challenge of the rigor. We do not have “SP” or “Advanced Placement” classes; rather our classes are heterogeneously-grouped and we do not isolate our “self-contained” classes in any way. All students therefore have access to rigorous instruction in the core subjects. No other MS schools within the district offer the Regents to such a wide range of students. In doing so, we have improved our service to the community and now have 300+ families on our MS choice waiting list: an increase from years ago when we experienced an annual challenge to fill our grade six seats. Our parents and students know that not everyone passes the Regents because both tests are extremely hard but they continue to choose PS/MS 219 for the opportunity to pass the exam. They trust us to provide the best possible instruction to their students to give them an opportunity to try. Parents and students understand and appreciate the connection to college and career readiness. (Statistics show that not all students pass the Regents but rigorous instruction and support provides the opportunity to attempt to be successful on the Regents.) We are currently in the process of adding a Geometry Regents class for some of our accelerated students and are considering American History Regents in the 2018 – 2019 school year.

**STEM and Science**

To increase STEM in our classrooms, we offer Bricks 4 Kidz (a version of Lego Robotics) to our students in grades 1 – 7. Classes cycle through units of Lego work and coding to create tools used in the world around them! We also created a Maker Club from a partnership between Nest and the New York Hall of Science. Our students design their own creations and build them with our 3D printer!

SciCon! We used an inquiry approach to evaluate our annual Science Fair Projects. Our Science department asked: How can we improve the rigor and success, improve content, create a “burn” for inquiry, foster curiosity, and improve fidelity to the Scientific Method? Where do we want students to land? Where do we want teachers to land? From...
there, we revamped our traditional science fair to include many more opportunities for STEM. We found that traditional science projects do not always cater to students’ strengths. We want to provide all students with access points to STEM, generating excitement about the world around us. We gave students give options for a science projects:

- Traditional Science Experiment: Students will state a research question that can be answered through observation or experimentation.
- Scientific Principle Demonstrated and Explained
- Use Legos to Demonstrate a Scientific Principle, tool, idea, etc.
- Create Your Own Invention for Society
- Scientist Contributions: Write a report on an invention or scientist's contributions and its impact on our society.

We gave students scientific journals to jot down their notes, background information, research drawings, hypotheses, ideas, etc. Students would also produce a written report where they would share their findings, research, and information learned. We were open to all formats: PowerPoints, written reports, comic strips, art projects, etc.

**Art and Music**

We have two complete Pre-K – 8 teams for Art and for Music. Our three art teachers develop curriculum across the grade bands, PreK – 8. Our Pk-1 Enrichment Model offers arts in a way that supplements the students’ other curricula based on Engage NY domains. Students with Disabilities (SWDs) who have emotional and sensory needs (K & 1st Grade Horizon classes) that are not sometimes met, enjoy enrichment taught via a therapeutic approach that uses strategies from speech, occupational therapy (OT), and physical therapy (PT) to help all of our youngest kids meet their needs. Students in grades 2 - 5 learn print making, graphic design, and creative arts. Our MS art teacher is Nest trained and meets the NYC and State requirements for the visual arts. Students visit Whitney Museum, the Metropolitan Museum of Art, and more! Our fourth Annual School-Wide Art show was very popular with our families. Our new Chorus traveled to New Jersey to perform in the American Young Voices concert, along with over 1 million other students.

Our three music teachers continue to develop our music curriculum across the grades, Pre-K to Grade 8. Students learn the foundation of music in Pre-K – 2, start learning the recorder and guitar in grade 3 – 6, and in grades 7 & 8 students choose band instruments. We offer an after-school band and orchestra club to students in grades 4 - 6. Each grade had a Spring Concert, performing in front of families and staff with guitars, keyboards, drums, band instruments, orchestra, etc. This year, we have three full-time music teachers and a chorus for students in grades 5 - 8! We build pull-out small group instruction into our music teachers’ programs. They get small group instruction via tutoring with their musical instruments. Our music and art classes are not electives so these built-in periods are necessary to engage high level skill. 100% of students take music. 100% of students take art. We are not an elite school; rather, this is evidence of full inclusion for all our students.

**Mentoring, Career Day, and Corporate Partnerships**

Middle School age children are presented with mentoring and guest visits from corporate partners such as Bloomingdale’s, New York Community Bank, and several New York sports teams (Yankees, Mets, Knicks, Nets, Giants, and Jets). Our partnership with the NY Pops provides families with free tickets to concerts at Carnegie Hall. Other city-based educational programs include visits from the Department of Emergency Management (DOEM) and the FDNY. This year, we hosted Career Day with over 15 guest presenters speaking about their careers and how they became successful.

**Family Engagement and Involvement**

Through our increase in parent involvement, we have numerous activities catered to bring parents into the building. We have Student of the Month once each month where we celebrate students and their hard work and achievement.
Other parent activities include: graduation, stepping up ceremonies, SciCon, Art Show, music concerts, Lunar New Year, Cool Culture, and Family Engagement Night.

We’re green! We have extensive outdoor space with raspberries, figs, and a full apple orchard. We have raised bed garden plots that grow tomatoes, herbs, and more. We also compost all the organic waste from the school cafeteria and nearly 100% of all the carbon waste, our shredded paper. The compost is then used to condition our soil around the school.

We continue to hire more staff members who speak a variety of languages! We have staff who speak: Mandarin, Spanish, Cantonese, Greek, Hebrew, Russian, Hindi, and more!

That’s 219 at its best.

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

We offer early morning, after school, and school-break academies for our students! Our ESN students attend "Sunrise Academy" to prepare them for the NYSESLAT. Students in grades 3 - 8 attend a "Sunrise Academy" for test preparation for the state exams. Additionally, we offer test preparation programs during the vacations (February and April) for extra help in getting ready for the state exams.

We must highlight our two programs for children with Autism Spectrum Disorders (ASD). Students on the spectrum are served in two discrete programs: Nest (20:5 ICT) in Middle School and Horizon (8:1:1) in K-8. We have always been a school that embraces all children: those with needs, those who are learning English, and those who are neuro-typical. We believe in inclusive education; students are mainstreamed as much as possible and have equitable access to all subjects, activities, and programs. We tailor instruction and have positive behavior supports for all students, especially those with special needs. Because of our success with these programs, the Office of Specialized Programs has asked us to create a specialized PreK for students with ASD in a 6:1:2 setting. We are so proud, so grateful, and so humbled to serve another group in the community.

Our ASD programs provide professional development centered on training school teams to support the ASD students at their individual education levels no matter what. We already had many of the strategies to serve Students with Disabilities; certainly we had the heart and the dedication in place already. These two programs have helped us to provide structures and establish new and better-organized bottom lines for our classrooms and to adjust attitudes and actions of those who serve them. Our teams are provided with intensive on- and off-site support for not only the teachers, but related service providers and administration, as well. Because of the high quality of the strategies, team meeting protocols, and other supports, many elements and philosophies have been incorporated across the school and in all classrooms. Any visitor or evaluator will see evidence of this improvement of our school-wide PBIS-like methods and classroom supports. All of which support not only the social needs but ultimately help our ASD kids to have a chance to learn like everyone else in a community school setting.

Some of the Nest and Horizon specific supports are: Perspectives Lab, the Independence Curriculum, and Case Conferencing. Perspectives Lab (Social Development Intervention) is a class taught by Speech teachers that works on pragmatic language and perspective taking skills. The Independence Curriculum is a program focusing on executive functioning that our Occupational Therapist does with 6th grade Nest students. Both Horizon and Nest students are case conferenced during team meetings (three times each month) where teachers discuss students' strengths and challenges and brainstorm ways to support our students with their independent needs. This is an opportunity for teachers to brainstorm and solve problems - both academic and behavioral – in the classroom. Moreover, Horizon and Nest teachers participate in inter-visitations to share best practices and see their colleagues engage in similar content or with the same students across grade levels.
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.

This past year, we have made the most progress in Effective School Leadership, Rigorous Instruction, and Strong Family-Community Ties.

- One example that displays our rigorous instruction is that 76% of our 8th graders passed the Algebra Regents; this is inclusive of Nest and Horizon students. 81% of our 8th graders passed the Earth Science Regents, inclusive of all Nest and Horizon students.
- Additionally, on our 2017-2018 School Learning Survey:
  - 97% of families say they trust the principal.
  - 93% of families say that the principal at their school works hard to build trusting relationships with families like them.
  - 99% of families say that they feel respected by their child's teachers.

Our key area of focus for 2018 – 2019 will be on teacher teams (QR 4.2), aligned to Collaborative Teachers in the Framework for Great Schools.
### School Demographics and Accountability Snapshot for 25Q219

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
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<tr>
<td>PK,0K,01,02,03,04, 05,06,07,08</td>
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#### Special Education Programs/Number of Students (2015-16)

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<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
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</thead>
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<tr>
<td>94</td>
<td>32</td>
<td>48</td>
<td>87</td>
<td>29</td>
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#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>74.0%</td>
<td>95.6%</td>
<td>64.8%</td>
<td>8.9%</td>
<td>18.2%</td>
<td>27.6%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8%</td>
<td>7.0%</td>
<td>48.3%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2016-19)</th>
<th># of Assistant Principals (2016-17)</th>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
<th>% Teaching with Fewer Than 3 Years of Experience</th>
<th>Average Teacher Absences</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.08</td>
<td>2</td>
<td>0.0%</td>
<td>3.0%</td>
<td>17.0%</td>
<td>1.7%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.0%</td>
<td>56.0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>US History Performance at Levels 3 &amp; 4</th>
<th>4 Year Graduation Rate</th>
<th>6 Year Graduation Rate (2011 Cohort)</th>
<th>Regents Diploma w/ Advanced Designation</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

##### Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Yes</td>
<td>NO</td>
<td>N/A</td>
<td>YES</td>
</tr>
</tbody>
</table>

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Yes</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
</tr>
</tbody>
</table>

##### High School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

As aligned to the Framework for Great Schools’ Rigorous Instruction element, we reviewed our Quality Review Feedback (January 2018) for Pedagogy (QR 1.2 Proficient). The feedback was, “Recommendations within both supervisory visits this year indicated the need to focus on supporting your teachers in aligning teaching strategies that will routinely provide access and engagement for all learners.”

As of June 2018 Advance data for 1e shows:

- 0% of our ratings were Ineffective (from 1% in 2017)
- 10% of our ratings were Developing (from 11% in 2017)
- 78% of our ratings were Effective (from 76% in 2017)
- 12% of our ratings were Highly Effective (from 12% in 2017)

As of June 2018 Advance data for 3c shows:

- 0% of our ratings were Ineffective (from 1% in 2017)
- 15% of our ratings were Developing (from 1% in 2017)
- 80% of our ratings were Effective (from 78% in 2017)
- 5% of our ratings were Highly Effective (from 9% in 2017)

As of June 2018 Advance data for 3d shows:

- 10% of our ratings were Developing (from 4% in 2017)
- 83% of our ratings were Effective (from 89% in 2017)
- 7% of our ratings were Highly Effective (from 7% in 2017)

Our Well Developed “Area of Celebration” on the MOLP Rating (June 2018) was 4.1, Teacher Feedback. Feedback was: Establishing a system for engaging in frequent cycles of observation is essential to growth of teachers across your school community. Your observation reports consistently capture areas of strength, challenges and next steps, which supports teacher development across your school community. You have organized professional learning to further support your school in the areas that support your school-wide and district-wide foci as evidenced by your professional learning plan. The PL plan is broken down by grades and emphasizes the use of data to support small group instruction, which aligns with your instruction focus. Your alignment of feedback and professional learning supports is leading to improved student learning outcomes.
Our “Area for Improvement” from our MOLP rating (June 2018) was 1.2 Pedagogy, which reflects our school’s action plan moving forward, specifically with supporting small group instruction and teacher collaboration.

For this goal, we looked at grade 3 NYS data from 2016 - 2017 and DIBELS data. We wanted to target what happens BEFORE the NYS test in grade 3 and what we can do to maximize the number of students who are reading on grade level by third grade.

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Proficiency (Levels 3-4)</td>
<td>41 %</td>
<td>62.7 %</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—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 RtI team will create cycles of small group instruction with students in grades K - 2, which will result in 50% of Tier 3 students moving to Tier 2 or Tier 1, measured by DIBELS progress monitoring growth including BOY, MOY, and EOY diagnostics.
### 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). |
| **Target Group(s)** | **Timeline** | **Key Personnel Who is responsible for implementing and overseeing the activity/strategy?** |
| **Who will be targeted?** | **What is the start and end date?** | |
| Teachers in grades K - 2 administer the DIBELS baseline screening assessment to all students. | All K-2 students | September - October 2018 | K-2 Teachers, Paraprofessionals, Administration, RTI Team |
| Teacher teams will work together at designated times (Monday Professional Development, common planning periods, etc.) to form groups of students based on the diagnostic data (Tier 1, 2 and 3). | K-2 teachers, RTI Team | September 2018 - June 2019 | K-2 Teachers, Paraprofessionals, Administration, RTI Team |
| Teachers pull their small groups (tier 2 - yellow category) students daily for targeted and specific instruction from the DIBELS Next Now What? lessons. | Tier 2 and Tier 3 students | September 2018 - June 2019 | K-2 Teachers, Paraprofessionals, Administration, RTI Team |
| Teachers progress monitor their students every 10 days to track growth. | | | |
| RTI teachers pull small groups (tier 2 - yellow category, tier 3 - red category) for individualized instruction, using DIBELS Next Now What? lessons based on the student’s need. The teacher progress monitors every 5 or 10 days. | | | |
In January and May students are given the diagnostic assessments again (MOY, EOY) and regrouped based on these results. New groups are created and the process of lessons and progress monitoring begins once again.

3b – Parent and Family Engagement

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

Parent Involvement and Building Trust: Parents will receive monthly pre- and post-letters from teachers, highlighting the current unit of study and assessment criteria, to support parents’ understanding of the writing tasks students engage in. Parents will receive DIBELS progress reports and lessons they can do at home with their students. (November and March)

Parent Coordinator will train parents on Great Leaps - a fluency and reading program - to struggling readers and families (September - June)

Key personnel: K-2 Teachers, RTI Team, Parent Coordinator, Social Worker, Guidance Counselors, PA members, and 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.

<table>
<thead>
<tr>
<th>Human Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTI Team (four teachers)</td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>K-2 Teachers</td>
</tr>
</tbody>
</table>

Instructional Resources:

| DIBELS Next |
| Monday/Tuesday Professional Development time |
| Per Diem for teachers to give diagnostic assessments to students |
| Common Planning Periods |

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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, our RtI team will have created cycles of small group instruction with students in grades K - 2, and 50% of Tier 3 students will be on track to move to Tier 1 and Tier 2, measured by DIBELS progress monitoring growth from BOY to MOY diagnostics.

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

DIBELS Progress Monitoring, Now What? Lessons

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

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

**Part 1 – Needs Assessment**

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

Number responses accordingly.

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

As aligned with the Framework for Great Schools' Supportive Environment element, we have analyzed the school's learning environment survey.

- 68% of students say that most students follow the rules in class.
- 53% of teachers say that students follow the rules in class.
- 59% of students say that their teachers support them when they are upset.
- 88% of students say that they feel safe in their classes.
- 42% of teachers say that adults at their school recognize disruptive behavior as social-emotional learning opportunities.
- 45% of teachers say that adults at their school teach students the skills they need to regulate their behavior (by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings). (Q21g)
- 43% of teachers say that adults at their school have access to school based supports to assist in behavioral and emotional escalations.
- 60% of students say that students rarely or never harass, bully, or intimidate other students at their school. (Q8a)
- 74% of students say that students rarely or never harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status at their school. (Q8b)
- 76% of students say that students rarely or never harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation at their school. (Q8c)
- 69% of students say that students rarely or never harass, bully, or intimidate each other because of other differences, like disability or weight, at their school.

As of June 2018 Advance data for 2a shows:

- 1 % of our ratings were Developing (from 1 % in 2017)
- 49% of our ratings were Effective (from 63 % in 2017)
- 49% of our ratings were Highly Effective (from 36% in 2017)

As of June 2018 Advance data for 2d shows:

- 3 % of our ratings were Developing (from 5 % in 2017)
- 54 % of our ratings were Effective (from 66% in 2017)
- 43 % of our ratings were Highly Effective (from 29% in 2017)

Despite our Danielson E and HE ratings when the administrators are in the room, we have verbal feedback from teachers and Dean’s Referrals that indicate this is an area in need. Data shows most of our issues are of low-level
harassment. In the 2017 - 2018 school year, we had an overall 118 number of OORS incidents. 70% of those incidents were infraction levels 3, 4, and 5.

We have strong structures in place to support students with a wide variety of needs. The problem is that these incidents arise and need to be addressed through interventions and restorative process before they escalate into full-on disciplinary problems. This disconnect has been observed through various power struggles and acts of defiance, even in classrooms where staff has training as well as other areas within the building where the staff has yet to implement the same high-quality structures and supports.

**Part 2 – Annual Goal**

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

By June 2019, our Social Emotional Learning Team will implement a grade-level SEL toolkit derived from our school charter (i.e. mood meter, Meta Moment, feelings vocabulary, protocols, etc.) for all staff members, resulting 70% of teachers engaging in SEL coaching implementation cycles, in grades K - 8.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Specific Teachers, Dean of School Culture, Guidance Counselors, Social Workers, School Aides | Sept 2018 - June 2019 | Administrators and specific teachers, Dean of School Culture, Guidance Counselors, Social Workers, School Aides |

We are revamping lunch (where the majority of our OORS incidents occur).  
  • We are implementing PlayWorks in the Playground  
  • We have upgraded our cafeteria to include standing tables, video monitors, sound, and games.  
  • We have more lunch clubs and Nest/Horizon support during lunch.  
  • Created an SEL Team (teacher-driven)

SEL team will meet to review SEL competencies and decide what are best practices to share with colleagues.  

SEL team will create "SEL Fair" to introduce strategies and ideas to teachers in order to build their toolkits.

Teachers will create toolkits and teacher leaders (SEL members) support the implementation of these tools in each classrooms.  

All teachers will implement the Mood Meter in their classrooms and integrate Social Emotional Learning in their classrooms and in their Check In Groups.  

Teachers will conduct inter-visitations to see best practices for SEL in the classroom. Teachers will turnkey various professional
development sessions on SEL topics (Mindfulness, Growth Mindset, Mood Meters, PBIS, Meditation, Beautiful Me, Restorative Circles, RULER method, etc.).

Reassess and refine our referral process. Revamp our Crisis De-Escalation Team and Social Emotional Learning Team, in alignment with our mental health and behavioral supports that are already in place - counseling, case conferencing, etc.

- We are starting Check In Groups for all students and teachers
- Students will get at-risk counseling
- Our Restorative Referral System will address social emotional issues to be successful.
- We have created a new referral form to include prevention and follow-up with an action plan, especially looking at prior behaviors.
- We have changed the name of “Dean” to “Dean of School Culture” to include other responsibilities besides discipline.
- We have hired two new guidance counselors and increased the amount of "at risk" counseling and social groups to their caseloads.

The school's Social Emotional Learning Team will analyze the referrals and the progress of the implementation of existing and new SEL practices in the building. The team will identify gaps in our practice and provide professional development to all staff.

Students will be case conferenced in Child Study (monthly) with action/behavior plans implemented for student academic and behavioral success.

The school's Crisis Team will identify students for "tier 2" behavioral supports - those students struggling with social-emotional issues and need at risk counseling or support. For every incident that occurs within the building, a SEL response plan will be implemented for the specific student(s).

### 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.

<table>
<thead>
<tr>
<th>Teachers, Dean of School Culture, Guidance Counselors, Crisis Team, Social Emotional Learning Team, Child Study Teams, Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Parent Workshops</td>
</tr>
</tbody>
</table>
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.

Funds to research PBS (programs and reading material), PlayWorks, Scheduling, existing program, Monday professional development, Tuesday collaboration time, teacher teams, and middle school inquiry time, teacher and supervisor per-session and per diem for common planning, case conferences, inter-visitation, etc.

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

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

Part 5 – Progress Monitoring

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

By February 2019, our Social Emotional Learning Team will have implemented grade-level SEL toolkits for all teachers, grades K -8 and will have started the first round of coaching implementation cycles.

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

SEL Fair Reflection Sheets, Toolkit implementation guides, SEL coaching tracking tool, OORS Reports: we will look at the number of incidents and infractions related to disruption and defiance. This will be our formative assessment tool used to measure how we are meeting our goal.

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.

As aligned to the Framework for Great Schools' Collaborative Teachers element, we reviewed our MOLP feedback (June 2018) for Teacher Teams (Proficient). The feedback was, "Engage your curriculum team in looking at your math curricula, particularly the transfer of standards into key learning objectives and essential questions to increase rigor, specifically in looking at productive struggle in math. Tools like the Tri-State rubric and the Next Generation standards can be used to ensure that your teacher teams revisit units of study through a common lens."

Additional feedback stated that teachers need to "routinely plan for and implement rich academic tasks that promote discussions that reflect high levels of student thinking, participation and ownership of learning, especially in mathematics and science."

Given that feedback, the work we did in the 2017-2018 school year around Rich Tasks in Math, Science, and Social Studies, and our scores from the NYS Math exam, we noticed that we do not currently have consistent rich tasks in math. Teachers are relying on the Envision teaching materials and needed support in modifying tasks aligned to the district-wide Rich Task Checklist.

NYS Math Test Scores

<table>
<thead>
<tr>
<th>Math Test</th>
<th>2017 % Proficiency (Levels 3-4)</th>
<th>2018 % Proficiency (Levels 3-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>54%</td>
<td>65%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>35%</td>
<td>58.7%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>60%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>71%</td>
<td>57.5%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>57%</td>
<td>42.2%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

NYS Math Test Scores, Comparing Cohorts of Students

<table>
<thead>
<tr>
<th>Math Test</th>
<th>How students scored in 2017 % Proficiency (Levels 3-4)</th>
<th>How the same students scored in 2018 % Proficiency (Levels 3-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3/4</td>
<td>54%</td>
<td>58.7%</td>
</tr>
<tr>
<td>Grade 4/5</td>
<td>35%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Grade 5/6</td>
<td>60 %</td>
<td>57.5%</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Grade 6/7</td>
<td>71 %</td>
<td>42.2%</td>
</tr>
<tr>
<td><strong>Grade 7/8</strong></td>
<td>57% (State Exam)</td>
<td>76% of students passed the Algebra Regents Exam</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 – 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, Math teacher teams in grades 4 - 7 will participate in PD cycles with a focus on building pedagogical knowledge in: a) embedding a weekly practice of pulling small groups and b) using a progress monitoring tracker, resulting in 85% of students in grades 4-7 achieving at least one year of progress on the NYS Math exam.**
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will analyze Spring 2018 data to identify achievement gaps in specific subgroups within their classes.</td>
<td>Math teachers grades 3 - 8 September and October 2018</td>
<td>Administration, classroom teachers, Data specialist</td>
</tr>
<tr>
<td>Teachers will review Tri-State Rubric Curriculum Institute materials and the Next Generation Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will use the Tri-State Rubric and Rich Task Checklist in creating unit plans on Atlas, aligned to the Next Generation Standards.</td>
<td>Math teachers grades 3 - 8 November 2018</td>
<td>Administration, Instructional Cabinet, Classroom teachers</td>
</tr>
<tr>
<td>Teachers will engage in inquiry cycles of results of the rich tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will look at current lessons and identify ways in which they can collect &quot;live data&quot; to create small groups.</td>
<td>Math teachers grades 3 - 8 November 2018 - June 2019</td>
<td>Administration, Instructional Cabinet, Classroom teachers</td>
</tr>
<tr>
<td>Teachers will create small group tracking sheets to identify students in their small groups with additional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will identify a system to collect their data that focuses on cycles of small group instruction, based on data.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teachers will look at Math MOY Assessment data to track students' progress and create small groups of instruction.

Teachers will review June Instructional reports to identify progress towards the goal.

Professional Development Opportunities:

Teachers will participate in professional learning opportunities provided by:

- Assistant Principals
- Nest Coach
- Horizon Coach
- GoldMansour & Rutherford
- ENL Coordinator
- District 25 PL Teams
- School-based teachers and staff

Professional Learning Opportunity Types: Study group, research and professional reading, case study, online courses, webinars, seminars

| All teachers | September 2018 to June 2019 | ICT, Nest and Horizon teams, GoldMansour and Rutherford consultants, administration |

### 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.

Classroom teachers, Star Assessment Coordinator, Administration

- Parent Workshops on Supporting Math Practices at Home
- Skedula for more parent-teacher communication
- Progress Monitoring Reports from online math programs
- Newsletters
- Family Nights

### 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:
- Principal and Assistant Principals
- Nest and Horizon teams, coaches and outside supports, administrative interns
- Financial Resources: school funds and program scheduling

Schedule/Program:
- Star Assessment (online program) and Webinars
- Per diem substitute teachers required for teacher team meetings and labsites for PD
- Common Planning for teacher teams
- Monday/Tuesday Professional Development and Learning Communities time
- Before-School meetings for Nest (case studies)
- Multiple Conference days provided by: ASD Department, Nest and Horizon as part of school/DOE partnership agreements

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

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

**Part 5 – Progress Monitoring**

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

*By February 2019, Math teacher teams in grades 4 - 7 will have participated in PD cycles with a focus on building pedagogical knowledge in: a) embedding a weekly practice of pulling small groups and b) using a progress monitoring tracker, resulting in 85% of students being on track to meeting their (one year of progress) goals, measured by the February MOY Assessment.*

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

Daily small group tracking tool, live data and pre/post assessment data (topic tests and quizzes), February MOY Assessment

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

**Section 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**

| 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. |

As aligned to the Framework For Great Schools’ Effective School Leadership element and the most recent feedback from our MOLP (June 2018), and the Quality Review (January 2018) with an area of focus on pedagogy.

Our PPO QR 1.2 (Proficient) feedback was: “It is important to revisit your professional learning plan, as teachers may need supports with the “productive struggle” element of your school-wide instructional focus. How should “productive struggle” influence the design of your tasks?”

Our Quality Review QR 1.2 (Proficient) feedback was: “Teaching strategies consistently provide multiple entry points into the curricula; however, there are missed opportunities to provide strategic extensions.”

Our school-wide instructional focus is on creating small groups for instruction around data. Therefore, teachers need an extensive formative assessment system to collect and analyze their data, in order to create these small groups.

Our ELA NYS Test scores:

<table>
<thead>
<tr>
<th>ELA Test</th>
<th>2017 % Proficiency (Levels 3-4)</th>
<th>2018 % Proficiency (Levels 3-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>41 %</td>
<td>62.7%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>43 %</td>
<td>55.7%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>37 %</td>
<td>28.7%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>38 %</td>
<td>53%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>68 %</td>
<td>40%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>64 %</td>
<td>68%</td>
</tr>
</tbody>
</table>

NYS Math Test Scores

<table>
<thead>
<tr>
<th>Math Test</th>
<th>2017 % Proficiency (Levels 3-4)</th>
<th>2018 % Proficiency (Levels 3-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
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<tr>
<td>Grade 5</td>
<td>60 %</td>
<td>55.4%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>71 %</td>
<td>57.5%</td>
</tr>
</tbody>
</table>
Grade 7 57% 42.2%
Grade 8 N/A N/A

Additional Regents Scores:
- 8th Grade Algebra Regents: 76% passing rate
- 8th Grade Earth Science Regents: 81% passing rate (including ALL 8th graders, SWDs, etc.)

As of June 2018 Advance data for 3c shows:
- 0% of our ratings were Ineffective (from 1% in 2017)
- 15% of our ratings were Developing (from 1% in 2017)
- 80% of our ratings were Effective (from 78% in 2017)
- 5% of our ratings were Highly Effective (from 9% in 2017)

As of June 2018 Advance data for 3d shows:
- 10% of our ratings were Developing (from 4% in 2017)
- 83% of our ratings were Effective (from 89% in 2017)
- 7% of our ratings were Highly Effective (from 7% in 2017)

While our Advance data has improved, an overall "effective" rating can still be below a raw score of 3.0 (anywhere from 2.51 to 3.5 is considered "effective"). We will continue to leverage the school's ability to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Based on analysis of Advance data, data gathered via classroom observations by administrators, feedback conversations with teachers, and analysis of student performance/progress, staff members need differentiated and targeted professional development in 1e, 3c, and 3d. Improvement of teaching practices translates to improvement of the quality of instruction our students receive by setting goals based on individual results. We have created the Instructional Focus Progression, based on our school-wide instructional focus, where teachers rate themselves and set goals based on their ability to collect data and group their students.

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, administration-led professional development will focus on extensive formative assessment systems - specifically conferring toolkits, creating systems for conferences, and tracking student progress, resulting in 70% of our teachers ranking on level 2a or higher on the PS/MS 219 Instructional Focus Progression.
### 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) What will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Teachers</td>
<td>Start Date: September 2018</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

The Instructional Cabinet will meet and create the 2017 - 2018 Professional Learning Plan (aligned to the District 25 exemplar) that links needs assessment, PPO ratings, Danielson ratings, test scores, etc.

The instructional cabinet will create pre-flight learning plans for all teacher teams and develop plans of action for the school year.

During initial conferences, teachers will set professional goals based on the Instructional Focus Progression.

Instructional Cabinet will identify specific teachers for focused cycles of professional learning in planning and student assessment to improve instructional practice around formative assessment and data collection (3d).

Professional Learning Opportunity Types: Study group, research and professional reading, case study, online courses, webinars, seminars and trainings, curriculum adaptation planning, peer mentoring, inter-visititation, and designing and implementing PD workshops.

Teachers will engage in inquiry, looking at student work, classroom inter-visititations, and formative assessment tools to improve their practice.

Teachers will share best practices in a Danielson Showcase for ways that they collect data, formatively assess in the classroom, and create their systems for small groups.
Teachers will hone their instruction around formative assessment data, to promote student engagement in their lessons.

| Administration, Math teachers 4 - 8 | September 2018 - June 2019 | Administration, Teacher Mentors, Teachers |

### 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.

- SLT and Town Hall Meetings
- Parent Workshops regarding "At Home Help"
- Pupil Personnel Team (PPT)
- RTI and Crisis Intervention
- Parent Communication Logs and Skedula / Pupil Path
- Progress Monitoring Reports, Report Cards, Grades on Pupil Path

### 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.

Danielson’s Framework, Feedback Advance Rubric, Curriculum Maps, Advance Resources, professional research articles and resources, professionally developed protocols for inter-visitatiion and looking at student work from the Office of Teacher Effectiveness; Monday/Tuesday Professional Development and Learning Communities time; TC Staff development lab sites; GoldMansour and Rutherford lab sites and professional development, inquiry groups and coaching, TeachBoost, and other Chancellor’s PD days.

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

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

### Part 5 – Progress Monitoring

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

By February 2019, 40% of our teachers will rank on a level 2a or higher on the PS/MS 219 Instructional Focus Progression.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
Advance Danielson Ratings in 1e, 3c, and 3d as well as individual student growth during teachers' MOY Goal-setting check-in, ranking themselves on the PS/MS 219 Instructional Focus Progression.

**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.

As aligned to the Framework For Great Schools' Strong Family and Community Ties and Trust elements, we have analyzed the school's learning environment survey data:

- 94% of families say that school staff regularly communicate with them about how families can help their child learn.
- 98% of families say that teachers work closely with them to meet their child's needs. (Q1d)
- 95% of families say that they feel well-informed by the communications they receive from their school.
- 89% of families say that they are likely to attend a general school meeting or school event. (Q6a)
- 97% of families say that they are likely to go to a regularly scheduled parent-teacher conference with their child's teacher.
- 98% of families say that they feel respected by their child's principal. (Q1i)
- 97% of families say that they trust the principal. (Q1j)
- 95% of families say that the principal is an effective manager who makes the school run smoothly. (Q1k)
- 93% of families say that the principal at their school works hard to build trusting relationships with families like them.
- 99% of families say that they feel respected by their child's teachers. (Q1f)
- 97% of families say that school staff work hard to build trusting relationships with families like them. (Q1g)
- 100% of families say that teachers and families think of each other as partners in educating children.

Our Well Developed on the Quality Review was indicator 3.4 High Expectations. Feedback was: “School leaders consistently communicate high expectations and provide training to the entire staff. School leaders and staff effectively communicate expectations connected to a path to college and career readiness. Impact School leaders provide professional learning connected to school wide expectations and there is a culture of mutual accountability connected to observation feedback. Information sharing and communicating through verbal and written reports with families results in supporting students in their academic progress.

Additional analysis of the 2017-2018 Learning Environment Survey, Parent Teacher Sign Ins, and the other family engagement activities reveals that the school shows successful interactions and events for families. Positive feedback from the Survey and verbal feedback strengthens our ties with our families and motivates us to improve the experience of being a PS/MS 219 parent.

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, each target parent population will have been provided at least two events that cater to either academic, behavioral, and/or celebratory supports, and involve parent input, measured by a score of 3 on the TPS (Targeted Population Support) Rubric.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parents</td>
<td>Starting in September 2018</td>
<td>Staff, Administrators, Parent Coordinator, PA</td>
</tr>
</tbody>
</table>

**Work with the Parent Coordinator and the PA to create Target Parent Support (TPS) groups (PreK, K, 5, Nest, Horizon, ENLs, SWDs, 7th Grade, 8th Grade, STH, Title 1).**

The SLT will develop the TPS rubric to address quality and quantity of the system of monitoring parent engagement events. The SLT will debrief after each parent workshop/training/event to reflect and monitor.

**Host Events:** Meet the Teacher/Curriculum Night, Student of the Month Ceremonies, Monthly Family Night, Pre-K/K/MS Orientations, Parent Workshops, Town Hall Meetings

Notification for these events are sent via Multi-language phone messages and translations of NYCDOE and school-based memos, calendars of activities sent out monthly, Health Week for families to get screenings, mirrored at PTCs in November and March.

The Parents Association Executive Board invites the Parent Coordinator, Principal and Assistant Principal to every monthly meeting where much information is shared including feedback from the board and their respective stakeholders and constituents. This open pathway of communication allows for continuous communication to address parent concerns and planning for our wide range of multiple events.

**Offer classes and workshops for each sub-committee.**

<p>| All parents | September 2017 – June 2018 | All staff, students, and families. |</p>
<table>
<thead>
<tr>
<th>Classes on Pupil Path (online communication tool for Middle School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL classes for parents: afternoon and night sessions.</td>
</tr>
<tr>
<td>Pre-K Social Worker and Parent Coordinator conduct parent workshops with topics that include: parenting skills, understanding educational accountability Pre-K-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home.</td>
</tr>
<tr>
<td>ASD Family group will work with the guidance counselors and social worker to host workshops for parents of students with ASD focusing on skills and behaviors at home, once each month.</td>
</tr>
<tr>
<td>All grade DJ Parties provided for students funded from school and PA fund raising events: 4 dances, multiple Family Nights, Book Fairs etc.</td>
</tr>
<tr>
<td>AP will provide 1:1 High School meetings meetings with parents, specifically with our high-need subgroups in preparing for High School and selecting the right school.</td>
</tr>
<tr>
<td>The Parent Coordinator, with the help of the school administration and the Data Specialist, will create a survey - in all languages - that will go out to parents after every event. The survey will ask: (1) What was the name/date of the event you attended? (2) How helpful was this session, 1 - 4? (3) What suggestions do you have? This data will be collected and analyzed after every event. The survey will be sent out electronically through BlackBoard Connect, tweeted, given as a card, put on a QR code, etc. Parents can use laptops in the main office to complete the surveys.</td>
</tr>
</tbody>
</table>
Middle School Parent Teacher Conferences converted to appointment only to facilitate the communication between parents and all of the students’’ content area teachers.

Translators provided to ensure language access for all parents.

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.

| Flushing Hospital |
| NYU Nest Family supports |
| NYJTL |
| NY Community Bank |

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.

The resources that will be used to achieve this goal include staff time, creative programming to provide time for school-hours events, contractual days and time as well as after school events where staff volunteer or receive per session, phone calls and emails, school calendars, school website, School Messenger phone system (Blackboard Connect), Parents Association Monthly Newsletter, NYCDOE translation office and NYCDOE service contractors acquired with school funds, in-house bilingual staff, ASD parent support groups, school Permits for Student of the Month celebrations, and all evening events etc.

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

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

Part 5 – Progress Monitoring

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

By February 2019, each target parent population will have been provided at least one events that cater to either academic, behavioral, and/or celebratory supports, and involve parent input, measured by a score of 3 on the TPS (Targeted Population Support) Rubric.

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

Parent Involvement Survey (google form - spreadsheet), PA agendas and attendance, SLT attendance

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 <a href="https://www.nysed.gov">NYSED’s memo</a>)</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>
</table>
| **English Language Arts (ELA)**           | Reading: Fountas and Pinnell Running Records, DIBELS, Teacher-Student Conferences, Reading Notebook Entries  
Writing: Pre and Post Assessment Data, Published Writing Pieces with Rubric | Tier I Intervention:  
Guided Reading and Small Group Strategy Lessons; ELLs: Mondo Let’s Talk About It-Oral Language Development Program.  
Students not progressing in grades K-8 from Tier I intervention are recommended for Tier II RTI and are provided with instruction via Fountas and Pinnell’s Leveled Literacy Intervention System (LLI) by our reading specialists.  
Tier III - Students will get DIBELS instruction with our SETSS teacher 4-5x/week. | Tier I and II- individual and small group  
Tier II- The Leveled Literacy Intervention System (LLI) is a structured small group (three to four students), supplementary intervention program designed for children who struggle with reading and writing and who need intensive support to achieve grade-level competency.  
Tier III - DIBELS instruction and progress monitoring is 1:1. | Tier I- In the classrooms, during independent work time.  
Tier II- daily, during the school day, for 30-45 minutes with the LLI teacher/specialist, until he or she meets grade-level performance, which is an average of 18 weeks.  
Tier III - daily with the SETSS teacher, 1:1 in a separate location. |
<p>| <strong>Mathematics</strong>                           | Ongoing assessments, performance data, and diagnostics | Accelerated Math: flexible strategy groups based on assessed needs by needs, by topic via Star Assessment. | Individual and small group | During the school day, in class |</p>
<table>
<thead>
<tr>
<th>Science</th>
<th>Conferring Data</th>
<th>Close Reading activities</th>
<th>Small group instruction</th>
<th>In the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Topic complexity &amp; Rubric Assessments</td>
<td>Close reading activities, informational writing</td>
<td>Individual and small group</td>
<td>During the school day, in class.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>All of the programs are provided to students in either an individual basis or in small group sessions during the day, on an as-needed basis or as per mandated on the students’ IEP.</td>
<td>Counseling</td>
<td>Individual and small group</td>
<td>During the school day, in class or pull-out.</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:

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

| Students in Temporary Housing | 65 STH (10.3%) |

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

There is money put aside to support our students in temporary housing. The first step is notifying our school administration and the student’s teacher(s). We determine what "shared housing" may mean in the situation: is it fixed, adequate, and/or regular. From there, we offer a variety of services:

- Students get busing (either a school bus or a metro card). Parents of students in grades K-6 will also get a metro card.
- We provide school supplies, backpacks, and whatever other school materials the students may need.
- School administration does an intake to find out what else the student may need (clothing, toiletries, etc.)
- At-risk counseling, if necessary
- The Parent Coordinator checks in regularly with the family to see if they need any other resources outside of school.
- Any and all extra academic services (such as early morning or vacation academies) are offered

Our school secretaries make sure all addresses and biographical information is kept updated.

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

| Students in Temporary Housing | n/a |

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

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![X] Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The school utilizes every NYCDOE support to recruit new teachers such as the Open Market and the Teacher Finder. We often get teachers from other Horizon schools who are ABA or BCBA trained or certified. The school also develops extensive professional networking to spread the notice of any and all openings in the school. Each candidate is thoroughly evaluated for their credentials, experience, and “fit” for the assignment. Interviewing teachers give demo lessons and reflect on feedback. The teachers and administration work hand in hand to discuss and plan for appropriate assignments for teachers that match up experience and expertise with student need.

Where support in the form of professional learning is required, the school works together to seek out and implement the support necessary for teachers to succeed in the classroom. We partner with NYU Nest and the ASD Office for Horizon for professional development for our teachers. We also use Teachers College staff developers to work with our teachers on coaching in Readers and Writers Workshops. Our consultant from GoldMansour & Rutherford works with our special education teachers on individual supports for struggling students and ICT co-teaching models. Our Nest and Horizon teachers case conference students to create supports and structures that maximize student achievement and success. Additionally, our ENL teachers attend District 25 ELL professional development sessions to optimize strategies in the classroom for our ELLs. Every Friday, new teachers meet to go over best practices, the Danielson rubric, classroom expectations, and discussion and engagement strategies. Our teachers learn from one another through inter-visitations and are supported whether they are new or veteran to the building.

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).

The progress the school has made as evidenced by the Quality Review and student achievement gains on the NYS ELA and math exams, can be attributed to the high-quality, focused professional development that supports teaching from Common Core aligned curriculum and Advance feedback. Professional Development comes from various areas: Teachers College Staff Developers, a consultant with GoldMansour & Rutherford who works with our Special Education Teachers, RTI Professional Development with the American Institutes for Research, Nest and Horizon coaches, and more.
We also provide professional development to paraprofessionals and related service providers through our partnerships with Nest and Horizon. Any staff member who works with Horizon students (teacher, paraprofessional, therapist, etc.) gets trained in ReThink - an online encyclopedia of lessons and data collection based on students' specific needs. Related Service providers work with Nest consultants on best practices for students with ASD and other learning challenges. Our paraprofessionals get 1:1 support from our Horizon coach. This year, we are lucky enough to have 5 Lead Teacher Assistants (advanced-level paras). Social workers and guidance counselors go to trainings hosted by NYU.

Our school's administration gets support and professional development through District 25 professional learning teams as well as the NYU Nest and ASD Office. We are also getting social emotional training on the Ruler Method at Yale University.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

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).

n/a

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.).

Since the school is a K-8 with Pre-K, our students and families have extremely smooth transitions. Records are easily transitioned from PreK to Kindergarten at the end of the school year. Stepping up ceremonies, Open Houses and many other parent-involvement activities are conducted throughout the year. Also, because the Pre-K classes are included in all of the regular K-8 activities by grade bands such as school dances, Student of the Month and others, transitions are not an issue. Our Pre-K Social Worker actively supports all social and emotional issues for our Pre-K students. They may come to her via teacher recommendations, parent referrals, or simply by classroom observations. Our Speech and Language teachers and OTs often do informal observations and work with our PreK teachers to support our students in need. Our Parent Coordinator (PC) sets up 10 to 12 events every year where Community
Based Organization’s present their services or products to our parents; all parents are invited for all events. The PC also works closely with our PreK Social Worker. They plan parent and facilitate workshops together. If a family needs early intervention, we work relentlessly for them to get these supports.

Pre-K teachers attend the same types of professional development as the rest of the staff; they are observed and given feedback. They work on the Pre-K Units of Study as a collaborative team and develop centers and questions for each unit. These teachers get feedback aligned to the CLASS system as well as ECERS. They collect data on their students using Work Sampling and share their students’ portfolios with the new Kindergarten teachers at the end of the school year.

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.

The Professional Development Committee, the MOSL Committee and Inquiry Teams have been meeting and planning for several years developing formative assessments. Much progress was made in the design and use of rubrics in ELA, math, and Social Studies. We are working on adding rubrics to everyday classroom teaching and learning in art, music, gym, Mandarin, and science. ELA teachers across grades K-8 participated in the TC Writing Pathways System training to learn about assessment best practices. There is a school-wide core belief that students learn best when they have excellent modeling, time to engage in the discussion of what they think and how they solve problems. Across classrooms in the major subjects and now art, PE, Mandarin and technology, students use checklists and rubrics as learning tools, not solely as a scoring tool. The school uses a four-point rubric scale where “three” means proficient or grade-level mastery.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$266,645.00</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$60,329.00</td>
<td>x</td>
</tr>
</tbody>
</table>
### Explanation/Background:

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

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

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

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

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.

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### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 219, in compliance with the ESSA (The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This measure reauthorizes the 50-year-old ESSA, Every Student Succeeds Act, which replaces and updates the No Child Left Behind, NCLB Act) is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

PS/MS 219 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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**Parental Involvement and School Quality**

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

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

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

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

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

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

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

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

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

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

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**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.

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**School-Parent Compact (SPC)**

PS/MS 219, in compliance with the Title 1, 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 No Child Left Behind (NCLB) Act;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

# I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for No Child Left Behind (NCLB) and Title I programs;

# II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

Name of School: ________ DBN: ________

This school is (check one):
- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: ________

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

Total # of teachers in this program: ________

# of certified ESL/Bilingual teachers: ________

# of content area teachers: ________
Part B: Direct Instruction Supplemental Program Information

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

Begin description here: ______

In order to support language development in English, ENL students will attend the school's traditional "Sunrise Academy." This before-school program serves a dual purpose; it strives to provide students with tasks that support speaking, listening, reading and writing skills as well as to provide test sophistication for the NYSESLAT exam by acquainting the students with the testing format that will be presented to them in the spring. Another rationale for the program is that it will support our school’s Instructional Focus: Professional Learning Teams will analyze data and track student progress, which will result in rigorous and engaging small group instruction.

The Sunrise Academy will be designed to have cycles within where students are flexibly grouped not only by grade band, but also by English proficiency level, and home language for native language support. These cycles supplement the daily instruction that students receive from 8:10 AM – 2:30 PM. Four of the nine ENL teachers (all TESOL Certified) teaching in the Sunrise Academy are also bilingual and will support students in their home language (predominantly Chinese and Spanish) via the use of texts that foster the use of all four areas-listening, speaking, reading and writing. All K-8 ENL students, across all proficiency levels from entering to expanding, are invited to attend the Sunrise Academy. The program's duration is approximately 10 weeks from mid January to mid May. The program is scheduled from 7:10 AM to 8:10 AM every Tuesday, Wednesday and Thursday. All Sunrise Academy Teachers are certified in TESOL. The students in the Sunrise Academy Program, are provided with a copy of "Getting Ready for the NYSESLAT" published by Attanasio and Associates, Inc. All of the materials are supplemental and distinct from those used for daily instruction.

We will provide academic support to approximately 103 NYSESLAT eligible students and 51 commanding non-eligible NYSESLAT students throughout the school day. For students that performed on either the “entering” or “emerging” levels on the NYSESLAT (NYSITELL for new admits) they will receive 360 ENL embedded instructional minutes weekly. Of the 360 minutes, 180 minutes will be stand-alone instruction (small group) and the remaining 180 minutes will be integrated instruction (team-teaching, flexible grouping, and/or parallel teaching). For students that performed on either the “transitioning” or “expanding” levels on the NYSESLAT (NYSITELL for new admits) the students will be instructed by an integrated model (team-teaching, flexible grouping, and/or parallel teaching) for 180 minutes weekly. Lastly, those students who performed on the “commanding” level on the NYSESLAT will have 90 minutes of integrated ENL instruction (team teaching, alternative teaching for enrichment, and/or parallel teaching) weekly.

Our English Language Learner student subgroups are as followed: * In kindergarten, we have approximately 6 entering ENL students, 8 emerging student, 6 transitioning students and 3 expanding students. * In 1st grade, we will provide support to 1 emerging student, 2 transitioning student, 11 expanding students, and 7 commanding students. * In 2nd grade, we have approximately 1 entering student, 1 emerging student, 5 transitioning students, 6 expanding students, and 12 commanding students. * In the third grade, academic assistance will be provided to 1 entering student, 1 emerging student, 11 expanding students, and 13 commanding students. * In 4th grade, we have approximately 4 transitioning students, 8 expanding students, and 6
Part B: Direct Instruction Supplemental Program Information

commanding students. * In the 5th grade, we have 1 entering ENL students, 2 emerging students, 1 transitioning student, 7 expanding students and 8 commanding students. * In the 6th grade, we have 1 entering student, 3 transitioning students, 5 expanding students, and 1 commanding student. * In the 7th grade, we have 1 entering student, 1 transitioning student, 3 expanding students and 1 commanding student. * Lastly, in the 8th grade, we have 3 expanding student and 1 commanding students.

In addition to the Sunrise Academy, ENL students are encouraged to attend additional programs during the school breaks (mid-winter and spring recess). These programs include 2 days during the mid-winter break and 3 days during the spring recess break (for a total of 5 days). The additional programs will be scheduled for 3 hours each day 9:00 AM – 12:00 PM (15 hours per school year) and provide additional support for high academic achievement in ELA, Math, and other core academic areas. In addition, these programs support the rigor behind the NEXT Generation Standards, reading for stamina, and test sophistication for the NYS Common Core exams. Students have opportunities to engage in book clubs, partner/peer conferences, guided reading and math groups, centers/stations, and inquiry lessons. The sessions will be divided in two equal parts, and hour and a half of literacy and an hour and a half of math. Students will be grouped by grade and/or level (as identified by RtI screening tools and formative assessments). Resources used during these recess academies will include: Scholastic Leveled Books, NY Ready Test Prep by Curriculum Associates, NEWSELA on the iPad and laptop, and common core aligned Scholastic Magazines- Storyworks Jr., Storyworks and Scope. Our DIBELS Assessments as well as Fountas and Pinnell Assessment Tools (Running Records and Concepts of Print Assessments) reveal an assortment of quantitative data. Patterns are as follow in grades K-2: the need is in supporting students in the early stages of emergent reading; matching letters and sounds, identifying sight words and tackling tricky words. Patterns are as follow in grades 3-8: synthesizing details from the text in longer more complex texts, thinking within and beyond the text, and tackling figurative language/vocabulary. Both the Sunrise Academy and recess programs will recruit participation from the eligible 103 ENL students across grades K-8 and will strive to tackle the needs described above. Parents will have access to translated ELA rubrics and checklists in Spanish. We are currently in the process of having those documents translated to Chinese. All students will be provided with a bilingual glossary for classroom and home use. In addition, our NEWS ELA program has an option to translate assigned texts to Spanish.

Part C: Professional Development

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

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

Begin description here: In accordance to CR-154 all ENL staff will be immersed in ongoing and sustainable professional development cycles that equates to at least 50% of their professional development hours. Professional Development supports not only ENL strategies but also the rigor and curriculum of the general education population (since all of the ENL teachers are dually certified in ENL and either Common Branches or Special Education). PD opportunities include weekly Common Planning with grade level teams, weekly school-based Monday Professional Development, at least three cycles Teachers College staff development/lab sites for a total of 10 sessions, a bi-monthly Team study group during the Tuesday collaboration time specifically
Part C: Professional Development

about Advance and the Danielson Framework as it relates to best teaching practices for ELLs, as well as any other workshops provided from the NYC DOE specifically for ELLs. Topics also include: supporting academic literacy, meeting the rigor of the CCLS, transitioning to the Next Generation Standards, RTI Screening Tools, Reading and writing performance assessments/tasks (TC Reading and Writing Pathways), increasing the rigor of reading conferences through Fountas and Pinnell's Literacy Continuum, standards-based rubrics and analysis of student work to track progress (across the Writing Pathways checklists and Reading Pathways learning progressions) and developing multiple entry points, understanding text complexity, informational texts and shared reading comprehension strategies, and learning integrated co-teaching models.

All teachers maintain their own personal Professional Development Log (as listed and described in our PSMS 219Q Faculty Handbook) which at the end of the school year we collect and maintain on file. Agendas and attendance sheets are also maintained on file by teachers and administrators. All consultants and PD providers (TC Staff Developers, BFSC presenters, coaches, G & R Consultants, Administrators, etc.) are either ESL certified or have had extensive training in servicing ENL students The TC PDs aim to support our ENL teachers by highlighting essential methods, tools, and principles that will guide us in adapting the reading and writing workshop approach. In addition, PDs will be designed to help us think about how partnerships, language rehearsal, and vocabulary play an important role in reading and writing workshops. Teachers will learn to use formative assessments of language and literacy (performance assessments and learning progressions) to set goals and design instruction that will help propel and promote language development in the classroom. Teachers will use their writing units of study to support these sessions and mentor texts at different levels. Teachers will consider the many ways to help students remain on a steady trajectory of growth using goals, personal charts, checklists, rubrics. The PDs also support teachers in how to develop and use language goals for reading and writing, as well as how to create charts and tools that are effective even for our newest English language speakers. Because of these workshops, teachers will learn how to transform their literacy block by developing teaching tools and methods like read alouds, topic baggies, listening centers, and interactive writing books that become reading books. Teachers will be able to formulate and pose research-based, scaffolded questions in their conferences, so that our ELLs will be able to form increasingly informative answers. Lastly, in these workshops our ENL Teachers will learn how to create an environment that encourages academic discourse in classrooms by reading current research and discussing best practices. Also, they will learn to identify and adapt resources to assess academic language development using practical tools to monitor progress. Participants will use the New York State Bilingual Common Core Initiative and Specific Considerations for ELLs Guidance document as a planning guide to meet the needs of ELLs in the class, with specific focus on 3b: Discussion and Questioning Techniques.

Specific TC PD Titles and Dates, in addition to the Monday and Tuesday PD times/topics listed above, are: 9/25/18- Say Hello To TCRWP's New Phonics Workshop Curriculum (Kindergarten); 9/25/18- Join Us in Welcoming a New Member of the Family: Phonics Units of Study for First Grade; 10/11- Spelling Based Approaches to Phonics; 10/11- Teaching Grammar in Context: Practical, Writerly Instruction to Support Student Growth and Engagement; 11/5- Supporting Students in Beginning Stages of Language Acquisition; 11/13- Provide Culturally Relevant Teaching and Opportunities for Language Development within Your Reading and Writing Workshop; 12/17- Using Assessments to Drive Your Phonics Instruction and Your Small Group Work: A Mini-Unit to Be Sure Your Youngsters Grasp the Phonics and High-Frequency Words They Most Need; 2/26- Support Students Learning English as a New Language Navigate Nonfiction Texts: Building Academic Language and Strengthening Comprehension Skills; Specialty Group Series 9/30, 10/15, 12/21, 1/11, 2/14- How Can We Bring Small Group Work that Supports Phonics Across Reading and Writing Workshops and Learn from Those Small Groups When Leading Others?; Three Day Institute 1/14-1/16- The Power and Risk of Scaffolds for English Language Learners Institute; Three Day Institute- 2/18-
Part C: Professional Development

2/20 - Reading Toolkits. The rigor reflected from the professional developments will help expand
the student’s oral, written, reading and listening skills.

As described above, all ENL staff members, including those leading professional development,
will receive on-going professional learning development from our Teachers College consultants
and DELLS support staff (Queens North PLOs). Our staff has signed up for specific workshops
such as: Teaching Advanced Literacy Skills to ELLs: Deep Dive Series (6-12) - Building Written
Language for ELLs; Teaching Advanced Literacy Skills to ELLs: Deep Dive Series (6-12) -
Implementing Structured Academic Discussions in ENL Classrooms; Teaching Advanced
Literacy Skills to ELLs: Deep Dive Series (K-5) - Building Written Language for ELLs;
Teaching Advanced Literacy Skills to ELLs: Deep Dive Series (K-5) - Implementing
Structured Academic Discussions in ENL Classrooms; and Teaching Advanced Literacy Skills
to ELLs: Foundational Series.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact
higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as
parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _______

Families of ENL students are invited to engage in conversations regarding their child's progress
during several open-houses throughout the school year including: Meet the Teacher Night in
September, Parent/Teacher conferences in November and March, and Passport Night in May;
workshops to develop English Language skills, trips, celebrations and special events, and
Monthly Parent Association meetings. Families are also encouraged to bring their children and
participate in family night activities following every Student of the Month (September – June)
ceremony hosted by the Parent Association (every last Tuesday of the month). In addition, we
offer an information session for ENL parents in March to acquaint the parents with the
NYSESLAT exam. All events are posted on our school website http://psms219.org (which has a
language link to translate the site in over 100 languages), are translated in multiple languages on
letters sent home, and are recorded in multiple languages via home voice messages. In order to
comply with the changes from CR-154 our staff will provide a 1:1 parent conference to discuss
their child's progress. During this informative session, the teachers will explain the child's
English language proficiency assessment results. In this meeting, the parents receive an
individualized packet including: a sample test of the NYSESLAT from ENGAGENY.ORG, a
print out of the child's progress from DIBELS Next (K-2) or i-Ready (3-8) which emphasize
strengths and areas of need in literacy and math, and on-demand writing assignments along with
a graded common core aligned rubric. The individualized meeting will occur during the school
day with interpreters to assist the teachers. As a result, of our parent interviews, meetings, and
surveys our staff has effectively evaluated the needs of our ENL parents. Staff and the parent
coordinator assist in this. This data inspired us to include more parent involvement activities. For
example, the majority of our parents asked for English classes along with how to help their child
with academics. Therefore, we will continue our partnership with the Center for Integrated
Teacher Education (CITE) to provide 14 sessions (7 in the morning and 7 in the afternoon)
which provide group instruction for ENL parents. The goal of this program is to familiarize ENL
parents with everyday English in order to navigate the community easier. Furthermore, our ENL
Teachers will provide monthly family workshops starting in the month of November outlining
Part D: Parental Engagement Activities

The Common Core Standards (to identify benchmarks and track progress), navigating the Pearson Realize Math website, and strategies to help a child's literacy development (in reading and writing). We will incorporate parent-child homework assistance sessions, where the ENL teachers will provide direct opportunities for parents to do homework assignments with their child in the company of and explanation by a teacher. This will occur on a monthly basis, for one hour, every other month of school. We will also recruit parent liaisons, bilingual parents within our school community who would like to volunteer to work alongside the ENL teachers to support parents of ELLs. All of these activities are year-long cycles. Lastly, at the start of the school year, on October 12th, the Assistant Principals and ENL teachers facilitated a workshop for families titled "Being an Involved Parent." The workshop focused on families as learners and provided parents/guardians with clarity on the curriculum grade level benchmarks and learning tools they could use at home to further support their child. A survey was collected at the end of the workshop, as in all workshops, and we gathered data that reflects additional interest in "learning" parent workshops. Therefore, the "Being an Involved Parent" workshop will become a year-long series. Note: In addition to the TESOL certified teachers, our Parent Coordinator speaks and writes in Spanish. She will be an asset when translating and bridging community relationships between the staff and parents. Lastly, the newly elected PA President is also bilingual (Spanish) and will assist in translations and promote strong neighborhood affairs. Phone messages and letters home are translated, which parents also requested. We also use an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages during assemblies, workshops and meetings. "Town Hall" style meetings utilize simultaneous translators for Spanish, Chinese, and Russian speaking parents. Interpreters are used for Parent Teacher Conferences. Records of agendas, attendance sheets and invitations in parents’ preferred languages are kept on file in our ENL Binder which is maintained in the main office, for access to all.

Part E: Budget

For Schools Not Conceptually Consolidated Only. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<td>Professional salaries</td>
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<td>(schools must account for fringe benefits)</td>
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<td>• Per session</td>
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<td>• Per diem</td>
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<tr>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials</td>
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</table>
## Part E: Budget

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

Allocation Amount: $_

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<td>Other</td>
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DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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<th>District</th>
<th>25</th>
<th>Borough</th>
<th>Queens</th>
<th>School Number</th>
<th>219</th>
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<td>School Name</td>
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B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Fred Wright</th>
<th>Assistant Principal</th>
<th>Marlin Vellon</th>
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</thead>
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<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Qi Tang</td>
<td>School Counselor</td>
<td>April Mavrovitis</td>
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<tr>
<td>Teacher/Subject Area</td>
<td>Nicole Gigante, ENL</td>
<td>Parent</td>
<td>Vanesa Cardarelli</td>
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<tr>
<td>Teacher/Subject Area</td>
<td>Efrosina Tramontana, ENL</td>
<td>Parent Coordinator</td>
<td>Maria Torres</td>
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<td>Field Support Center Staff Member</td>
<td>Maria Vasiou</td>
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<tr>
<td>Superintendent</td>
<td>Danielle DiMango</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 | 8 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 8 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 1 | 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] | 4 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 644 | Total number of ELLs | 118 | ELLs as share of total student population (%) | 18.32%

## 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>
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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?

   Our school uses the Fountas and Pinnell Benchmark System (K-8) as the assessment tool to assess the literacy skills of our ELLs. The assessment, which includes running records, provides insight into our ELLs reading knowledge of concepts of print, accuracy, fluency and comprehension. The miscue analysis informs our instruction. We analyze whether the child is making meaning-based, syntactic, or visual miscues as they read. Specifically, this information helps inform our school’s instructional plan because teachers modify the components of Balanced Literacy as needed to meet these needs. For example, apart from the direct instruction provided via Readers and Writers Workshop, literacy strategies are further embedded in shared reading, interactive writing, read aloud, guided reading, word study, conferences, etc. Another tool our school uses to assess all of the primary grade students (K-2), including our ELLs, is DIBELS Next. DIBELS is an assessment/screening tool used to measure the
acquisition of early literacy skills from kindergarten through sixth grade. DIBELS helps to identify students who may be at risk for reading difficulties (via universal screening); helps teachers identify areas to target instructional support; and helps to monitor at-risk students while they receive additional, targeted instruction. We also implement the Teachers College Reading and Writing Pathways System across grades K-8 as an assessment to guide instructional planning for our ELLs. There are pre and post reading and writing assessments that students take across each unit of study which are used as a means to assess reading and writing progress. The Informational and Narrative Reading Learning Progressions as well as the Narrative, Information and Opinion/Argument Writing Learning Progressions are used afterwards as learning tools.

Analyzing the NYSESLAT and NYSITELL results, our staff noticed that we have approximately 12.8% of our ENL population performing at an "entering" level, 12.8% on an "emerging" level, 22.2% on a "transitioning" level and 52% on an "expanding" level. The state data shows that our instruction for our lower grades (predominantly performing on the "entering" and "emerging" levels) need to strategically be focused on the introduction and application of new words and phrases throughout all 4 modalities. Meanwhile, in our intermediate grades the majority of the ENL population is performing on an "expanding" level. While further interpreting the data, staff noticed that our intermediate grade ENL students performed significantly lower in the writing modality compared to the other 3 modalities. Targeted instruction using the performance indicators and CCLS will guide teachers for student progression.

2. What structures do you have in place to support this effort?
   We designate three formal assessment windows as structures to support the effort of assessment-driven instruction. Specifically, the Fountas and Pinnell Reading Assessments are conducted three times a year- BOY, MOY and EOY. The DIBELS Next Screening tool is also conducted separately, during this same time frame. Once the assessments and screenings have been conducted, all of the teachers (classroom teachers, ENL teachers, reading intervention/LLI teacher, IEP teacher, RTI team, and assistant principals) analyze the data. The focus is on identifying trends and patterns as well developing individualized performance goals for each student. Once a benchmark is established, we use that information to track student progress as they receive targeted instruction. For example, from the F&P Reading Assessments we form guided reading groups and from the DIBELS Next Assessments we form RTI groups. Progress monitoring checkpoints are included in between each of the three formal assessment windows, on a weekly or biweekly basis. The TC Pathways Assessments described in question #1, are analyzed on a frequent basis; always before, during and after a unit of study to inform flexible small group instruction. In specific, the writing progressions help teachers norm, analyze and reflect free writes and published pieces for special populations (SWDs and ELLs) along with the general population. We use the data from the pre and post assessments to form small groups for conferencing cycles. The data also helps teachers to determine which self/peer assessment checklists are appropriate for students to have as a reference in their tool kits. The visuals and "student friendly" language on the checklists/rubrics help our ENL population obtain access to the rigorous classroom content.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The summative and benchmark assessments that we use to identify baseline, progress and areas of need are Performance Tasks, Renaissance Star results (reading and math), Fountas and Pinnell reading assessments, DIBELS Next screening results, MOSLs, and state wide assessments (ELA, Math, Science, NYSESLAT and Math/ES Regents). Teachers routinely take and collect summative data from small group instruction and conferences to support and guide future instruction. For example, at the start and end of every reading and writing unit of study, teachers conduct a reading and writing pre/post assessment. We use these performance tasks as a baseline to inform instruction and to track progress toward benchmark. The TC Reading and Writing Learning Progressions are used for this. In addition, to using state and summative data, our ENL Teachers will be able to identify progress with our students using the appropriate performance indicators to advance our students across performance levels. The performance indicators have been downloaded from ENGAGENY and are utilized daily with our ENL Teachers. If our teachers are noticing that interventions are needed additional small group and 1:1 conferences will be implemented to target deficits. We have multiple supports and resources in place to safeguard progress for all students.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once the summative data has been gathered, all of the teachers (classroom teachers, ENL teachers, intervention teachers, IEP teacher, RTI team, and assistant principal) analyze the data. Our RTI team meets monthly to review this data and
identify interventions needed and/or pathways to utilize for success. The focus is on addressing interventions that need to take place (Tier 1, 2 or 3). Once the cycles of intervention group conferences are designed, progress monitoring benchmark dates are set, usually on a weekly or biweekly basis.

For example, our DIBELS BOY screening revealed that students in grades K, 1 and 2 need additional support in: First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Phoneme Segmentation Fluency, and Oral Reading Fluency. Therefore, we accessed specific lessons from the Now What? tools in the DIBELS instructional database to address the necessary interventions. Tier 1, 2 and 3 supports were set up by the classroom teacher, the ENL teacher and our reading specialist to ensure that the summative data results were addressed and monitored.

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 refer to a variety of data sources to guide our instruction for ELLs within the RtI framework. In literacy, we review the students’ reading level as assessed by the running records or concepts of print assessments. If the student is reading below grade level, the classroom teacher provides Tier 1 RTI services. After a sequence of cycles of targeted instruction, overall progress is assessed. Further interventions, if applicable, are then applied such as Tier 2 services. If the student is reading very far below grade level, tier 2 RTI is implemented by our Leveled Literacy Intervention (LLI) teacher. Eligible ELLs participate in a cycle of intense daily reading instruction, for about 10 - 12 weeks. We also constantly monitor progress, comparing growth to that of formal data such as that of proficiency levels on the NYSESLAT and ELA NYS exam results. Similar steps are followed in math and the content areas; Tier 1 RTI interventions are implemented by the classroom teacher with support from our ENL teachers and related service providers. DIBELS Next and Renaissance Star Reading/Math serve as our universal screeners and provide us with the necessary data to identify students who may be at risk for reading and math difficulties; helps teachers identify areas to target instructional support; and helps to monitor at-risk students while they receive additional, targeted instruction. The four action steps for schools within the RTI Framework include: universal screening, strong core instruction, intensive tailored instruction, and progress monitoring. We follow these four steps to assure that our RTI framework for all students, including ELLs, is in place.

6. What outcome assessments (e.g., NYSESLAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) Outcome assessments data that are used to evaluate and inform our ELL programs are a combination of performance-based assessments (NYSESLAT, ELA, Math, Science, Regents) and progress-oriented assessments (Fountas and Pinnell Reading Assessments, DIBELS Next BOY/MOY/EOY screenings, and various reading and writing pre/post assessments). Results from the NYSESLAT assessment and the RLAT reports help guide our programming by identifying mandated minutes to be programmed for our ENL students and staff. In addition, the reports show areas of strength and weakness across the 4 modalities (speaking, reading, writing and listening). Speaking and listening are areas of strengths in the intermediate grades. Whereas writing and reading tend to be areas of need. Hence, the need for our ENL teachers to incorporate additional literacy strategies that provide entry points to access the content in reader’s and writer’s workshop, such as those in the new TC English Language Development Toolkit. The NYS CC ELA assessment results indicate that 12.8% of our ENL students are performing at or above proficiency level. In addition, our CC Math assessment results indicate that 36% of our ENL students are performing at or above proficiency level. Also, our NYSESLAT results across grades K-8 indicate that our ENL students are progressing across proficiency levels. Specifically, on average our ENL population performs 1 level higher than their previous assessment (either NYSITELL for Kindergarten or new admit, and/or NYSESLAT for previous ELLs).

Furthermore, the Beginning of Year (BOY) DIBELS screening assesses the following skills/categories across grades K-2: First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Phoneme Segmentation Fluency, and Oral Reading Fluency. ENL students that performed below benchmark (in the red category) in the 2017-2018 school year BOY screening were: 8 in kindergarten, 12 in first grade, and 10 in 2nd grade. Each of these students are currently receiving intervention services supported by the RtI team, with weekly progress monitoring sessions.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The ENL team meets on a consistent basis throughout the school year to discuss ENL-related matters. At the start of every school year, the team meets and reviews the latest released assessment results from the Spring. The ENL teachers immediately take the data and make adjustments to their program, if they are the sole provider of ENL services. As part of our collaborative environment, our ENL co-teacher who offers the integrated services in the middle school then shares the reports and findings with the content teacher during designated common planning periods. Furthermore, during common planning periods and designated Mondays and Tuesdays professional curriculum revisions are made to reflect the findings in the assessments.

**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.
      All of our ELLs in grades K-3 are grouped heterogeneously in a freestanding ENL class programmed by grade level. As per CR Part 154.2, ELLs in our freestanding K-3 ENL classes are in mixed proficiency level classes taught by a dually certified common branch/TESOL teacher. An ELA instructional component incorporating the 4 modalities of language and ENL standards as well as curriculum and a content area instructional component is focused on. All ELLs in grades 4-8, are serviced through the ENL integrated model, also in heterogeneously grouped classes, via the freestanding model and/or are taught by a content area/TESOL certified ENL teacher.
   b. TBE program. *If applicable.*
      N/A
   c. DL program. *If applicable.*
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All of our grade K-3 students receive the mandated number of instructional minutes according to proficiency levels via the program they are in, Stand-Alone ENL and Integrated, with a dually certified teacher. Two of our middle school ENL teachers are also certified in special education. These teachers are programmed to provide the mandated number of instructional minutes in their schedules. Using the CR-154 guidelines in flexibility, based on performance levels, all of our MS SWD/ENL students are programmed appropriately. Lastly, we have two ENL teachers who we program to service via the push-in model for our 4th and 5th grade ENL students.

Due to the number and span of licensed TESOL teachers that we have, all entering level students receive both standalone and integrated ENL. Emerging proficiency level students receive at minimum the 90 or 180 minutes of standalone ENL and 180 or 270 integrated minutes of ELA/ENL. Transitioning proficiency level students receive at minimum 90 minimum of integrated and standalone minutes, for a total of 180 minutes. Expanding level students receive the 180 minutes of instruction via integrated services. Lastly, commanding level students receive the 90 mandated minutes via integrated ENL/ELA or content area services.
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.

All instruction is provided in English, incorporating the four modalities: Listening, Speaking, Reading, and Writing. The goal of our ENL program is to develop academic language and enhance student understanding of English while learning grade level content. Our focus is targeted at developing academic vocabulary and grammatical structures that often impede ELLs from comprehending content area material. In all grades a Balanced Literacy program is implemented where ELLs are supported as they read “just right” books, receive small group instruction based on need and confer on a regular basis with teachers. In science and social studies our ELLs are supported in the content areas through the use of differentiated level texts to teach content. Many of our ENL teachers as well as non-ENL students are bilingual therefore are able to communicate with our ENL students in their native language on an as needed basis. Content area instruction focuses on providing students with a variety of graphic organizers, analogies and previews to build meaningful verbal learning. In mathematics the focus is on building and sharing problem solving strategies orally and in writing by having students work collaboratively and by using hands-on materials to build concepts. These methods have been found to increase proficiency for our ELL students. In all content area classrooms, teachers activate prior knowledge/build background knowledge; provide access to content; and extend language. Materials such as photographs, charts and graphs are used to enable students, in Science and SS. Primary sources are also referred to in SS. The content area teachers have been trained intensively in the CCLS. Since the ENL teachers are dually certified teachers (common branch and TESOL), they have also been trained intensively in aligning lessons to the CCLS. Teachers in grades K-3 are dually certified and deliver instruction in all content areas. The ENL Teachers provide instruction via co-teaching and conferring. English is predominantly the main language of instruction. However, our checklists and charts are translated in the students native language.

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

After analyzing the home language reports, we ensure that ELLs are appropriately evaluated in their native language during both informal and formal assessments. During informal and formal reading assessments, students can respond in their native language as a staff member interprets either verbally or in writing their response. Similarly, ELLs can write their responses to classroom assignments, writers workshop pieces, etc. in their home language and a staff member also interprets either verbally or in writing their response. During formal assessments, we provide ELLs with translated exams (NYS Math Exam, Math/Science Regents) and with native language/bilingual dictionaries, pictionaries.

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

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

a: We differentiate instruction for all ELL subgroups. The ENL teachers who work with our SIFE students use a variety of manipulatives and visuals to enhance comprehension during the instruction time. For example, we use technology program such as Raz-Kids, Storia, and Epic to provide reinforcement of language acquisition. In addition, we use strategies from Fountas and Pinnell’s Leveled Literacy Intervention (LLI) system to provide for SIFE students the foundational skills learned in the primary grades that are necessary to catch up them with their grade-level peers and grade-level content.  

b: With ELLs who are newcomers, basic conversational skills as well as concepts of print and literacy will be addressed. PSMS 219 implements all of the parts of the Balanced Literacy Curriculum. Additional supplemental materials include shared reading materials from MONDO, the Let’s Talk About It Kits as well as the Let’s Sing About Kits to promote speaking and language immersion. We also provide all ELLs with multiple opportunities such as the morning sunrise program and LLI. ENL teachers also use the Fountas and Pinnell Phonics Lessons word study program to teach language skills.  

c: Historically, data shows that our developing ELLS are for the most part either advanced or proficient in listening/speaking and reading/writing. Therefore, teachers will continue to scaffold the language and use a variety of graphic organizers to assist the students with their accountable talk and writing. In addition, these students will receive support in the writing process as well as in the qualities of good writing, in ways that lift the level of their writing across grade/common core aligned benchmarks. Materials include the MONDO graphic organizers from the Now I Get It series as well as reading small groups created via the use of the Fountas and Pinnell Literacy
Continuum. In content area classes, we use Tony Stead’s nonfiction strategies. d: We currently have a few Long-term ELLs in our middle school special education self-contained classrooms. When assessing data, the struggle lies in reading and writing. We will provide LTEs with explicit verb and adjective usage in writing along with content/craft support. We will use the MONDO Now I Get It series to supplement the balanced literacy components, including writer’s workshop. In addition, pre-writing activities that build background knowledge will also be implemented. Lastly, LTEs will be serviced by stand-alone and integrated ENL services, since we have the appropriately licensed MS ENL staff. e. Former ELLs up to two years after exiting ELL status will receive integrated ENL services in a content area classroom by one of our ENL Teachers. Strategies such as modified guided reading, reciprocal teaching, and literature circles will be used to reinforce skills.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use many instructional strategies and resources that provide access to academic content areas and accelerate English language development. For example, we utilize high-interest lower level reading materials designed to give students access to content area information and implement methodologies designed to enable each student to meet his/her IEP goals and objectives. Short, leveled nonfiction texts from Newsela.com as well as from Scholastic subscriptions to Storyworks and Scope magazines are also used to support content area knowledge. Digital literacy via the use of media clips on the iPad and Smart Board are also incorporated as an access point for content. In addition, informational reading and writing progressions are used from Teachers College to show students grade-level mentor examples, with the supporting leveled resources.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment in a variety of ways. For example, ELL-SWDs participate in the same opportunities/programs and use the same materials as non ELL-SWD students. Also, teachers of ELL-SWDs attend/participate in professional development sessions that provide them with the appropriate resources to best teach their students. For example, a number of our TC labsites and meetings center around teaching strategies for ELL-SWDs. Lastly, our related service providers work in conjunction with the teachers who support ELL-SWDs to share best practices.

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.

The intervention for ELLs in ELA, Math and other content areas are a mix of both the push-in/pull-out model. Entering and emergent primary grade ENL students receive a brief cycle of intervention with our LLI reading specialist, in addition to the ENL support from their ENL classroom teacher. She provides students with daily, targeted foundational literacy instruction in a small setting, max 4 students. Upper grade and middle school entering and emergent level ENL students participate in pull-out services in addition to their push-in services to provide an extra layer of vocabulary introduction, background knowledge, and planning tools that will transfer to the content area subject.

Teachers conduct the following strategies during Science and SS, to activate prior knowledge and build background knowledge: brainstorming/discussion, use of graphic organizers, visuals in texts, short-term and long-term direct experiences. To access content, they dramatize and clarify language as well as relate academic words to student’s native language. During math, teachers use visuals and provide hands on experiences as well as make personal and cultural connections. As previously described, primary grade ENL students are screened with DIBELS Next. The screening tool is also a progress monitoring tool which provides targeted intervention lessons in ELA for the ENL teachers to use to increase proficiency. The resources are from the Now What Tools. The same process takes place with ENL students in grades 3-8 via Renaissance Star. Intervention programs also occur before school during the ENL Sunrise program (three times a week for four months in the winter/spring months), during the school day via conferences, as well as during RTI Tier 1 and 2 services multiple times a week. Intervention programs also occur before school during the ENL Sunrise program (three times a week for four months in the winter/spring months), during the school day via conferences, as well as during RTI Tier 1 and 2 services multiple times a week.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on the success of our RTI services and ENL students’ success in them, we will be adding a new resource for ENL teachers to use in the upcoming school year. New to our RTI plan is the implementation of the kit "Scaffolding the Comprehension Toolkit for English Language Learners." The intensive mini-lessons and strategies in this program support ENL language development in content classes. Such lessons help students build background knowledge and introduces concepts, vocabulary, and language structures. In addition, students are provided with high quality explicit practice with grammar, syntax and accuracy, as well as content and comprehension extensions.

Furthermore, we will incorporate the English Language Development Toolkit developed by Teachers College alongside ENL experts across grades K-8 as support when planning and adapting our ELA curriculum. Each of the toolkits are written specifically for a particular grade and identify specific techniques to incorporate in all of the units of study taught throughout the entire year to provide ENL students with entry points and access to rigorous grade level content.

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

N/A

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

ELLs are afforded equal access to all school programs and events. They are a part of all instructional periods and school events, since we limit the periods of pull-out services. Supplemental services offered to ELLs are the Sunrise Test Prep Academy (for ESL, ELA and Math), and Leveled Literacy Intervention RTI services (LLI). In addition, middle school ELLs take part in and fully participate in Regents level courses (Algebra and Earth Science). School events such as monthly PA funded Family nights, student of the month, middle school overnight trips are also offered to ELLs.

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.

Some instructional materials used to support ELLs include: All of the resources provided by Columbia University Teacher’s College to support the reading and writing workshop models (such as leveled progressions, leveled rubrics, leveled mentor texts); iPad technology as well as listening centers along with interactive Internet sites and the Smart Board; Accelerated Math, Newsela.com as well as Raz Kids/Storia/Brainpop online. The ELMO is also used in all ENL classrooms as a technology tool to model literacy strategies. Our school has recently purchased Promethean boards to replace low technology white boards. The Promethean boards help our ENL Teachers make interactive lessons by integrating websites, music and visuals into their daily lessons. In addition, these newly purchased boards makes access to translation websites instantaneous for our ENL students.

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

We meet as a team monthly to discuss patterns and growth to assure that our students' second language development is considered in instructional decisions. We purchase resources based on the need displayed by language proficiency levels. For example, if a child is in 5th grade and is an "entering level" as well is reading below grade level standard, we purchase high-interest low level chapter books or bilingual books in the child's native language as well as English. Students also have access to native language/bilingual dictionaries. We also plan for which instructional methods best fit depending on which modality is of focus: reading, writing, listening or speaking. In addition, we scaffold when accessing grade level texts, especially in the nonfiction genre. Classroom teachers use data to form flexible groups based on proficiency levels. Some of our ENL teachers are fluent in Chinese, Greek and Spanish. We also pair ELLs up with other students who are bilingual in their native language as well as English therefore translate instruction on the spot as needed.

As addressed above in Part IV, question #4: "After analyzing the home language reports, we ensure that ELLs are appropriately evaluated in their native language during both informal and formal assessments. During informal and formal reading assessments, students can respond in their native language as a staff member interprets either verbally or in writing their response. Similarly, ELLs can write their responses to classroom assignments, writer’s workshop pieces, etc. in their home language. A staff member who speaks the home language then interprets either verbally or in writing their response. During formal assessments, we provide ELLs with translated exams (NYS Math Exam, Math/Science Regents) and with native language/bilingual dictionaries, pictionaries."
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The ENL teachers provide age appropriate materials depending on the students' grade level and abilities. For example, middle school ELLs receive push in services so that they do not miss subject classroom instruction in combination with conferences that provide an extra layer of scaffold so that the middle school ENL student does not feel "behind." In the primary grades, we engage in many shared class experiences such as shared reading, singing of songs and poems, picture sorting for vocabulary development and story telling to foster immersion of language. Also, as stated above in this section in question #9, this school year we will incorporate the English Language Development Toolkit developed by Teachers College alongside ENL experts across grades K-8 as support when planning and adapting our ELA curriculum. Since each of the toolkits are written by grade, this ensures that all required resources support and correspond to ELLs grade level benchmarks. These reading and writing resources complement the TC reading and writing CCLS aligned units of study and provide ENL students with entry points and access to rigorous grade level content.

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

N/A

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

Families who bring their children to register meet the ENL Teacher and are provided assistance through translation as needed. Newly enrolled ELL students also go on a tour of the school and see first-hand all of the experiences they will receive. Parents receive information packets as well as a June orientation on ELL activities. ELLs who enroll throughout the school year are given a peer buddy to help adjust to the new setting as well as the above described orientation activities. The parent coordinator, assistant principal and lead ENL teachers (Ms. Tang and Ms. Gigante) are involved in these activities.

17. What language electives are offered to ELLs?

We offer Mandarin as a language elective for all middle school ELLs.

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

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?

All ELL personnel at PSMS 219 (teachers of ELLs, paraprofessionals, administrators, guidance counselors, related service providers, parent coordinator, and office staff) will receive in-house PD as well as off-site PD opportunities. Structured professional development sessions and workshops will be provided by the DELLSS, our licensed ENL teachers, administrators, Teachers College staff developers, the Queens North Borough Field Support Center, and consultants. Topics include, but are not limited to academic language of science and math teachers of ELLs, developing academic language for algebra teachers of ELLs, and NYSESLAT PD. Topics of discussion will include differentiation as well as instructional methods that support ELLs across each of the stages of language development. Classroom teachers and paraprofessionals will also be provided with structured PD/workshops designed to develop strategies to modify instruction in the content areas and to develop vocabulary.
and improve comprehension. Professional texts related to ELLs will also be used in staff development sessions, study groups and inquiry teams. A log of professional development is maintained by the ENL supervisor, which includes the table of organization, and a sampling of agendas from workshops with dates and topics. Specific titles of full day workshops at Teachers College for ELLs and Literacy are: Develop a Toolkit of Methods to Support English Language Learners in Becoming Stronger Readers and Writers/Ramping Up Shared Reading, Shared Writing, and Interactive Writing to Support Grammar and Writing Conventions for English Language Learners/Upper Grade Readers Need Phonics Support, Too! Essential Support Identifying Students’ Phonics Needs and Planning and Teaching Responsively to Address These. Also, in-house cycles of TC staff development for grades K-2, 3-5 and 6-8 will provide lab sites to specifically support ELL teachers.

As workshops arise from DELLSS and our Field Support Centers, we will attend. Some examples of workshops we have attended or have registered for so far include: Strengthening the Tier I Math Instruction within an RTI Model for ELLs (3-5)/Fortifying Academic Conversations in the ENL Classrooms (Grades 6 to 12). We also have a designated liaison that has attended the "Nuts and Bolts" session as well as a district liaison series to learn and maintain best compliance practices. A middle school DELLSS Writing Series in November will provide scaffolding techniques as well as strategies to use in content classrooms. In addition, we will have an ENL Teacher attending a DELLSS workshop specifically providing guidance on ENL data reports. Lastly, we are also participating in three district professional learning sessions with Maryann Cucchiara.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Our school meets the PD requirements since at minimum 15% of the total hours of PD provided throughout the entire school year for all teachers of ELLs specifically addresses the needs of English language learners. As prescribed by CR Part 154.2, once a month during the Monday PD time or Tuesday Collaboration time, ENL teachers meet in study groups to focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Our ENL Teachers have many opportunities to attend professional development cycles through DELLSS and Teachers College. These workshops often provide best practices for integrating language and strategies to utilize in ENL classrooms. In addition, when a staff member attends a PD outside of the school building, she is responsible for turn keying the information to the rest of the staff. This will in turn, provide the mandated hours for staff that could not leave the building. Each teacher maintains his/her own individual PD Log to track professional development and professional opportunities.

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?

We schedule annual individual meetings with parents of ELLs on the Tuesday parent engagement times, throughout the school year. Since these are appointments that are scheduled ahead of time, interpretation is arranged as needed. In addition, goals and progress of SWDs who are also ELLs are discussed during annual IEP meetings. Lastly, two full days are designated in February for parent meetings. Our ENL Teachers meet with parents to discuss progress using the Performance Level Descriptions published on EngageNY. These meetings also provide an opportunity for parents to see their child’s progress across units of study. Families are given a portfolio of student work (pre and post assessments, reading assessments, etc.) and exemplar grade work to support growth in literacy across content areas. Records of attendance will be electronically stored in our OneDrive as well maintaining a hard copy in our ENL binder.

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

Parents are invited to attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night in September, Parent/Teacher conferences in November, March and May, Monthly Parent Association meetings, individual meetings concerning their child’s progress, trips, celebrations, and special events. All events are posted
on our school website http://psms219.org, are written in multiple languages on letters sent home, and are recorded in translated languages via home voice messages. In addition, we offer in our school cycles of Adult English Classes through CITE.

**Additional Information**

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

The changes made to your 2017-19 LAP have been saved and are only visible to provisioned users at your school.

The changes made to your 2017-19 LAP have been saved and are only visible to provisioned users in your district.
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, Frederick Wright, 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

**School Name:** Paul Klapper  
**School DBN:** 25Q219

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred Wright</td>
<td>Principal</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Marlin Vellon</td>
<td>Assistant Principal</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Maria Torres</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Qi Tang</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Vanesa Cardarelli</td>
<td>Parent</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Nicole Gigante</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Efrosina Tramontana</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Efrosina Tramontana</td>
<td>Coach</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Efrosina Tramontana</td>
<td>Coach</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>April Mavrovitis</td>
<td>School Counselor</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Danielle DiMango</td>
<td>Superintendent</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Maria Vasiliou</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Maria Vasiliou</td>
<td>Other</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Maria Vasiliou</td>
<td>Other</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Maria Vasiliou</td>
<td>Other</td>
<td></td>
<td>10/20/17</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 25Q219  School Name: Paul Klapper  Superintendent: D. DiMango

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>Nicole</td>
<td>Gigante</td>
<td>Special Education/ENL Teacher</td>
<td>NO</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.

   At PSM/MS 219, the staff uses a variety of data sources to assess language preferences of our community: ATS Adult Preferred Language Report (RAPL), Home Language Identification Survey, the RLER report, and Student Emergency Contact Cards (specific section on preferred language). We also evaluate the needs of parents through conversations, meetings, phone calls, surveys, and the DOE’s Parents’ Preferred Language Form. All staff and the parent coordinator assist in this.

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.
We have found that we need both oral translation services in multiple languages. The predominant languages identified as a result of the needs assessment are Chinese and Spanish. Other languages include Albanian, Arabic, Bengali, Cantonese, Hungarian, Korean, Mandinka, Polish, French, Hebrew, Pashto, Urdu, Russian, Tigre, Farsi and Ukrainian.

<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>ALBANIAN</td>
<td>.15%</td>
<td></td>
<td></td>
<td>ALBANIAN .15%</td>
</tr>
<tr>
<td>ARABIC</td>
<td>.29%</td>
<td></td>
<td></td>
<td>ARABIC .29%</td>
</tr>
<tr>
<td>BENGALI (BANGLA IN BANGLADESH)</td>
<td>.44%</td>
<td></td>
<td></td>
<td>BENGALI (BANGLA IN BANGLADESH) .58%</td>
</tr>
<tr>
<td>CHINESE ANY</td>
<td>27.72%</td>
<td></td>
<td></td>
<td>CHINESE ANY 25.4%</td>
</tr>
<tr>
<td>CANTONESE</td>
<td>0%</td>
<td></td>
<td></td>
<td>CANTONESE .15%</td>
</tr>
<tr>
<td>DARI/FARSI/PERSIAN</td>
<td>.15%</td>
<td></td>
<td></td>
<td>DARI/FARSI/PERSIAN .15%</td>
</tr>
<tr>
<td>FRENCH</td>
<td>.15%</td>
<td></td>
<td></td>
<td>FRENCH .15%</td>
</tr>
<tr>
<td>HEBREW</td>
<td>.44%</td>
<td></td>
<td></td>
<td>HEBREW .29%</td>
</tr>
<tr>
<td>KOREAN</td>
<td>.15%</td>
<td></td>
<td></td>
<td>KOREAN .15%</td>
</tr>
<tr>
<td>MANDINKA (AKA MANDINGO)</td>
<td>.15%</td>
<td></td>
<td></td>
<td>MANDINKA (AKA MANDINGO) .15%</td>
</tr>
<tr>
<td>MANDARIN</td>
<td>0%</td>
<td></td>
<td></td>
<td>MANDARIN 2.32%</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>59.22%</td>
<td></td>
<td></td>
<td>ENGLISH 59.07%</td>
</tr>
<tr>
<td>PASHTO (A.K.A. PUSHTO)</td>
<td>.15%</td>
<td></td>
<td></td>
<td>PASHTO (A.K.A. PUSHTO) .29%</td>
</tr>
<tr>
<td>POLISH</td>
<td>.15%</td>
<td></td>
<td></td>
<td>POLISH .15%</td>
</tr>
<tr>
<td>SPANISH</td>
<td>10.3%</td>
<td></td>
<td></td>
<td>SPANISH 10.3%</td>
</tr>
<tr>
<td>TIGRE</td>
<td>.15%</td>
<td></td>
<td></td>
<td>TIGRE .15%</td>
</tr>
<tr>
<td>URDU</td>
<td>.15%</td>
<td></td>
<td></td>
<td>URDU 0%</td>
</tr>
<tr>
<td>UKRAINIAN</td>
<td>.29%</td>
<td></td>
<td></td>
<td>UKRAINIAN .29%</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

| English 59%, Chinese 28% and Spanish 10% |

**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>- Emergency Blue Cards</td>
<td>(September 5, 2018)</td>
<td>The Emergency Blue Cards, Lunch Forms, and Annual Title 1 Meeting handouts have already previously been translated for the three prominent written languages within our building (English, Spanish and Chinese.)</td>
</tr>
<tr>
<td>- Lunch Forms</td>
<td>(September 5, 2018)</td>
<td></td>
</tr>
<tr>
<td>- Annual Title I Meeting Memo</td>
<td>(October 2018)</td>
<td></td>
</tr>
<tr>
<td>- Family Daily Language Planner with curriculum resources (elementary/middle school version)</td>
<td>bimonthly</td>
<td></td>
</tr>
<tr>
<td>- Parent-teacher conference announcements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Half-day memos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Before/after school student programs memos (for example: ELA/Math/ENL Sunrise Academy permission slips)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Notes home from individual classroom teachers (on an as-need basis) <em>We have in-house staff members who translate in writing.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Our school website <a href="http://www.psms219.org">www.psms219.org</a> has a &quot;select language&quot; link where parents can click and read the school's most current information in their preferred language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Student Programs/Test Prep Academies (January 2019)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Notes home from</td>
<td></td>
<td></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>Formal face-to-face meetings our school typically has with parents throughout the school year include:</td>
<td>Parent /Teacher Conferences and Meet the Teacher Night Memos (September 2018, November 2018, March 2019, and May 2019)</td>
<td>Face to Face meetings will be scheduled using Consecutive Interpreting through an outside agency. In addition, we have multiple bilingual ENL Teachers and staff that will assist with oral translations/interpretation.</td>
</tr>
<tr>
<td>• Parent Teacher Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Meet the Teacher/Curriculum Night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• IEP Meetings (on an as-need basis, based on individual students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ENL Orientation Meetings (on going, as applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Informal meetings/conversations, such as discipline-related coordinated by the Dean or academic/intervention/guidance-related coordinated by support staff are accommodated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Besides English, the two most dominant languages (Chinese and Spanish) are spoken amongst multiple staff members in the building. In an event of an emergency, these designated staff members will call a child’s parent/guardian. If a
translator is needed for any other language besides the three dominant languages, we will use the NYCDOE translation pipeline, at (855) 249-9103, when communicating with the guardian. Our school uses a voice messenger which can send automated translated phone calls to all family members.

**Part C: Training Staff on Policies and Procedure**

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

During the first two Professional Development days in September, the staff will be informed of translation procedures. Specifically, staff will be reminded that minor students shall not translate. In addition, the staff will be reminded of the 6 languages in which vital documents are already translated. To meet compliance needs, the NYCDOE Translation number will be acknowledged and distributed to any staff member that will require it (in case no other in-house staff member can translate). As a reminder, the following handout from the NYCDOE will also be placed in the teacher’s mailboxes. [http://www.nyc.gov/html/ops/downloads/pdf/lap/lap_doe.pdf](http://www.nyc.gov/html/ops/downloads/pdf/lap/lap_doe.pdf)

**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 meet the entire Chancellor’s Regulations for A-663 by providing timely translations for parents to enable them to have access to the same information as English speaking parents by utilizing staff, DOE publications, DOE translation services, Title III funds to pay for outside contractors, and simultaneous transmitters for our meetings such as PA and Town Hall meetings. In addition, we post documents such as the Parents Bill of Rights on our school website [www.PSMS219.org](http://www.PSMS219.org) for all parents to access. Translation signs and notices are posted in the lobby, by the main entrance, in the main office and in the parent coordinator’s office. All notification documents can be found at the Translation and Interpretation Unit’s intranet site: [http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit).

**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?

We evaluate the needs of parents through conversations, meetings, phone calls, surveys, and the DOE’s Parents’ Preferred Language Form. All staff and our parent coordinator assist in this. For the first time, this school year we will designate a Monday Professional Development series where translations and interpretations procedures will be addressed. Guidelines and protocols will be established before oral and/or written translations are to be made. A flow chart of accessible translators will be distributed within the building to ensure the awareness of staff and in turn will improve our school’s language services.