2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):
27Q232

School Name:
P.S. 232 LINDENWOOD

Principal:
LISA JOSEPHSON
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: The Lindenwood School</th>
<th>School Number (DBN): 27Q232</th>
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</thead>
<tbody>
<tr>
<td>BEDS Code: 342700010232</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 3K-8</td>
<td></td>
</tr>
<tr>
<td>School Address: 153-23 83rd Street, Howard Beach, New York 11414</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718 848-9247</td>
<td>Fax: 718 738-8505</td>
</tr>
<tr>
<td>School Contact Person: Lisa A. Josephson</td>
<td>Email Address: <a href="mailto:ljoseph3@schools.nyc.gov">ljoseph3@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Lisa A. Josephson</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Thomas Krieger</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Debbie Emmanuelle, Co-President</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Angela Manekas</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): n/a</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): n/a</td>
<td></td>
</tr>
<tr>
<td>CBO Representative: n/a</td>
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</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District: D27</th>
<th>Superintendent: Jennifer Ambert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 82-01 Rockaway Blvd., Ozone Park, 11416</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:jAmbert@schools.nyc.gov">jAmbert@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718 642 5770</td>
<td>Fax: 718 348-2994</td>
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</table>

Field Support Center (FSC)
FSC: South FSC
Executive Director: Marlene Wilks

Executive Director’s Office Address:
82-01 Rockaway Blvd., Ozone Park, NY 11416

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

Phone Number: 718-642-7808
Fax: 718-642-7808
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>Lisa A. Josephson</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Thomas Krieger</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Debbie Emmanuel - Co-President</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lori D'Andrea</td>
<td>Member/ Teacher/chairman</td>
<td></td>
</tr>
<tr>
<td>Susan Calabrese</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Anita Corazzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angela Manekas</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Mary DeSimone</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Carissa Carbone</td>
<td>Member/ PTACo-President</td>
<td></td>
</tr>
<tr>
<td>Catherine Branigan</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
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<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>
</tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION STATEMENT OF P.S. 232 – The mission of the P.S. 232 family is to provide an academically challenging and integrated curriculum within a safe and nurturing school environment, our “home away from home”. We, a team of educators, students, and parents, will continue to utilize all available resources to prepare all students to meet high quality and challenging standards of excellence. PS 232 is a diverse school with high academic and social expectations for all students. We serve the needs of all students - students who speak another language, students with learning disabilities, and students who are intellectually gifted! That’s what makes our school work! It is culturally and</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 a PreK-8 school, and we are proud of the fact that we provide a curriculum that educates the whole child – academically, socially, and creatively. We have a history of instructional excellence and high expectations that includes a middle school extra curricula program of both sports and the creative arts. We are presently educating 972 students in a PreK-8 building, and we are proud of the fact that we are “PS 232”, not “PS/MS 232”! We are not two separate schools; we have our own distinct culture of a PreK-8, all one family under one roof! Our program of curricular subjects is aligned to Common Core and establishes a strong foundation of Core Knowledge through challenging and stimulating activities to enhance student engagement and learning. Our standards-based science program is designed to use inquiry and discovery in an interdisciplinary curriculum, dedicating a hands-on science teacher to grades in grades PreK-8. Technology is used throughout as a tool for building and analyzing a deep content base and applying it in innovative ways. We value our partnerships with Midori & Friends Inc., Studio in a School, and ArtsPower. We have met Adequate Yearly Progress (AY)) in all measured areas and earned special recognition for our students in eighth grade who 100% passed the 2017-18 Regents in Earth Science and Integrated Algebra I and 80% passed the 2017-18 Language Proficiency Exam in Spanish.

We welcomed our first 3K and PreK class in September, 2018. Early school experience for our incoming three and four year olds will provide a positive and enriching experience and will prepare them for a successful kindergarten.

Our teachers are offered and attend professional learning opportunities pertaining to best practices embedded in standards-based instruction. Our teacher teams continue to plan and integrate Core Knowledge themes into the K-8 curriculum, in addition to using the New York State Common Core Standards and NYC Scope and Sequence. For example, our 5 year olds are learning how to read and write as they are introduced to content area literature about their community, the Pilgrims, American symbols, and the continents of the world. Our philosophy is that their knowledge base will be broader and then in the future, their prior knowledge and writing experiences will be richer.

We provide a comprehensive computer program that enables our students in grades 5 – 8 to develop extensive computer skills beyond word-processing as they do their research. Our technology specialist collaborates with teachers so that the technology experience can integrate the knowledge base of the classroom. She also conducts workshops throughout the year for our teachers, and collaborates and integrates her program with each teacher’s instructional goals and objectives. She also conducts two parent workshops in collaboration with our parent coordinator throughout the year. Our goal is to continue to place class sets of laptops into every fifth, sixth, seventh, and eighth grade classrooms. In addition, we plan to install a Promethean Board in every classroom. This plan includes professional learning opportunities for all staff members to learn how to use the technology through TEQ. We also maintain a maintenance plan with TEQ to be able to repair our technology throughout the year.

An emphasis on intensive and ongoing professional learning opportunities in many areas has effectively improved our literacy and math program, and as a result, has helped to transform our staff into effective and highly effective teachers. The principal and two assistant principals, two literacy coaches, and other lead teachers provide extensive professional learning opportunities with an emphasis on guided reading, writing, social emotional learning, and mathematics with an intensive support for new staff members. Inter-class visitations are scheduled so that our teachers may improve their pedagogy by observing their highly effective colleagues. Last year, we received a Phase III grant from Teachers College for Writing that helped transform writing instruction in our school. This year, we will continue our relationship with Columbia University - Teachers’ College Writing Program that will provide our teachers will two teacher trainers who will spend time in our classrooms, providing on-site professional learning to our K-5 teachers. We continue to invest time in training our teachers in grades 4-8 with Junior Great Books. Junior Great Books is a supplemental reading program that focuses on teacher questioning and improving higher order reading.
skills and writing. Ongoing supports are provided to our teachers so that each teacher ensures that our reading program in the upper grades will help us maintain and improve the comprehension of our students.

Our emphasis in mathematics has been on making math language connections, creating math workshop model classrooms, focusing on math language, and transforming math assessments and lesson development in the “Go Math” curriculum in grades six through eight. The 2018-19 year will include Phase I Algebra for All training for our grade 5-8 math teachers. Our fifth grade teachers will have the support of a second math teacher in the room four times per week so that it creates a smaller teacher-student ratio for important math lessons.

To support the goals of our Professional Learning Opportunities Program in K-8, future topics will include the following:

- Danielson: Assessment and Student Engagement (this year’s instructional focus)
- Algebra for All in grades 5-8
- Units of Study in Pearson Mathematics in K-5
- Units of Study in Go Math in Middle School
- Item skills Analysis of NYS exams (to inform teacher practice and students’ strength and challenges)
- Special Education: Writing IEPs that Align with Goals and State Standards
- Teacher Team Planning: Designing and Upgrading Curriculum Maps
- English Language Learners: Classroom Strategies to Help ENL Students Succeed
- Special Education - Writing IEPs that Make Sense
- Formative Assessment
- Writers' Workshop - Teachers' College Professional Development in K-5

Two of our most enjoyable accomplishments are the Middle School Club Program for grades 6, 7 and 8 and the Casa Grant supported Midori School Chorus. As a result of last year’s data from the Learning Environment Survey, both parents and students expressed their concern with the lack of creative arts and extra-curricula activities in our school. Each year we revamp our program and provide an after-school club program that is more diversified and controlled by budget. This year we are hoping to have our afterschool chorus for year two, funding pending. Our third, fourth and fifth graders attend a 3 hour program that emphasizes remediation in reading/writing and mathematics during the school week. Our plan is to create small class size so that we can have more of an instructional impact.

One challenge at PS 232Q is the reduction of school funds due to register loss. We are exploring grant opportunities to secure funding for the technology in our building. We also need an electrical upgrade for our school in order to support our classrooms with air conditioners and technology. Another major challenge is the lack of air conditioning in our school building.

We have a strong Parent Teacher Association that consists of a small group of approximately 15 devoted parents that plan and organize many of our school events for both students and staff. The PTA is led by our co-presidents who work very closely with our administration. A concerted on-going effort has been made to increase parental involvement. Both our Co-Presidents and our school’s Parent Coordinator continue to reach out to families by providing monthly PTA meetings and workshops. We are very proud that we had 99% parent survey participation this year. The administration continues to communicate to families through our school website (www.ps232q.org), monthly calendars, the Principal’s monthly newsletter, the monthly Principal's Breakasts/Workshops, and our "REMinD" app for parents, and parent engagement events that take place every other month. We collaborate with our parent association and schedule events that will bring increase parental involvement (events like High School Application Night, Literacy Night, Halloween Costume Party, Talent Show, Pep Rally, Spirit Week Activities, Graduation Barbecue, and School Carnival, etc.).

3. Describe any special student populations and what their specific needs are.
A key challenge is the achievement of our Lowest Third and our Students with Disabilities. We continue to analyze our yearly data for each Student with Disabilities and individualize an educational plan for each one. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. We also mainstream many of our Students with Disabilities in ELA, math, science, and/or social studies. We analyze hard and soft data daily, weekly, and monthly, and as a result, make recommendations for improvement. We also have a strong RTI program in place to support our struggling readers. The RTI program we use is the Fountas & Pinnell Reading Intervention Program. Four out-of-classroom reading specialists and our SETTS teacher have been trained to use this program. Students are targeted in kindergarten through eighth grades; remediation takes place in small groups of four students.

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.

Our school made the most progress in effective school leadership and supportive learning environment.
### School Demographics and Accountability Snapshot for 27Q232

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05,06,07,08</td>
<td>970</td>
<td>No</td>
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**English Language Learner Programs (2018-19)**

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<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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**Special Education Programs/Number of Students (2015-16)**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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</thead>
<tbody>
<tr>
<td>54</td>
<td>45</td>
<td>73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
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</thead>
<tbody>
<tr>
<td>46</td>
<td>38</td>
<td>81</td>
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</tbody>
</table>

**Types and Number of Special Classes (2018-19)**

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
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</thead>
<tbody>
<tr>
<td>42</td>
<td>42</td>
<td>28</td>
</tr>
</tbody>
</table>

**# Foreign Language | # Dance | # CTE**

| 9 | 28 | |

**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>62.0%</td>
<td>94.4%</td>
<td>51.8%</td>
<td>9.5%</td>
<td>4.6%</td>
<td>18.1%</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>0.4%</td>
<td>8.5%</td>
<td>9.8%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

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

| 13 | 17 |

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

| 0% | 6% |

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

| 1% | 5.5 |

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

| ELA Performance at levels 3 & 4 | 63.2% | Mathematics Performance at levels 3 & 4 | 53.6% |
| Science Performance at levels 3 & 4 (4th Grade) | 92% | Science Performance at levels 3 & 4 (8th Grade) | 50% |

**Student Performance for High Schools (2017-18)**

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

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

| No Recognition | N/A |

**In Good Standing**

| Yes | Local Assistance Plan | No |

**Focus District**

| Yes | Focus School Identified by a Focus District | No |

**Priority School**

| No | Focus Subgroups | N/A |

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

**Elementary/Middle School**

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

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

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</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>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>YES</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>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

| American Indian or Alaska Native | N/A                        | N/A |
| Hispanic or Latino               | N/A                        | N/A |
| White                            | N/A                        | N/A |
| Students with Disabilities       | N/A                        | N/A |
| Economically Disadvantaged       | N/A                        | N/A |

**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>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**2018-19 CEP**

| 13 | | |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

A comprehensive assessment of our academic program was completed using the information from our 2015 Quality Review Report, the Framework for Great Schools Report 2016 and 2017, NYS scores, and school based assessments. The data is as follows:

Framework for Great Schools Report 2017-2018

Collaborative Teachers Level - 4.59
Supportive Environment Level - 4.43
Effective School Leadership Level - 4.17
Strong Family-Community Ties Level - 4.11
Trust Level - 4.05

Framework for Great Schools Report 2016-2017

Collaborative Teachers Level - 4.59
Supportive Environment Level - 4.16
Effective School Leadership Level - 4.19
Strong Family-Community Ties Level - 3.62
Trust Level - 3.94

Framework for Great Schools Report 2015-2016
Collaborative Teachers Level 4.68
Supportive Environment Level 4.05
Effective School Leadership Level 4.15
Strong Family-Community Ties Level 3.59
Trust Level 3.93

**Quality Review Report 2014-2015**

**Instructional Core**
1.1 Well Developed
1.2 Well Developed
2.2 Well Developed

**School Culture**
3.4 Well Developed

**Systems for Improvement**
4.2 Well Developed

**NYS Scores 2017 - 2018**

Student Achievement Rating (EMS) = Meeting Target

ELA & Math Students Tested - 657
ELA Levels 3 & 4 = 63%
ELA Level 2 = 26%
ELA Level 1 = 11%
Math Levels 3 & 4 = 54%
Math Level 2 = 27%
Math Level 1 = 19%
NYS Scores 2016 - 2017

Student Achievement Rating (EMS) = Meeting Target

ELA & Math Students Tested - 705

ELA Levels 3 & 4 = 57%

ELA Level 2 = 30%

ELA Level 1 = 13%

Math Levels 3 & 4 = 42%

Math Level 2 = 38%

Math Level 1 = 20%

Our strength lies in our dedicated and effective staff, but we would like to work on improving teacher practice to increase overall student achievement in both ELA and mathematics. If our ELA improves, our math will improve. Our priority is to celebrate our teachers’ expertise and commitment and continue to strive to grow professionally and build upon best practices.

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, the English Language Arts performance of grades 3-8 students will increase 8% in student performance as evidenced by New York State 2018-2019 English Language Arts assessment.
### 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>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>K-8 Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal</td>
</tr>
</tbody>
</table>

### Activity 1: Professional Learning Opportunities for Teachers –
Professional learning opportunities will be provided to all teachers servicing all students by administrators, coaches, teacher/leaders and professional developers. Both literacy coaches (K-4, 5-8) and teacher leaders will support their colleagues respectively by providing professional learning opportunities in the following areas:

- 3c Engaging Students in Learning
- 3d Assessment
- Guided Reading mini-lessons
- Using Reading Recovery strategies in the K-2 classroom
- Working with SWD and ENL students in the classroom
- Differentiation/Learning Centers
- Fountas & Pinnell Benchmarking
- How to use 2018-2019 Item Skills Analysis to determine weaknesses and strengths
- Translating data from an array of other assessments (F&P benchmarking, ELA benchmark assessments, running records, etc.)
- Junior Great books Training (Year 7)

Intervisitations will provide opportunities for teachers to share best practices.
### Activity 2: Providing RTI Services to Students Who Performed in the Lowest Third of the School

Remediation will be provided to small groups of four students by out of classroom reading teachers who have been trained to use the Fountas & Pinnell Reading Intervention Kit. These RTI groups include both SWD and ELL students.

Remediation will also be provided to small classes of 15 students during our Saturday Academic Academy for a total of 39 hours (3 hrs. per Saturday) for students in grades 3-5. All SWD students will be expected to attend and will also be in a setting with a reduced student to teacher ratio.

Language acquisition, in addition to reading and mathematics, will be provided to small groups of ENL students during our Wednesday/Thursday ENL Afterschool Program (1.5 hours per day) for students in 2nd through 8th grades. All ENL students will be expected to attend and will also be in a setting with a reduced student to teacher ratio.
Remediation will also be provided to targeted students in grades 1, 2 and 3 in the spring of 2018 in a remediation afterschool program of 1.5 hour per week for 14 weeks. Remediation will be provided by highly effective reading teachers, and they will work with groups no larger than 10.

Progress monitoring of reading progress reports, running record data, other benchmark exam data, conferencing notes, teacher-made assessment/unit data to maintain fluid grouping and to align instruction to student needs and CCLS. All progress reports are sent home to parents and they have an opportunity to come up on Parent Engagement Tuesdays to meet with teachers.

Classroom/content area specialist and RTI teachers will periodically confer to examine student work and plan instruction accordingly on both Monday and Tuesday extended day. Classroom/content area specialists and ESL teacher will periodically confer to examine student work and plan instruction accordingly on both Monday and Tuesday extended day.

RTI providers who specialize in the teaching of reading and are responsible for servicing their targeted groups either 5x per week or 3x per week.

Activity 3: Teacher Teams – Teacher teams will continue to meet during Monday Extended Day and weekly common preps to modify and adjust curriculum maps in Social Studies/Science/ELA to ensure there’s a variety of non-fiction informational text embedded in lessons, with a focus on text complexity and advanced vocabulary, aligned to the CCLS. These adjustments will challenge students’ thinking and increase their level of engagement. New modifications were recently made by the state due to the new Social Studies Scope & Sequence and we look forward to the new Science expectations.

Activity 4: Junior Great Books – Students in grades 4-8 will continue to use annotation of the text via text dependent questions while reading both short stories and articles in the Junior Great Books reading program. ELA teachers lead their students twice a month in an inquiry-based program that...
encourages accountable talk, evidence-based essay writing, higher-order thinking and discussion. Students have the opportunity to assess their peers. Trained teachers have the voluntary opportunity to videotape their lessons so that they can review their performance during the lessons.

Activity 5: Fountas & Pinnell Benchmarking in K-8 – All students will be benchmarked three time per year – September, 2018, January, 2019, and May, 2019. Our goal is for all students in grades K-2 to increase three to four independent reading levels. For students in grades 3-6, we are expecting an increase of three independent levels. For grades 7-8, we are expecting an increase that advances each student to complete a letter “Z” book.

3b – Parent and Family Engagement

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

Parents will be informed of and attend monthly Principal’s Breakfast Meetings, monthly Parent Workshops sponsored by our parent coordinator, and all Spirit Month activities through our school website www.ps232q.org. Engagement Tuesdays will continue to focus on those parents of targeted students in ELA and mathematics. Students are expected to lead the conference. Teachers will make recommendations and suggest activities that can take place at home.

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.

Activity 1

Some professional development requires per diem sub coverage for intervisitation for teachers and some per session for afterschool training.

Activity 2

Scheduling of RTI during guided reading

Purchasing of Fountas & Pinnell Intervention Kits for Reading Specialists (OTPS).

Purchasing of books and materials for Saturday Academics (OTPS).

Purchasing of books and materials for 1st & 2nd grade remediation afterschool (OTPS).
Some per session funding is needed for both teachers and supervisor coverage of Saturday and Afterschool Academic programs.

Some Title III funding is needed for hiring of two teachers for ENL afterschool program.

Activity 3
Purchasing of informational text for classroom use by teachers (OTPS).

Purchasing of informational text for classroom libraries that coordinate with units of study (OTPS).

Activity 4
Purchasing of JGB materials every year since students must write in books for annotation (OTPS).

Scheduling of interclass visitations for training of new teachers to JGB each year (per diem).

Activity 5
Purchasing of Fountas & Pinnell Benchmarking Kits (OTPS).

Scheduling of Fountas & Pinnell Benchmarking for MOSL at end of school year (per diem).

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|---|---|---|---|---|---|---|---|---|---|
| Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
| C4E | 21st Century Grant | SIG | PTA Funded | In Kind | Other |

**Part 5 – Progress Monitoring**

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

We will monitor our progress of Fountas and Pinnell Benchmark Levels in Sept, 2018, February, 2019 and June, 2019.

At least 50% of students will move at least two F & P levels or more in grades K-2 by February, 2019.

At least 50% of students will move at least two F & P levels or more in grades 3-5 by February, 2019. At least 50% of students will move at least one F & P level or more in grades 6-8 by February, 2019.

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

The instrument of measure used will be the Fountas & Pinnell Benchmark Assessment.

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

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

Part 1 – Needs Assessment

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?

A comprehensive assessment of our academic program was completed using the information from the Framework for Great Schools Report 2016-17 and 2015-16, NY State scores 2016-17 and 2015-16, the last Quality Review Report 2015 and school based assessments. The data is as follows:

Framework for Great School Report 2017-2018

Collaborative Teachers Level - 4.59
Supportive Environment Level - 4.43
Effective School Leadership Level - 4.17
Strong Family-Community Ties Level - 4.11
Trust Level - 4.05

Framework for Great Schools Report 2016-2017

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Trust Level - 3.94

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ELA Level 1 = 13
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Math Level 2 = 38%
Math Level 1 = 20%

Quality Review Results 2014-2015
Instructional Core

1.1 Well Developed

1.2 Well Developed

2.2 Well Developed

School Culture

3.4 Well Developed

Systems for Improvement

4.2 Well Developed

Our teacher teams meet throughout the week and share research based strategies to support better-informed planning that result in effective and highly-effective instruction. Analysis of the above data indicates that our students struggle in mathematics. Our teacher teams are engaged in data driven instruction that encompasses implementing rigorous tasks and assessments that engage students in critical thinking. Our priority is for students to successfully master the Common Core Math Learning Standards at a deep comprehension level and be able to apply their knowledge to real-world applications. As we continue to improve in reading comprehension, our math comprehension will also improve.

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, the mathematics performance of grades 3-8 students will increase 8% in student performance as measured by New York State 2018-2019 Mathematics Assessment.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity #1 - Developing a Rigorous Mathematics Plan</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>
<tbody>
<tr>
<td>We will fully implement balanced mathematics prototype throughout the K-8 school (in general, special and gifted education). The language of the CCLS will also be followed and fully implemented. We will implement the Envision Mathematics Program to grades K-5 and implement the Go Math Middle School Program to grades 6-8. Both math programs will be supplemented with basic computational skills and materials, test sophistication, manipulatives, and an interactive math center in every classroom. All students will be assessed using the Pearson Envision assessments in the beginning, middle, and end of the year (Sept., 2018, Jan., 2019, June, 2019). All accumulated data, including student work, along with unit test data, will drive instruction. All students in grades 3-8 will also be assessed using benchmark assessments. Teachers in K-8 will target individual mathematics skills as identified on both the unit tests and benchmark exams and focus on skill improvement in our extended day program and our Saturday Academic program (for gr. 3-6). We have added two additional 50 minute periods per week to the present 300 minutes per week. Problem of the Day will be devoted to modeling open response math questions.</td>
<td>Students in gr 3-8 in the lowest third</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Asst. Principals, Data Specialist, Algebra for All Teacher, General, Special, and Gifted Teachers, SETTTS Teacher, ENL Teacher</td>
</tr>
</tbody>
</table>

As a result of Phase 1 implementation of Algebra for All training for all 5th through 8th grade math teachers, an Algebra for All Specialty Teacher will push into all four 5th grade classrooms and provide an additional math teacher in the classroom.

### Activity #2 - Professional Development

Professional development will be provided to teachers in September, 2018 as a result of using the new ‘Go Math’ Middle School Program. Training will continue throughout the year (Envision and Go Math) so that both assessment and technology
can be discussed and turn keyed. Extensive professional development in skill/strategy will be provided to classroom and after-school teachers who will deliver a program designed to identify and remediate students’ skill deficiencies. Classroom teachers of K-8, with the support of the principal and the assistant principals will develop rigorous instructional tasks that focus on mathematics skills and activities.

Teacher teams will identify the target population of students with deficient math skills using the following data: item skills analysis of state math, item skills analysis of interim assessments in math, student work, and Envision and Go Math student unit exams. Teacher teams will continue to work on math curriculum maps for each unit of study. Extensive technology training during the year will also help teachers to be able to use our Smart boards/Promethean boards during mathematics lessons. Professional development will be provided by the district professional developers, Pearson Math, and in-house teacher personnel.

Intervisitations will provide opportunities for teachers to share best practices.

<table>
<thead>
<tr>
<th>Activity #3 Parent Engagement</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will coordinate and integrate parental involvement strategies throughout the year. The school will provide assistance to parents of children served by the school, especially to all parents.</td>
<td>Teacher Teams</td>
<td>Sept 2018- June 2019</td>
</tr>
</tbody>
</table>

Principal
Highly Effective Teachers
Model Teachers

Teachers
Sept 2018- June 2019

Principal
Asst. Principals
Literacy Coaches
Highly Effective Teachers
of students with disabilities, in understanding topics such as the following:

- The State’s academic common core state standards
- The State’s student academic achievement standards
- The State and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators

Parents will be encouraged to attend the Parent Coordinator’s monthly workshops on the following topics:

Testing Strategies At Home, Math Strategies at Home, Speak Mathematically with Your Child While At Home, etc. Parents will be encouraged to utilize our website, www.ps232q.org, so that they can be informed of all events in and around the school. The website caters to ALL LANGUAGES, with the click of a link. Parents can visit their child’s school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September)
- Parent teacher conferences (fall and spring)
- Parent Engagement Tuesdays
- PTA and SLT meetings (monthly)
- Summer Reading Celebrations
- Math Night
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child’s academic success at the school

Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)
Activity #4 - Teacher teams will analyze formative data and student portfolios for target student populations to monitor progress at least quarterly (Sept. 2018, Nov. 2018, Jan. 2019, April, 2019) and recommend instructional strategies for appropriately challenging tasks around differentiated instruction in problem-solving.

All Teachers
Sept 2018-June 2019
Principal
Asst. Principal
All Teacher Teams

3b – Parent and Family Engagement

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

Parents will have access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. Parents may contact their school’s parent coordinator to arrange an appointment. Teachers will make suggestions and recommend at-home activities for parents.

Part 4 – Budget and Resource Alignment

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

Activity 1 - Math Plan

Purchasing of textbooks/workbooks for all students (OTPS).

Purchasing of desktops/laptops (OTPS).

Purchasing of math manipulatives that need to be replaced in each classroom (OTPS).

Activity 2 - Professional Development

The school will establish a Saturday Academic Academy that includes students in the lowest third/disabilities in grades 3-5 (Per Session for both teachers and supervisors). All students in the lowest third/disabilities who are also English Language Learners will remain for additional instructional hours in our ENL Afterschool Program on Thursdays from 2:30 – 4:30 p.m (Per session/Title III for both teachers and supervisors). Afterschool programs will be established – one to target first, second and third graders for both math/reading intervention (per session for both teachers and supervisors).

Activity 3 - Parent Engagement

Take-Home books and other supplies for parents (OTPS).

Some refreshment and snacks to be purchased for parent workshops (OTPS).

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>X</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></td>
<td>Tax Levy</td>
<td></td>
<td></td>
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<td></td>
<td>C4E</td>
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<tr>
<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**

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> 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.</th>
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<tbody>
<tr>
<td>By February, 2019, 50% of our math curriculum maps and unit assessments will have changed and improved after teacher teams analyzed student work/student assessments and modified math curriculum in order to deepen the level of differentiated instruction and consistently provide our SWD and ENL students with scaffolded support. The instrument of measure used to assess progress will be student assessment results of the Pearson math unit exams.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instrument of measure used to assess progress will be student assessment results of the Pearson math unit exams.</td>
</tr>
</tbody>
</table>

| **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.

After conducting an analysis of student performance data on the 2018-2019 state ELA assessment and an analysis of Fountas and Pinnell benchmarking data in grades K-2 (3x per year), it was determined that at least 25% of students on each grade did not meet level three/four in English Language Arts. As a result, our first priority is to target those students to show increases in performance. Our second priority is to target those students in K-2 that need reading intervention.

Framework for Great School Report 2017-2018

Collaborative Teachers Level - 4.59
Supportive Environment Level - 4.43
Effective School Leadership Level - 4.17
Strong Family-Community Ties Level - 4.11
Trust Level - 4.05

Framework for Great School Report 2016-17

Collaborative Teachers Level - 4.59
Supportive Environment Level - 4.16
Effective School Leadership Level - 4.19
Strong Family-Community Ties Level - 3.62
Trust Level - 3.94

Framework for Great Schools Report 2015-2016
Collaborative Teachers Level 4.68
Supportive Environment Level 4.05
Effective School Leadership Level 4.15
Strong Family-Community Ties Level 3.59
Trust Level 3.93

**NYS Scores 2017-2018**

Student Achievement Rating (EMS) = Meeting Target
ELA & Math Students Tested - 657
ELA Levels 3 & 4 = 63%
Level 2 = 26%
Level 1 = 11%
Math Levels 3 & 4 = 54%
Level 2 = 27%
Level 1 = 19%

**NYS Scores 2016-2017**

Student Achievement Rating (EMS) = Meeting Target
ELA & Math Students Tested 705 Students
ELA Levels 3 & 4 = 57%
Level 2 = 30%
Level 1 = 13%
Math Levels 3 & 4 = 42%
Level 2 = 38%
Level 1 = 20%

**Quality Review Report 2014-2015**
Instructional Core
1.1 Well Developed
1.2 Well Developed
2.2 Well Developed

School Culture
3.4 Well Developed

Systems for Improvement
4.2 Well Developed

Part 2 – Annual Goal

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

By June, 2019, 75% of students in K-2 will demonstrate an increase of three to four independent reading levels in the Fountas and Pinnell Assessment System.
## 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).

### Activity #1 – Teacher Teams Developing a Rigorous Literacy Plan

Our school's faculty will design a K-8 literacy program that will consist of three components: professional development, inquiry team work, and the use of data-driven instruction. All activities will be designed to increase the use of data to drive instruction and to enable teachers to examine effectiveness of instruction regularly. Teacher to student ratio will be decreased by the hiring of RTI and F-status teachers who all specialize in reading/literacy. Professional development will include the revisiting of our curriculum maps to include more CCLS-based activities, creating new curriculum maps, to increase the effective use of Essential Questions, the use of data to drive instruction, and increase the effectiveness of the collaborative inquiry process. Professional development provided by the administrators, literacy coaches, teacher leaders, and district professional developers will include close reading. Teachers of K-8 will continue last year’s work on their teacher teams to develop collaborative curriculum maps that focus on social studies and science units of study that incorporate reading, writing, speaking and listening skills. Four Square Writing organizational methodologies will be fully implemented and integrated within Writer’s Workshop to support student growth in writing skills. Teacher-created writing rubrics and instructional tasks will be created by our teacher teams. Resulting student work will then be analyzed by grade level teacher teams and decisions will be made on next steps for instruction in each classroom. Teacher teams will meet weekly during their inquiry period to analyze student work, benchmark and progress monitoring data to identify strengths and weaknesses, and modify instruction as needed. Teacher teams will collaborate to develop lesson plans that are differentiated according to current data and then they will monitor effectiveness and revise to meet the needs of all students. RTI will be provided in small-group, basing instruction on data and incorporating CCLS. RTI will be provided by licensed reading teachers.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Students in K-2</th>
<th>Target Group(s)</th>
<th>Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Teams</td>
<td>Sept 2018-June 2019</td>
<td>Teacher Teams</td>
<td>Literacy Coach of K-2, RTI Teachers, Principal, Asst. Principals, Data Specialist, Reading Teacher (part-time) in Kindergarten</td>
</tr>
</tbody>
</table>
Intervisitations will provide opportunities to share best practices.

Activity #2 - Reading remediation is a school-based, short-term intervention program designed for children who are in the early childhood grades who are the lowest achieving in literacy after their first year of school. Targeted intervention involves intensive four-to-one ratio lessons for 45 minutes a day with a trained reading teacher. This year, our lower grade literacy coach/reading recovery teacher and other RTI teachers will implement the

| Teachers | Sept 2018-June 2019 | Principal |
| Asst. Principals |
| Collaborative Master |
| Highly Effective Teachers |

| Students in K-3 | Sept 2018-June 2019 | Literacy Coach of K-2 |
| RTI Teachers |
| Data Specialist |
| Classroom Teachers |
intensive Fountas & Pinnell remediation reading program with our first, second, and third graders in the lowest third.

The intervention is different for every child, assessing what the child knows and what s/he needs to learn next. The focus of each lesson is to understand messages in reading and construct messages in writing; learning how to attend to detail without losing focus on meaning. A combination of teacher judgment and systematic evaluation procedures that identify those lowest-achieving children. The intervention goal is to improve their reading levels and give them the assistance they need to develop independent reading and writing strategies. Once they are reading and writing at a level of a 2.5 or higher, their series of lessons will be discontinued and a new group of students will begin reading intervention.

The intervention is not an alternative to good classroom teaching, but is complementary, to enable children to engage in their classroom program. The lowest performing children (the bottom 5-20% depending on the context) were identified using the Fountas & Pinnell Benchmarking System Assessment.

### Activity #3 Parent Engagement

We will coordinate and integrate parental involvement strategies throughout the year. The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities, in understanding topics such as the following:

- The State’s academic common core state standards
- The State’s student academic achievement standards
- The State and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators

Parents will be encouraged to attend the Parent Coordinator’s monthly workshops on the following topics: Testing Strategies At Home, Reading Strategies at Home, Choosing the Right Text for Your Child, etc. Parents will be encouraged to utilize our website, www.ps232q.org, so that they can be informed of all events in and around the school. The website caters to ALL LANGUAGES, with the click of a link. Parents can visit their child’s school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

<table>
<thead>
<tr>
<th>Parents</th>
<th>Sept 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2018-June 2019</td>
<td>Parent Coordinator Administrators Literacy Coaches RTI Teachers</td>
</tr>
</tbody>
</table>

2018-19 CEP 36
<table>
<thead>
<tr>
<th>Activity 1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing of Fountas &amp; Pinnell Intervention Kits for Reading Specialists (OTPS).</td>
</tr>
<tr>
<td>Purchasing of books and materials for Saturday Academics (OTPS).</td>
</tr>
<tr>
<td>Purchasing of books and materials for remediation afterschool (OTPS).</td>
</tr>
<tr>
<td>Purchasing of guided reading sets of book for replenishing the guided reading closet (OTPS).</td>
</tr>
<tr>
<td>Some per session funding is needed for both teachers and supervisor coverage of Saturday and afterschool academic programs.</td>
</tr>
<tr>
<td>Some Title III funding is needed for hiring of two teachers for ENL afterschool program.</td>
</tr>
</tbody>
</table>
Some refreshment and snacks to be purchased for parent workshops (OTPS).

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

### Part 5 – Progress Monitoring

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

We will monitor reading progress each time we benchmark in September, 2018, January, 2019, and May, 2019. Based on our interim goals for January, 2019, we expect the following:

- Kindergarten - Students will attain F & P levels B-C
- First Grade - Students will attain F & P levels F-G
- Second Grade - Students will attain F & P levels J-K

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

The instrument of measure that is being used is Fountas & Pinnell Benchmarking Level Results.

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

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

**Part 1 – Needs Assessment**

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

In 2017-18, PS 232 developed student-led Social Emotional Learning (SEL) literature-based lessons for all students in kindergarten through 4th grade. The goal of these lessons, taught by heterogeneously grouped 5th and 6th grade students, was to increase each student’s emotional vocabulary and self-awareness.

According to the New York City School Survey: 61% of students stated that they rarely or never harass, bully, or intimidate other students at their school. 76% 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.

In the Framework Element of Supportive Environment, PS 232’s rating has decreased from 4.47 in 2016 to 4.02 in 2018.

Based on the data above, the SLT has concluded that PS 232’s priority need in Supportive Environment is to create a SEL program for students in grades 5-8 that focuses on character development.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes</td>
<td>By June 2019, through the implementation of character development lessons in grades 5-8, there</td>
</tr>
<tr>
<td>and school performance that addresses this element of the Framework</td>
<td>will be an 8% increase in positive student responses with respect to bullying prevention as</td>
</tr>
<tr>
<td>for Great Schools–Effective School Leadership. Your goal must be</td>
<td>measured by the New York City School Survey.</td>
</tr>
<tr>
<td>responsive to the identified priority need(s) indicated in Part 1,</td>
<td></td>
</tr>
<tr>
<td>and be written as SMART—Specific, Measurable, Achievable, Relevant,</td>
<td></td>
</tr>
<tr>
<td>and Time-bound.</td>
<td></td>
</tr>
</tbody>
</table>
# Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity #1 – Create collaborative SEL teacher team</strong> – The teacher team will brainstorm, plan and create a character development SEL program for all students in grades 5-8. The team will clearly communicate planned activities and events with staff, students, and parents.</td>
<td>Gr 5-8 Teachers</td>
<td>Sept 2018-June 2019 (monthly meetings)</td>
<td>Principal&lt;br&gt;Asst. Principals&lt;br&gt;SEL Teacher Leaders&lt;br&gt;SEL Teacher Team</td>
</tr>
<tr>
<td><strong>Activity #2 – Character development SEL program for all students in grades 5-8:</strong></td>
<td>Gr 5-8 Teachers&lt;br&gt;Students in grades 5-8</td>
<td>Sept 2018-June 2019</td>
<td>Principal&lt;br&gt;Asst. Principals&lt;br&gt;SEL Teacher Leaders&lt;br&gt;SEL Teacher Team&lt;br&gt;Gr 5-8 Teachers</td>
</tr>
<tr>
<td>• Utilize RULER strategies from Yale Center of Emotional Intelligence to create SEL program goals&lt;br&gt;• Align SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) from CASEL in character development program&lt;br&gt;• Create character development and SEL signage for middle school classrooms and hallways&lt;br&gt;• Create three teacher-led Character Days at PS 232&lt;br&gt;• Students complete written self-reflections about Character Days&lt;br&gt;• Create three student-led character development activities&lt;br&gt;• Create a SEL rubric to rate self-awareness and self-management on self reflections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity #3 – Student-led SEL literature-based lessons</strong></td>
<td>All K-4 students and teachers&lt;br&gt;5th grade ICT class/5th grade GE class</td>
<td>Sept 2018-June 2019</td>
<td>Principal&lt;br&gt;Asst. Principals&lt;br&gt;SEL Teacher Leaders</td>
</tr>
<tr>
<td>• Improve and expand on student-led SEL literature based lessons from 2017-18&lt;br&gt;• Create new heterogeneous 5th student-leader teams (1 5th grade ICT class and 1 5th grade general education class)&lt;br&gt;• Student-leaders will plan, create, and implement 5 SEL lessons in K-4 classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

Parents will be informed of and attend monthly Principal’s Breakfast Meetings and monthly Parent Workshops sponsored by our parent coordinator that feature character development and SEL resources and information. Engagement Tuesday sessions will provide teachers, parents, and students to discuss social and emotional strengths and weaknesses, and make connections between SEL competencies and higher levels of academic achievement.

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.

Activity 1 - Per session for afterschool meetings

Activity 2

Schedule adjustments for Character Days

Books and materials for character development activities (OTPS)

Character development and SEL signage for middle school classrooms and hallways

Per session funding for teacher planning for character development and SEL

Activity 3

Schedule adjustments for 5 student-led SEL literature lessons for all K-4 classrooms

Scheduling of 5th grade student-leader SEL planning sessions

Books and materials for student-led SEL literature lessons (OTPS)

Activity 4
Per session funding for monthly SEL newsletter

Materials for monthly SEL newsletter (OTPS)

**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>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
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<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, written self-reflections will indicate that 70% of students score positively (Level 3 or Level 4 on the SEL rubric) with respect to self-awareness and self-management, two SEL competencies that are directly related to reducing bullying.

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

- Student’s character growth in self-reflections (all 5-8 students)

**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

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

In the past three years, teams of teachers collaborated in a variety of teacher teams such as Grade level, Vertical Team, Content Teams, MOSL team, and the PD Committee. Teachers took on the following leadership roles to structure professional dialogue among colleagues:

- to plan/outline a professional learning calendar for the staff
- to align assessment and curricula within grades and across the school while designing curriculum maps
- to foster a greater professional learning environment on grade level teacher teams focusing on data-driven instruction

Additionally, based on the end of year benchmark data, our second grade students made tremendous gains to close the gap while our kindergarten students' beginning to end of year data resulted in a decline.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, of the 48 full-time teaching staff members, at least 50% of teachers will be involved in leadership roles by planning and facilitating teacher team meetings, parent workshops, professional development activities, and/or labsites to improve teaching and learning practices aligned with CCLS.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</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>Activity 1 - Algebra for All professional development workshops: Teacher leaders will attend and turn key professional learning to colleagues.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group(s): Who will be targeted?</strong></td>
</tr>
<tr>
<td>Teachers, Students, Parent Coordinator</td>
</tr>
<tr>
<td><strong>Timeline: What is the start and end date?</strong></td>
</tr>
<tr>
<td>Sept2018-June 2019</td>
</tr>
<tr>
<td><strong>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Asst. Principals</td>
</tr>
<tr>
<td>Lead Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2 - The School Implementation Team Action Plan will focus efforts on Improving Quality IEP writing and considerations for Least Restrictive Environment by completing IEP reviews and implementing IEP meeting protocols.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group(s): Who will be targeted?</strong></td>
</tr>
<tr>
<td>SE Teachers, IEP Teacher, RS Provider</td>
</tr>
<tr>
<td><strong>Timeline: What is the start and end date?</strong></td>
</tr>
<tr>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td><strong>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>1 GE teacher, 1 SE teacher, 1 Guidance Counselor, 1 related service provider, Administrators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 3 - ENL teacher will attend professional development workshops and facilitate training on effective ENL strategies to strengthen reading and writing skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group(s): Who will be targeted?</strong></td>
</tr>
<tr>
<td>ENL teacher, G Teachers, SE Teachers</td>
</tr>
<tr>
<td><strong>Timeline: What is the start and end date?</strong></td>
</tr>
<tr>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td><strong>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>ENL Teacher, Administrators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 4 - Teachers' College Writers' Workshop Professional Development (30 all day workshops at Columbia University). Teacher leaders will attend and turn key professional learning to teacher team colleagues.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group(s): Who will be targeted?</strong></td>
</tr>
<tr>
<td>Teachers, Students, Parents</td>
</tr>
<tr>
<td><strong>Timeline: What is the start and end date?</strong></td>
</tr>
<tr>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td><strong>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Asst. Principals</td>
</tr>
<tr>
<td>Teacher Leaders</td>
</tr>
<tr>
<td>Literacy Coaches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 5 - Teachers' College Writers' Workshop Professional Development - Teacher teams meet and observe writers' workshop under the guidance of two TC trainers from Columbia University for 11 sessions throughout the year (K-2 and 3-5). Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group(s): Who will be targeted?</strong></td>
</tr>
<tr>
<td>Teachers,</td>
</tr>
<tr>
<td><strong>Timeline: What is the start and end date?</strong></td>
</tr>
<tr>
<td>Oct 2018-June 2019</td>
</tr>
<tr>
<td><strong>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>TC teacher trainers</td>
</tr>
<tr>
<td>Lab-site teachers</td>
</tr>
</tbody>
</table>
sites on each K-5 grade will be established for the purposes of observations.

<table>
<thead>
<tr>
<th>Students, Parents</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literacy Coaches</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

Principal's Breakfast Monthly Workshops from Oct. 2018 - June 2019
Parent workshops offered by literacy coach, classroom teachers and administrators on Read Aloud, Writing Strategies, Technology supports and limitations for children. Guidance counselor will invite speakers from local health and family support agencies to talk on topics such as Positive Communication with Children, Strategies to De-stress, Dealing with Crisis, and Setting Limitations in the Home.

Exit slips with feedback from parents will be collected after each workshop.

**Part 4 – Budget and Resource Alignment**

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

Teachers attending ENL and/or professional development training sessions will have per diem substitutes or co-teachers cover their classes.

Professional Development provided by Teachers' College - OTPS Outside Consultants

**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, at least 24 staff members will facilitate professional development sessions, teacher team meetings, and/or parent workshops. Logs/agendas will be submitted to principal.

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

Logs, agendas, sign in sheets, and teacher resources.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Formal and Informal Assessment Data, Student Work, Teacher Recommendation</td>
<td>Guided Reading, Fountas &amp; Pinnell Intervention, Phonics, Fundations, Junior Great Books</td>
<td>Small group, one-to-one</td>
<td>During the school day, Saturday Morning Academy</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Formal and Informal Assessment Data, Student Work, Teacher Recommendation</td>
<td>Guided Math, Pearson Envision K-5, Go Math 6-8 and Integrated Algebra</td>
<td>Small group, one-to-one</td>
<td>During the school day, Saturday Morning Academy</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Formal and Informal Assessment Data, Student Work, Teacher Recommendation</td>
<td>Hands On Labs, Core Knowledge, NYS Science Standards</td>
<td>Small groups</td>
<td>During the day, Lunch</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Formal and Informal Assessment Data, Student Work, Teacher Recommendation</td>
<td>Core Knowledge, NYS Scope and Sequence</td>
<td>Small groups</td>
<td>During the day, Lunch</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Individualized Education Plan, Teacher Recommendation</td>
<td>Counseling</td>
<td>Small group, one-to-one</td>
<td>During the day, Lunch</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)**


**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.)

   | NA |

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

   | NA |

**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).

   | We presently have 14 students in temporary housing. |

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

   |  |
We provide books and supplies, uniforms, backpacks, and other necessities as needed. We will also provide counseling and intervention services.

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.

| $7,156 |
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

N/A

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).

N/A

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.).

N/A

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.

N/A

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 Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section reference(s) where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[]</td>
<td>[]</td>
</tr>
</tbody>
</table>

1Explanation/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.

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 232Q, the Lindenwood School, in compliance with the Section 1118 of Title I, Part A of 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

P.S. 232Q 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 1 of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in...
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) Act;

• schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

| Encouraging School-Level Parental Involvement |

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

• holding an annual Title I Parent Curriculum Conference;

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

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

• supporting or hosting Family Day events;

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

• encouraging more parents to become trained school volunteers;

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

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

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

| School-Parent Compact (SPC) |

P.S.232 Lindenwood School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

## I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

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

| II. Parent/Guardian Responsibilities |
| - monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; |
| - ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age; |
● check and assist my child in completing homework tasks, when necessary;

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

**Part A: School Information**

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

**Part B: Direct Instruction Supplemental Program Information**

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
</tr>
<tr>
<td># of content area teachers:</td>
</tr>
</tbody>
</table>

2018-19 CEP
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: 

The free-standing ENL program at PS 232 has a pull-out organizational model. All ELLs in every grade level are grouped heterogeneously amongst all students in general education. We have two state certified ENL teachers that service 49 English Language Learners. Every ENL gets the state mandated number of ENL instructional minutes per week. At PS 232, all ENLs receive ELA, math, social studies, and science instruction from the regular classroom and cluster teachers in addition to the state mandated number of ENL instructional minutes on a daily basis. Content subjects like social studies and science are taken in read-aloud and shared reading activities daily.

Our program for SIFE have the following components: literacy and content courses that are thematically coordinated and encourage transfer of learning across content areas, small classes that allow individual attention from the teachers, and course structure that allows students to learn at their own pace. Other strategies that we use are as follows:

1. Direct Instruction - ENL teacher introduces academic content to the SIFE student population by using visuals such as charts, graphs, Venn diagrams, and time lines. Collaborative learning activities such as task oriented projects and small-group activities instead of traditional note taking, demonstrations instead of lectures.

2. CCLS-based Learning - Teacher creates lessons that are CCLS standards-based yet suitable and differentiated for students' various ability levels. PS 232 ensures that content and materials are age appropriate and culturally appropriate.

The ENL teacher, regular classroom teachers, and other service providers meet regularly, usually biweekly, to discuss each SIFE student's progress in all subject areas, clarifying both strengths and areas needing extra work.

ENL students with less than three years of ENL instruction are given intensive, structured and systematic intervention that includes phonics, phonological awareness, and word identification. Differentiated instructions are executed - teachers must have a repertoire of strategies so that they can vary their interaction and curriculum as needed. Hopefully, most of the ENL students exit the program within the first three years or earlier. For ENLs receiving 4-6 years of ENL service, the school plans to give them instruction in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring program, cooperative learning program, inclusion in RTI (response to intervention) use of Fountas & Pinnell Intervention System Program, and/or programs emphasizing extensive reading and writing. We currently do not have any long term ENLs.

ENLs with disabilities are given interventions with explicit phonetic awareness instruction, structured and systematic phonics instruction, explicit instruction in comprehension strategies, and peer-assessed learning activities. In addition, sheltered English techniques such as the use of visual aids like props, pictures, gestures, and facial expressions help convey meaning and encourage children to expand and elaborate their responses to help develop oral expression abilities.

Speech and language therapy is a related service that is delivered to IEP mandated
students. These students have expressive, receptive, pragmatic, fluency, motor and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minute sessions.

PS 232 continues to analyze its yearly data for each “Special Needs” child and individualize an educational plan for each one. Students are streamed by reading level. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. Many of our special needs students are mainstreamed in both ELA and/or math. Testing accommodations are provided for all tests: classroom, city, and state according to the IEP mandate. These accommodations are as follows: time limit extended or waived, exam administered in special location, questions read aloud to students, answers recorded in any manner, exam in Braille or large print, directions read and re-read aloud, visual magnification and auditory amplification, and masks/markers to maintain place.

To maintain effective ENL strategies and techniques, PS 232 has purchased high interest, high quality books every year. Some of these are Time for Kids Readers, Eye on History Thematic Units, Guided Reading Leveled Books in fiction and non-fiction, Junior Great Books Roundtable, Strategies that Work by Harvey & Goudvis, Document Readers, Smart Boards, and Projectors, Fountas & Pinnell Intervention Kits, Fountas & Pinnell Assessment Kits, etc.

Computer lessons and projects focus on both technology skills and major themes in the academic content areas. Lower grade students focus on comparing MAC and PC platforms, Microsoft Word, Excel and Power Point, as well as Internet applications. Upper grade students use these technology skills on a more advanced level. They also use multimedia applications such as photography, video editing and animation. All computer lessons are created to incorporate Common Core Standards in addition to the Core Knowledge Framework that we use at PS 232.

The instructional strategies and techniques being employed by the state certified ENL teacher supplements any instructional approach used by the classroom teachers. Team teaching and push-in strategies are being implemented on some grade levels. Weekly consultations with the classroom teachers are scheduled. Instruction is based on activating prior knowledge and recognizing the strong correlations between literacy in the first and second languages. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shadow and whisper reading, silent reading, shared reading, independent reading, and a wide variety of writing activities on a daily basis. In addition, ENL students receive content-based instruction that will enable them to meet standards in math, science, social studies, and computer technology.

In addition to instructional practices there are support services provided to our ELL students as follows:

1. The Fountas and Pinnell RTI System is a program that is used with all students who struggle with reading and writing. It provides a teacher-friendly, comprehensive program that incorporates the principles of teaching reading and writing. Its essential components are phonemic awareness, decoding alphabetic principle (sound/symbol relationship), encoding (spelling), advanced word analysis, vocabulary development, right word instruction, metacognition, fluency and comprehension strategies.

2. Speech and language therapy is a related service that is delivered to IEP mandated students. These students have expressive receptive, pragmatic, fluency, motor and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minutes sessions.

Our ENL after school program is also funded by Title III and it is taught by a certified ENL teacher twice a week. Our program is designed to help improve reading, writing, listening, and speaking skills and strategies in both language and content. It will consist of one group of K-4 ENL students and another group of grade 5-8 students who will spend an additional 120 minutes in school from 2:30 - 4:30 p.m. Some ENL participants are IEP mandated students also.

Scholastic materials will be purchased to help them during both guided reading sessions and read
## Part B: Direct Instruction Supplemental Program Information

alouds in fiction and non-fiction. The program will begin in October, 2018 and will continue through April, 2019. Teacher(s) will engage in a study/focus group together to reciprocally provide training in their respective areas of expertise in ENL and content (total of 8 hours each through April, 2019). This will lead to the development of assessments and/or curriculum adaptations that will facilitate instruction and that will integrate what is taking place in the art residencies on Wednesdays and Fridays. The supplemental materials used are as listed:

1. Leveled books of fiction and non-fiction
2. Read alouds for read aloud and accountable talk
3. Leveled content are books with extra support for vocabulary and comprehension
4. Talking E-books with Audio CDs
5. Journals for Journal Writing
6. Dictionaries and thesaurus'

## 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: ______

Professional development at P.S. 232Q for 2018-2019 will provide opportunities for teachers, assistant principals, literacy coaches, subject area teachers, paraprofessionals, guidance counselors, special education teachers, and ENL specialists to have renewed confidence in working with ENL students. The following activities are scheduled for the school-year and will demonstrate development and learning for both students and teachers:

1. Mandated staff development sessions for new staff and classroom teachers of ENL's
2. Monthly scheduled network sponsored staff development sessions for ENL are echoed to the classroom teachers
3. Scheduled conferences to discuss continuous study of research on writing, reading, and English as a Second Language
4. Review of instructional strategies to help ELL's maximize learning potential

ENL Professional Development Plan for 2018-2019
"ENL Activities for Every Classroom", October, 2018
"ENL Activities for Envision Math Program K-5, October, 2018
"ENL Activities for Go Math Math Program Gr. 6-8, October, 2018
"Literature Links to Phonics- A Balanced Approach", December, 2018
"Improving Comprehension with Think-Aloud Strategies", February, 2019
"Determining What's Important When Writing Information" April, 2019

Professional development will also take place between the two teachers that are teaching the Title III After school Program. One ENL teacher and one content teacher will work together to engage in a study/focus group to reciprocally provide training in their respective areas of expertise (language and content). This training will lead to the development of assessments and curriculum adaptations that will facilitate instruction.
Part D: Parental Engagement Activities

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

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

Begin description here:

PS 232 will coordinate and integrate Title III parental involvement strategies under the following other programs and activities:

1. With the guidance and support of the school, family members can assist their children with homework and other related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops, Parent Teacher Association, Parent Volunteer Program, and School Leadership Teams).

2. Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

3. Through the efforts of the Parent Coordinator and the PTA Co-Presidents and with district support, an outreach will be made to parents of students so that families will be involved in all parent/school activities. Parent Engagement Tuesdays will provide parents to meet with teachers on a monthly basis.

4. Parents are invited to attend an annual "Open House" meeting to inform them about the school's participation in Title III programs and explain the requirements and their right to be involved.

5. School publications like the Principal's newsletters and letters to parents (Translated) will be used to apprise parents of important events including dates, school events and open school.

6. Our school website can be completely translated into several languages by a click of a link (www.232q.org).

7. The administration continues to reach out through monthly calendar and principal's monthly newsletter.

8. English as a New Language (ENL) workshops are held for parents. PTA volunteers are available as interpreters.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per session</td>
<td>Direct Instruction - $7,419.60</td>
<td>After school Program I for Grades K-4 (Wednesdays from Oct, 2018 - April, 2019)</td>
</tr>
<tr>
<td>- Per diem</td>
<td>Teacher Per Session - $1236.60</td>
<td></td>
</tr>
<tr>
<td>Total: $8656.20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
## Part E: Budget

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

### Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
<td><strong>Budgeted Amount</strong></td>
<td><strong>Explanation of expenditures in this category as it relates to the program narrative for this title.</strong></td>
</tr>
<tr>
<td><strong>Budget Category</strong></td>
<td><strong>Budgeted Amount</strong></td>
<td><strong>Explanation of expenditures in this category as it relates to the program narrative for this title.</strong></td>
</tr>
<tr>
<td><strong>Allocation Amount:</strong> $12365.40</td>
<td><strong>$12365.40</strong></td>
<td><strong>$12365.40</strong></td>
</tr>
</tbody>
</table>

### Budget Category Details

- **After school Program II for Grades 5-8 (Thursdays from Oct, 2018 - April, 2018)**
  - Total of 144 hours of per session for two ENL teachers to support ELL students: 144 hrs. x $51.51 (current teacher per Session rate with fringe = $7417.44)
  - 24 hrs. x $51.51 for study/focus group of 2 teachers (15 hrs each per teacher $1236.60)

- **Purchased services**
  - High quality staff and curriculum development contracts.
    - **Budgeted Amount:** n/a
  - n/a

- **Supplies and materials**
  - Must be supplemental.
  - Additional curricula, instructional materials.
  - Must be clearly listed.
    - **Budgeted Amount:** $2,473.20
    - Leveled Books for Classrooms of ENL students, Language Dictionaries for Classrooms of ENL students, phonics kits, phonics games, NYSELAT practice booklets and practice assessments, books on tape

- **Educational Software (Object Code 199)**
  - **Budgeted Amount:** n/a
  - n/a

- **Travel**
  - **Budgeted Amount:** n/a
  - n/a

- **Other**
  - Parents Engagement - $1,236.00
    - Purchase of parent literature in native language about "Parents' Role in Fostering Young Children's Learning and Language" - $600
    - Supplies for Parent Workshops - $300
    - Refreshments and snack for Parent Workshops - $336

  - **Budgeted Amount:** $12365.40
  - **Budgeted Amount:** $12365.40
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>The Walter Ward School</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Josephson</td>
<td>Aileen Leibman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori D'Andrea</td>
<td>Annette Black</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Moore</td>
<td>Lori Romanelli</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Jennifer DiBenedetto</td>
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</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Branigan</td>
<td>Mary Barton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (Name and Title)</th>
<th>type here</th>
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</thead>
<tbody>
<tr>
<td>Pierre Galvez</td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

- Number of certified ENL teachers currently teaching in the ENL program: 1
- Number of certified ENL teachers not currently teaching in a bilingual program: 0
- Number of teachers who hold both content area/common branch and TESOL certification: 1

- 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: 0

- Number of certified ENL teachers not currently teaching in the ENL program: 0
- Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]: 0
- Number of special education teachers with bilingual extensions: 0

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1031</td>
<td>39</td>
<td>3.78%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

This school offers (check all that apply):

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

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?
   The teachers use Fountas and Pinnell benchmarking assessment and teacher created assessments for initial and periodic assessments. The outcomes from these assessments will determine the literacy skills and reading levels (Fountas and Pinnell) for each student. The teacher will also use this data to drive instruction in the classrooms. Teachers will meet to disseminate data and plan future instruction. The data indicates that ENLs who are proficient do better at grasping the material and seem to progress quicker. The data helps teachers plan for RTI tiers of learning and instruction. The data will also help teachers create small group instruction which lends itself to guided practice during guided reading and leveling of classroom libraries.

2. What structures do you have in place to support this effort?
   Benchmarking takes place in Sept., January, and May of 2017-18 school year.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We evaluate the success of our ENLs by the ELA results and NYSESLAT, examining the percentage of students testing proficient/commanding each year, moving up levels is a strong indication of program success.

4. What structures do you have in place to address interventions once the summative data has been gathered?
There are three reading/language intervention teachers in place. There is one ENL teacher who serves our ENL students. ENL students will receive both ENL services and RTI services.

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.]
Teachers utilize RTI within the classroom with small group instruction; focusing on individual needs of students. Teachers are constantly assessing students and using the results to plan future lessons and groups. Our school uses four assessment types for Tier 1 RTI, formative, screening, outcome, and test prep; they are aligned with day to day instruction. Data is collected and analyzed to plan further instruction. We have data driven Tier 1 instruction in our classrooms. Screening assessments determine our need for intervention of Tier 2 and Tier 3. We have implemented Reading Recovery as a Tier 3 intervention plan within our school for 1st graders. Students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
A review of the NYSESLAT and NYSITEELL data indicates that in grades K through 8, students scored lowest in the writing sub-test. Therefore, the implementation of Writers Workshop and the Writing Process during Junior Great Books both play a huge part in developing our ENLs writing and overall skills. the focus for these learners is the integration of reading and writing into activities which call upon the listening and speaking skills. We see that many of our students moved up a level or more on the NYSESLAT. Most of our students are at the expanding level. The large increase in students scoring at the expanding level reflect the targeted instruction received previously. A focus on vocabulary and reading comprehension through Balanced Literacy is being used to continue growth.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Teacher teams meet periodically with the ENL teacher in order to discuss findings and recreate fluid students groups of instruction and intervention.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      The freestanding ENL program is designed to support ENLs in second language development. ENL is provided as a pull-out program for students in grades K-8 where students are grouped by grade and level of proficiency.
   b. TBE program. If applicable.
      not applicable
   c. DL program. If applicable.
      not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   The ENL teacher reviews all data from the NYSITELL, LAB-R and NYSESLAT Exams in order to identify each student’s proficiency level to ensure that mandated instructional minutes are provided. As per CR-Part 154-2, entering ELLs receive 360 minutes of ELL instruction per week; 180 minutes of stand alone and 180 minutes of integrated. Emerging ELLs receive 360 minutes of ELL instruction; 90 minutes of stand alone and 180 minutes of integrated with 90 minutes of flexibility in either stand alone or integrated. Transitioning students receive 180 minutes of ELL instruction; 90 minutes of integrated with 90 minutes of flexibility in either stand alone or integrated. Expanding ELLs receive 180 minutes of integrated ENL. Commanding ELLs receive 90 minutes of ELL instruction with flexibility in stand alone or integrated.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   Content area instruction is delivered in English using ELA methodology and instructional strategies. ESL teachers push-in to content area classes to assist all level ELLs. Instruction is aligned with ESL and ELA standards. To assist in making content more comprehensible, ELL students are provided with bilingual dictionaries and/or glossaries. ELL students are also paired with other students who speak the same native language and have a strong command of English. These students act as “buddies” and work collaboratively with their partners to improve content area understanding. Currently, benchmark, formative and summative assessments are used to gauge acquisition of the English language. The ESL teachers work in collaboration with the General Education teachers to differentiate the material and scaffold instruction to ensure that it is age and content appropriate.

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

   All ENLs are ensured proper and appropriate evaluations in their native language. Whenever necessary, students are provided assessment in their native language. All NYS tests are provided in the student’s native language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   Differentiation of Instruction for all ELL subgroups includes: embedding definitions and language in content areas, using real world artifacts and visual aids to support comprehension, drawing on student background to activate prior knowledge, and the use of tiered questioning to support the development of higher order thinking in English.

   a. SIFE students: Content area and ENL teachers meet and conference about the individual achievement levels and needs of the students. Students who appear to be falling far behind are referred to the School Based Support Team for evaluation.
   b. Newcomers (0-3 years): Teachers use cooperative learning techniques in the content areas to provide students to ELL students. Students are regularly assessed to determine their progress. ENL teachers work closely with content area teachers to scaffold instruction. ENL teachers also schedule planning time to meet the needs of their students when they push-in to content area classes.
   c. ELL students receiving 4-6 years of service: Use of adapted literature to insure authentic and high quality reading. Use of leveled and non-fiction libraries to provide high interest material at students’ present reading level. Content area teachers conference with ENL teachers to scaffold subject area material. All material is differentiated but rigorous to insure students meet current state standards in all core subjects.
   d. Long-term ENLs: Use of adapted literature to insure authentic and high quality reading. Use of leveled and non-fiction libraries to provide high interest material at students’ present reading level. Content area teachers conference with ENL teachers to scaffold subject area material. All material is differentiated but rigorous to insure students meet current state standards in all core subjects.
standards in all core subjects. Individual needs are assessed by teachers. Teachers use data inquire to monitor progress and refer students to the School Based Support Team if needed.

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

We use the Balanced Literacy Program in grades K-8 and supplement with Junior Great Books in grades 4-8. The curriculum provides extra ELL support kits and instruction that promote language development. All teachers have access to SESIS. They review students IEPs and arrange schedules and programs accordingly to meet all mandates on IEP. Whenever necessary, student is provided with a bilingual instructor and/or paraprofessional. The certified ENL teachers for grades K-8, utilizes a variety of instructional techniques, strategies, and ENL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ENL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP).

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?

Small group instruction for long-term ENLs addresses the deficient skills as determined by the NYSESLAT Exam. The Title III after-school program that focuses on literacy skills. All students with disabilities are mainstreamed as much as possible; to include; but not limited to, gym, lunch, mainstreaming and re-evaluating IEPs where necessary to provide a least restrictive environment.

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.

Long term and Advanced ELL students are being targeted for writing intervention as well as an intensive look at Reading/Writing throughout the content areas; which is where our students seem to struggle the most. The students are also provided glossaries/dictionaries and native language novels that support language acquisition. SWDs who are also an ELL student receive all mandates described in their IEP.

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

For the upcoming school year, we are training staff on the use of a computer based program, Imagine Learning. A greater emphasis has also been placed on differentiated tiered instruction in all classes which enables us to meet the academic needs of our ENLs. We also want to improve our attempts with RTI to ensure success for all of our students and maintain meeting the AYP every year.

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

None.

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

All ENL students are invited to attend after-school and Saturday morning programs housed at PS 232 in addition to ENL services.

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.

The instructional materials used to support ELL students include: SMART boards, lap tops, individualized computer program, Imagine Learning.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In ENL native language support is provided through computer programs, picture dictionaries, thesaurus use, books in student’s native language, and translation websites. Our own school website translates all announcements into any language.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Service support corresponds to ELL student ages and grade levels. Students are provided independent readers at their readability level and are scaffolded through teacher and student support to engage with all material that is appropriate for both content and age level.

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?
The instructional materials used to support ELL students include: SMART boards, lap tops, individualized computer program, Imagine Learning.

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).
Each June, newly enrolled students are welcomed. The students meet various staff members and are introduced to the school environment during walk-through tours. This helps acclimate the students so they are more comfortable when school begins. Students are also when possible, “buddied” with a same language partner to aid in the transition.

17. What language electives are offered to ELLs?
not applicable

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)?

not applicable

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
This year the staff will be provided with intensive professional development with a focus on Differentiated Instruction, Writing, and Effective Strategies for English Language Learners such as, schema building, contextualization and modeling. All teachers including ENL teachers have and will continue to have ongoing training in Common Core. ENL teacher attend department meetings to ensure that they too are aligning their lessons to the Core. Additionally during department meeting and common planning content area teachers meet and plan with the ENL teachers. The ENL teachers support and share best practices with them so that they can differentiate and plan accordingly to meet the needs of ENL students while aligning to the Common Core.

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.

PS 232 is a K-8 school, therefore as our elementary students' transition to middle school, staff of ENLs receive an eligibility list with NYSESLAT scores as well as full access to STARS which provides indicators and data on ENLs. All data on students are compiled and reviewed by teachers. Our ENL teacher is available to provide professional development needed which can include compliance and instructional issues, preparation for the NYSESLAT and program design. Middle school students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses for ENLs. Our school provides professional development to all teachers and administrators that specifically address the needs of English Language Learners. A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners.

### 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?

Parent and community involvement is paramount to the success of ENL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. The ENL teacher holds meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program and state assessments and standards. All teachers are contracted to meet with parents individually. Tuesday afternoons are allotted a 40 minute time frame to confer with parents regarding their children. We have staff available for translation service in the parent/guardian's preferred language. If necessary we contact the Office of Translation and Interpretation Unit for provisions.

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

We meet individually with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Parent engagement is mandated and time is provided to annually meet with ELL parents. The ENL teacher has a compliance binder and data binder to retain all records of her outreach to parents weather face to face, email, letters, or by phone conference. We keep parent engagement appointments sheets, parent sign in sheets, and parent communication logs on record. During any or all of these meetings we discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas. Meetings are conducted with a qualified interpreter/translator, through the Translation and Interpretation Unit, if needed. We also currently have 5 personnel available on staff for translation and interpretation.

### Additional Information

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

Paste response here:
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, Lisa A. Josephson, 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.
<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Josephson</td>
<td>Principal</td>
<td></td>
<td>6/17</td>
</tr>
<tr>
<td>Aileen Leibman</td>
<td>Assistant Principal</td>
<td></td>
<td>6/17</td>
</tr>
<tr>
<td>Jennifer DiBenedetto</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/17</td>
</tr>
<tr>
<td>Nicole Moore</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/17</td>
</tr>
<tr>
<td>Lori Romanelli</td>
<td>Parent</td>
<td></td>
<td>6/17</td>
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<tr>
<td></td>
<td>Teacher/Subject Area</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Lori D'Andrea</td>
<td>Coach</td>
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<td>6/17</td>
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<tr>
<td>Regina Espinsoa</td>
<td>Coach</td>
<td></td>
<td>6/17</td>
</tr>
<tr>
<td>Annette Black</td>
<td>School Counselor</td>
<td></td>
<td>6/17</td>
</tr>
<tr>
<td>Mary Barton</td>
<td>Superintendent</td>
<td></td>
<td>6/17</td>
</tr>
<tr>
<td>Pierre Galvez</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/17</td>
</tr>
<tr>
<td>Catherine Branigan</td>
<td>Other Related Service Prov</td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
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<td></td>
<td>Other</td>
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<td>6/17</td>
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</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q232  School Name: The Lindenwood School  Superintendent: Mary Barton

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>Jennifer</td>
<td>DiBenedetto</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Our Pupil Personnel Secretary, Marie Gianola, asks the parents/guardians of the new student(s) in which language they would like to receive verbal and written communications from the school. We also refer to the Home Language Survey on which it states in Part III in which language the parents/guardians prefer to receive written and verbal communication. It is also entered into ATS for informational purposes. We also ask parents and guardians to answer that question on our school's yellow emergency sheets so that when any adult is contacting the home, they know which language is needed for communication. Our school's website containing all pertinent information translates into all the languages used by the families of our students. Additionally, school notices and documents are translated into appropriate languages and academic reports such as progress reports and academic/behavior monitoring sheets are also translated. During our PTA meetings and Open School activities, translators are made available. Our E-Chalk personal school website also has the capabilities of translating school information and the calendar into many languages.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish and Urdu are the languages in which parents have listed as their preferred languages for both written and oral communication.</td>
<td>Spanish</td>
<td>20%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Urdu</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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

| Spanish and English |

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

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal's Monthly Newsletters to Parents</td>
<td>September, 2017 through June, 2018</td>
<td>On Staff Translator in Spanish and Urdu will translate those documents that can be translated.</td>
</tr>
<tr>
<td>September Welcome Newsletters to Parents</td>
<td>September, 2018</td>
<td></td>
</tr>
<tr>
<td>Letters and announcements regarding academic and social activities occurring throughout the school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcements regarding assemblies of student celebrations, PTA meetings and activities, Safety meetings, and Parent/Teacher nights.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School calendars including New York State Testing Dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student curriculum such as translated Go Math worksheets and assignments and newsletters</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>Meet the Teacher Night</td>
<td>September 13, 2017</td>
<td>On Staff Translator in Spanish and Urdu Phone</td>
</tr>
<tr>
<td></td>
<td>4:30 - 7:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>November, 2017</td>
<td>On Staff Translator in Spanish and Urdu Phone</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>March, 2018</td>
<td>On Staff Translator in Spanish and Urdu Phone</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>May, 2018</td>
<td>On Staff Translator in Spanish and Urdu Phone</td>
</tr>
</tbody>
</table>

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

School personnel who speak Spanish and Urdu will make phone calls.

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.

Chancellor's Regulation A-663 will be reviewed and discussed at opening professional development in September, 2017.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

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

A Welcome Poster is displayed in the main lobby upon entrance to the building. Language ID Guides are posted on the Safety Agents desk and on the Main Office counter. The Parents’ Bill of Rights and the Parents' Guide to Language Access are available via a link on our school website. A hard copy in English and Spanish of the Parents' Bill of Rights is available in the Main Office of the school.

**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?

Each year we distribute the NYC Learning Environment Survey and review its data for feedback on our quality of service to our parents with translation needs. Our Parent Coordinator ensures that all parents receive the services they need and request if they are satisfied or if additional assistance is needed. Our E.N.L. teacher, Ms. Moore, asks each parent/guardian of our ELLs if they received and understood the information provided to them in their preferred language. Administrators verify with parents if they received the translation services they needed during conferences and meetings.