2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 24Q239
School Name: P.S. 239
Principal: MICHELE DZWONEK
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

PS 239

School Name: PS 239  
School Number (DBN): 24Q239

BEDS Code: 342400010239

Grades Served: Pre-K – 5

School Address: 17-15 Weirfield St Ridgewood, NY 11385

School Contact Person: Michele Dzwonek  
Phone Number: 718-417-2840  
Fax: 718-417-2845  
Email Address: mdzwone@schools.nyc.gov

Principal: Michele Dzwonek

UFT Chapter Leader: Jeanne Gausman

Parents’ Association President: Edit Bak

SLT Chairperson: Shanese Pereira

Title I Parent Representative (or Parent Advisory Council Chairperson): Warda Alghazali

Student Representative(s): None

CBO Representative: Bob Monahan

District Information

Geographical District: 24  
Superintendent: Madlene Chan

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

Superintendent’s Email Address: Mchan2@schools.nyc.gov

Phone Number: 718-592-3357  
Fax: 718-592-3770

Field Support Center (FSC)
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>
</tr>
</thead>
<tbody>
<tr>
<td>Michele Dzwonek</td>
<td>*Principal or Designee</td>
</tr>
<tr>
<td>Jeanne Gausman</td>
<td>*UFT Chapter Leader or Designee</td>
</tr>
<tr>
<td>Edit Bak</td>
<td>*PA/PTA President or Designated Co-President</td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
</tr>
<tr>
<td>Warda Alghazali</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
</tr>
<tr>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
</tr>
<tr>
<td>Helen Baker</td>
<td>Member/Teacher</td>
</tr>
<tr>
<td>Anita Komae</td>
<td>Member/Teacher</td>
</tr>
<tr>
<td>Shanese Pereira</td>
<td>Member/Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Warda Alghazali</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td>Irma Hernandez</td>
<td>Member/Parent</td>
</tr>
<tr>
<td>Shauna Myers</td>
<td>Member/Parent</td>
</tr>
<tr>
<td>Layla Alghazah</td>
<td>Member/ Parent</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<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>
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<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>Our mission at P.S. 239 is to partner with students, families and the community to foster lifelong learners. Our aim is to craft instruction that will promote social, emotional and academic development for all students. By doing so, we hope to educate, empower and enable students to become independent, caring, contributing citizens who can succeed in an ever-changing world. We focus on high expectations to create a community of respect, determination and responsibility.</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.

PS 239 is located in Ridgewood, Queens. It is comprised of 572 students from pre-kindergarten through fifth grade. Our community services both students who are native to the United States, as well as, immigrants from South America and Asia. We are an inclusive environment that provides special education services to 27% of our students. Additionally, 26% of our student population currently receives English as a New Language support in order to develop proficiency of grade level skills.

The staff and parents of PS 239 work collaboratively to provide students with a well-rounded educational experience. Students receive instruction in English language arts, mathematics, social studies, science, physical education, technology, character education and the arts. Parental involvement, via the School Leadership Team, an active Parent Teachers Association and parent volunteers, support teaching and learning. Parents are kept up to date on all aspects of their children’s education through monthly newsletters, Parent Teacher’s Association meetings, parent workshops, social media outlets, as well as parent engagement meetings, workshops and "Breakfast with the Principal."

In order to support and develop the “whole” student, we melded the SuperYou curriculum to the PBIS system for behavior intervention. Students identify the "super power" within themselves and create a super hero alter ego. Behavioral expectations were developed around the traits of responsibility, respect and determination for students to exemplify in all aspects of their school community life. Students earn "Dzwonek Dollars" and are able to save up for incentives such as: breakfast with administration, office helper, the ability to purchase prizes from the school store and more. We have aligned our student of the month awards with character education and classes vote for the student who most embodies that month’s quality. Our student council engages the entire community in fund raising efforts throughout the year. In the past, money has been raised for the Cancer Society, American Heart Association and local food banks to name a few. We foster a commitment to community service. Attendance awards are presented monthly to encourage students to be present each day. We implemented an attendance initiative "Count me In," to celebrate and increase attendance. We have incorporated the institution of clubs in grades 4 and 5. Students participate in clubs such as, gardening, drama, yoga, basketball, gaming, chorus, and LEGO every Friday. This year, we will continue our partnership with "Beautiful Me" for our 5th grade female students and "Handsome He" for our 5th grade male students to further develop the whole child. Along with our school based community organization, Greater Ridgewood Youth Council, our students are provided with homework help and after school enrichment in the arts and sports. Additionally, The Boy Scouts of America, work with boys in second through fifth grade.

Currently, all of our teachers are highly qualified in the areas they teach. Ongoing instructional support is provided by our coach and mentors. This year, we look forward to our continued work with the Borough Field Support Center.

It is our belief that students learn best through quality instruction, where strategies are modeled for students; students are given the opportunity to try with guided support and then try with their peers, before doing it on their own. The ultimate goal is that they are able to apply their learning across subjects. In order to facilitate a deeper
understanding of content, we utilize Wonders/Ready Writing in ELA and MyMath/Exemplars in math. Our students engage in high level discussions to increase their understanding of concepts across curricula. Teachers use information gleaned from these discussions, work samples and assessments to develop entry points and differentiated tasks. This process assists students in developing an understanding of grade level materials, which in turn raises their level of success. We provide RTI services to at-risk students. We utilize a "Talk Ladder" for both teachers and students to track participation and response levels during class discussions. Our students use this system to set personal goals for discussions and then assess their level of participation. This year we will begin the inclusion of the "3Ls" strategies to increase understanding of complex texts and content.

Professional development for our staff is on-going. We will once again utilize a survey to develop an initial professional development plan. We will continue to monitor the efficacy of our professional development through observations and utilize the data gleaned from Advance to tailor professional development to meet the needs of our staff and hence, positively impact instruction and student outcomes.

Collaborative professional learning teams work to analyze student work samples and adjust units of study to increase student growth. This intensive and ongoing support provides our pedagogical staff with the necessary tools and skills to positively impact student progress and performance. From this analysis, we will be able to identify the gaps in our instructional program. Once these gaps are identified, teams will work to determine proven strategies to supplement our curriculum. These strategies will be implemented and then re-evaluated for their effectiveness. If necessary, modifications will be made to ensure that students are successful and continuing to make gains.

We will continue to work with all stakeholders in our community to sustain and further build a culture of trust and mutual respect.

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

In 239Q, 27% of our student population have IEPs and require related services such as speech, physical therapy and occupational therapy. In addition, they require scaffolds and differentiated instruction in small groups. Teachers utilize sentence frames, visual and verbal prompts, teachers also develop vocabulary through the use of "shades of meaning" and other word play activities in order to assist students in accessing curriculum. Our school community is also comprised of 26% English Language Learners. They too, require scaffolds and differentiated instruction in small groups. Teachers utilize similar strategies to ensure that students have entry points into the content.

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.

We were most successful in achieving our goal for social emotional curricula under SB Supportive Environment. We were able to ensure that 100% of our students engaged in character development. Once again, we blended SuperYou and PBIS to create a curriculum that nutured the whole child. We were complimented by the creator of SuperYou, Lourdes Lane, at our culminating event for creating a culture that embodies the vision of self reflection to build self-esteem and citizenship. In order to further develop the whole child we continued with "Beautiful Me" program and piloted the "Handsome He" program. Exemplary students were asked to participate in the "Suarez Squad" to build their leadership and citizenship skills. As a result of this work, suspensions decreased to 1 during the school year.

Our key area of focus for the 2018-2019 school year, will continue to revolve around writing.
### School Demographics and Accountability Snapshot for 24Q239

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>564</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
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</table>

#### English Language Learner Programs (2018-19)

- # Special Classes (ELA): 80
- # SETSS (ELA): 28
- # Integrated Collaborative Teaching (ELA): 76
- # Special Classes (Math): 80
- # SETSS (Math): 28
- # Integrated Collaborative Teaching (Math): 76

#### Special Education Programs/Number of Students (2015-16)

- Types and Number of Special Classes

#### Priority School

- Focus School
- Local Assistance Plan
- Recognition

#### Student Performance for Elementary and Middle Schools (2018-18)

- ELA Performance at levels 3 & 4: 37.6%
- Mathematics Performance at levels 3 & 4: 33.2%
- Science Performance at levels 3 & 4: 84%
- Science Performance at levels 3 & 4 (4th Grade): N/A

#### 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: 76%
- Regents Diploma w/ Advanced Designation: 26%

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>YES</td>
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</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>NO</td>
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#### High School

<table>
<thead>
<tr>
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#### Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
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#### Adequate Yearly Progress (AYP) in Science (2016-17)

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

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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.

During the 2017-2018 school year, we utilized Wonders texts to develop writing tasks that began with a pre assessment so that teachers could develop units based on student's needs and culminated with a post assessment to determine growth. Although, our goal was met, we know that there is more work to do in this area. New York State assessment data indicated a 7.7% growth in students receiving a 3 or 4. However, only 37.6% of our students achieved a 3 or 4. Post assessment data indicated that students are able to effectively write essay within specific units but, fail to recall genre specific concepts outside those units. This year we will continue to utilize Ready writing strategies to compliment Wonders curriculum. We will infuse 3L strategies, such as sentence frames to assist students in developing their ideas.

Part 2 – Annual Goal

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

By June 2019, we will see a 20% increase in students being able to show a deeper understanding of content writing based on growth from pre to post assessments.
### 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>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams will participate in inquiry based analysis of student writing samples.</td>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, administration, coach, mentors, support staff, parents</td>
</tr>
<tr>
<td>Pre and post unit assessments will be administered.</td>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, administration, coach, mentors, support staff, parents</td>
</tr>
<tr>
<td>Kindergarten and first grade teachers will incorporate the Hockman Strategy into writing units</td>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, administration, coach, mentors, support staff, parents</td>
</tr>
<tr>
<td>Infusion of CEEC(school-wide writing acronym)and checklists</td>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, administration, coach, mentors, support staff, parents</td>
</tr>
<tr>
<td>Infusion of 3I strategies for ELL and SPED students (sentence frames, word play activities, etc)</td>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, administration, coach, mentors, support staff, parents</td>
</tr>
</tbody>
</table>

### 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.

Workshops will be offered throughout the school year in order to build parent understanding of grade level writing expectations and school-wide initiatives. These workshops will be given by classroom teachers, ENL staff, Universal Literacy coach, and outside agencies.
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.

Wonders

Units of study based on ReadyWriting

3L resource

Preparation of units and materials will be done on common preps and or Other Professional Time and Professional development Mondays, therefore, no per session will be needed.

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

| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | 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 hold quarterly data meeting in which we examine student work samples and discuss progress. By February 2019, student work samples will indicate an 10% increase in content understanding in writing pieces.

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

Pre and post unit cold assessments.

**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?

The incorporation of Super You into our school community has worked to assist students in the understanding that each of them have super hero attribute that should be celebrated. Data in OORS of occurrences and suspensions, indicate a decrease in incidents. Working with our "Thrive" partner, we will be working to build self esteem in our students across grades. We will continue to utilize the "Beautiful Me" program to build self-esteem in our young ladies, and will continue to utilize "Handsome He" to build self-esteem in our young men.

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 of 2019, 100% of our students will have engaged in social emotional curricula where they are provided the opportunity to express their feelings and grow as individuals as based on attendance sheets.
### 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>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizing SuperYou weekly lessons and activities</td>
<td>Students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, Guidance, Administration, Support staff</td>
</tr>
<tr>
<td>Utilize Beautiful Me and Handsome He Curricula</td>
<td>Students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, Guidance, Administration, Support staff</td>
</tr>
<tr>
<td>Character Ed Push-in lessons aligned to the “Value of the Month”</td>
<td>Students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, Guidance, Administration, Support staff</td>
</tr>
<tr>
<td>Assemblies, Bulletin Board, Section in monthly grade newsletters, parent events</td>
<td>Students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, Guidance, Administration, Support staff</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

We will partner with our Thrive consultant to offer our parents workshops that revolve around their children's social and emotional growth. Our guidance counselor, classroom teachers will be responsible for implementation.

### 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.

- Not for Profit organizations
- Guidance counselors
- Teachers and support staff
- Assemblies will be scheduled by administration to ensure that they do not conflict with academic programs.
Bulletin board will be created and updated by committee members using building supplies.

Preparation of units and materials will be done on common preps and or Other Professional Time and Professional development Mondays, therefore, no per session will be needed.

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

Part 5 – Progress Monitoring

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

In February of 2019, we will conduct a survey of students to assess their social and emotional health and this should indicate that 50% have attended workshops.

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

100% of students will engage in a pre and post survey to assess students social and emotional growth in October 2018, February 2019 and June 2019.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>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>

This past year, we were able to provide our teachers with choice each Professional Development cycle. Since members of our professional development team was comprised of members across all grades and departments, we were able to address areas of interest and needs for all staff members. We will utilize information gleaned through outside professional development and highlight best practices on Professional Development Mondays. Teachers will sign up to facilitate workshops that have been requested by their peers.

As noted in summative conferences and the creation of teacher targeted goals, our professional development plan needs to be aligned to the Advance teacher rating system in addition to the Professional Development Teams Needs Assessment Survey, in order to effectively assist teacher’s pedagogical development, hence increasing student achievement in all academic areas.

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–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June of 2019, 100% of staff will participate in differentiated professional development that is aligned to data gleaned from the Advance teacher rating system, resulting in an increase in student achievement in all academic areas, as measured by agendas and sign-in sheets from professional development workshops and student work samples.</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>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Professional development team, administration, coaches and mentors</td>
</tr>
<tr>
<td>Provide teachers with a needs assessment survey so that they can identify their individual areas of growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze school wide data from the Advance Teacher Rating System to determine domain specific areas of need</td>
<td>All Teachers</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Paraprofessionals will attend workshops given by the UFT and Borough Field Office staff</td>
<td>All paraprofessionals</td>
<td>Sept. 2018-June 2019</td>
</tr>
</tbody>
</table>
We will utilize mentors to provide support to staff members

All Teachers

Professional development team, administration, coaches and mentors

Sept. 2018-June 2019

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Workshops will be offered to parents that explain and model strategies that teachers will learn about in professional development and then utilize in classrooms. Classroom teachers and our Universal Literacy coach will provide these workshops.

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.

- Borough Field Office PD sessions
- UFT PD sessions
- Monday afternoon PD
- Tuesday OPT
- Substitute teachers to cover for workshop attendance
- Preparation of units and materials will be done on common preps and or Other Professional Time and Professional development Mondays, therefore, no per session will be needed.

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

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

Part 5 – Progress Monitoring

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

In February 2019, PD sign-in sheets and agendas along with Advance data will be reviewed to ensure that teachers have been provided with differentiated PD to increase student achievement.
<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
</table>
| • Attendance sheets  
• Observations |

| 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>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>

This past year, teacher teams made adaptation to the writing curriculum. Using the Wonders texts and ReadyWriting strategies they created units and pre and post assessments to ensure student success.

In order to continuously revise curriculum to meet the needs of our students, common planning times will be set up to facilitate focus groups in both math and ELA. These groups will be empowered to adapt and make decisions around units of study/lessons, hence, providing teachers with the opportunity for distributive leadership.

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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June of 2019, 100% of all teachers across all grade levels will have engaged in curriculum analysis and planning in both math and ELA.</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>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize My Math. Wonders, ReadyWriting, Hochmann, and 3L resources</td>
<td>All Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, administration</td>
</tr>
<tr>
<td>Create common planning time</td>
<td>All Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>administration</td>
</tr>
<tr>
<td>Adaptations of Units of study in Math and ELA</td>
<td>All teachers</td>
<td>Sept. 2018-June 2019</td>
<td>administration</td>
</tr>
<tr>
<td>Will engage in inquiry groups to examine student work samples</td>
<td>All teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, administration</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.

Monthly newsletter will be created for each grade to give notice to parents of math and ELA curriculum and their revisions. Grade level staff will create specific newsletters.

Part 4 – Budget and Resource Alignment

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

<table>
<thead>
<tr>
<th>Teaching channel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage NY</td>
</tr>
<tr>
<td>ConnectEd</td>
</tr>
<tr>
<td>My Math resources</td>
</tr>
<tr>
<td>Wonders</td>
</tr>
<tr>
<td>ReadyWriting</td>
</tr>
<tr>
<td>Professional Learning Library guides</td>
</tr>
</tbody>
</table>
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></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.

In February of 2019 we will examine units of study and assessments to evaluate the success of the adaptations made by our focus groups.

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

- My Math Chapter assessments
- Wonders weekly/unit assessments
- Pre and post assessments- writing
- Skills checklists
- My Math performance assessments

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

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

Although we were somewhat successful in providing the school communities of IS 77, PS 88, PS 68 and PS 239 with inclusive social/workshops events. We continue to believe that parents in general, need to know that schools not only support their children’s growth but, can support their needs as well. Schools can and should be considered a resource for families. We firmly believe that an increase in intra-school parental involvement will better support our student’s academic and social growth, increase parent’s capacity and expose parents to the programs offered by schools in Ridgewood, hence positively affecting enrollment. In order to facilitate a sense of community across these schools, we will each hold 2 collaborative projects that parents and students from each of these school will attend.

Part 2 – Annual Goal

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

By June of 2019, all participating schools will have conducted 100% of their community collaborative projects as evidenced by “Small Council” meeting minutes, sign-in sheets, flyers, event sign-in sheets and parental feedback surveys.
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orchestrate cultural events such as: Holiday choral performances, Art Expo, Spring choral performance, Talent Show, etc.</td>
<td>All parents</td>
<td>Sept. 2018-June 2019</td>
<td>Small council, Parent Coordinators, teachers</td>
</tr>
<tr>
<td>Coordinate English as a New Language classes with the Office of Adult Education. Provide Lunch and Learn sessions to provide parents with strategies to use at home to assist their children in their development of academic skills.</td>
<td>All parents</td>
<td>Sept. 2018-June 2019</td>
<td>Outside organizations, Parent Coordinator, administration, guidance counselor, coaches</td>
</tr>
<tr>
<td>Bring in outside organizations that provide various family services based on the needs assessment.</td>
<td>All parents</td>
<td>Sept. 2018-June 2019</td>
<td>Small council, Parent Coordinators, teachers</td>
</tr>
<tr>
<td>Organize a neighborhood Housing Conference with representatives from Councilman Reynoso’s Office.</td>
<td>All parents</td>
<td>Sept. 2018-June 2019</td>
<td>Small council, Parent Coordinators, Councilman Reynoso’s staff</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.

Greater Ridgewood Youth Council, Boy Scouts

**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.

- School staff members will provide workshops to engage the parent community during Parent Engagement Tuesdays and collaborate with community organizations
- Translation head set
- Social media point person
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

In February of 2019, we will analyze minutes from the Small Council meeting, sign-sheets and surveys to monitor our progress toward conducting 100% of our community collaborative project. We will also send out a midpoint survey to get feedback from parents.

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

- Surveys
- Attendance sheets
- Small council attendance

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>NYS assessments, Wonders Assessments, Genre specific Writing rubrics</td>
<td>Wonders, Ready Writing, multiple entry points, quick writes, cold writes, strategy lessons, guided reading</td>
<td>Small group, one-to-one and independent work time</td>
<td>Early morning, during the school day and after school programs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>My Math assessments, NYS assessments, baseline data, exit slips, Skills checklists, My Math performance assessments</td>
<td>Multiple entry points, strategy lessons, My Math, Exemplars, teacher created word problems</td>
<td>Small group, one-to-one and independent work time</td>
<td>Early morning, during the school day and after school program</td>
</tr>
<tr>
<td>Science</td>
<td>NYS assessment, school based assessments, exit slips</td>
<td>Content reading, project based learning, Foss materials</td>
<td>Small group, one-to-one and independent work time</td>
<td>During the school day and after school program</td>
</tr>
<tr>
<td>Social Studies</td>
<td>School based assessments, exit slips</td>
<td>Content reading aligned with units of study, current events</td>
<td>Small group, one-to-one and independent work time</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>IEP referrals</td>
<td>PBIS, peer mediation, counseling session, character education, at-risk SETSS, Service Squad</td>
<td>Small group, one-to-one and independent work time</td>
<td>During the school day, and the Early morning program</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

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

   We currently have 79 students who live in temporary housing situations. This number includes our doubled up students as well as those living in shelters.

2. Please describe the services you are planning to provide to the STH population.
In order to provide these students with emotional and social supports, our guidance counselor, will engage in lunch buddy sessions. Additionally, we will provide these students with backpacks, that include coats, hats, scarves, sweat pants, sweat shirt, polo shirts and t-shirts. We will also provide these students with school supplies such as; notebooks, pencils, ruler and folders.

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
At present, all of our teachers are highly qualified according to the NYS BEDS survey. Prospective teachers go through a rigorous interview process. All possess the required license for their particular assignment. Once a teacher is hired they receive in-house professional development from our coaches and mentor teachers on specific pedagogical practices employed at PS 239. All new teachers are assigned a mentor in their specific discipline for a one year period. Our teachers are involved in professional learning groups to share best practices and to develop and improve their pedagogical practices and student outcomes.

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).
Monday afternoons are dedicated to collaborative learning where we promote the “teachers teaching teachers” model. Teachers lead PD sessions on topics of high interest, as well as, needs identified by Advance data and a needs assessment done in June. Teachers will turnkey information gleaned during outside professional development workshop sessions and articles that they have read.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

Incoming Pre-Kindergarten, Kindergarten students and their parents are invited to participate in a transition orientation session to explain school wide policies and learn about school services and how best to support their children as they transition to our school community. Parents of students who require ENL screening are invited to be interviewed by an ENL department member who will also explain the program choices available to them so that they can make an informed decision for their children. After watching the parent orientation video, parents are asked to complete the parent survey and selection form. An ENL department member will administer the NYSITELL to those students who are eligible.

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.

All students are administered the Wonders benchmark assessment to determine a student’s comprehension and fluency levels. An evaluation of student data from end of each unit along with NYS assessment data is used to inform decisions for the formation of small groups, RTI groups and early morning and after school programs.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$304,629.00</td>
<td>x</td>
<td>11.17</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$28,799.00</td>
<td>x</td>
<td>20</td>
</tr>
</tbody>
</table>

2018-19 CEP
Title III, Part A  | Federal  | $17,230.00  | \( x \)  | 20
Title III, Immigrant  | Federal  | $0  |  |  |
Tax Levy (FSF)  | Local  | $3,502, 469.00  | \( x \)  | 11,17

**Explanation/Background:**

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

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

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

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

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**Parent and Family Engagement Policy**

**Parent Involvement Policy (PIP)**

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. 239Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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.

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

- **PS 239Q** 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

### Parental Involvement and School Quality

To increase and improve parent involvement and school quality, the school will:

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

### Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

PS 239Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

### I. School Responsibilities: Providing General Support to Parents

**Provide general support to parents by:**

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

### II. Parent/Guardian Responsibilities

**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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ K</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Total # of teachers in this program:</th>
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<table>
<thead>
<tr>
<th># of certified ESL/Bilingual teachers:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th># of content area teachers:</th>
</tr>
</thead>
</table>
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: ______
A.S. Program (Tuesday and Thursday) 2:30PM-3:30PM

The funds will be used to run an After School Program both ELL and immigrant students to build ELA skills.

Data from our end of year assessments in ELA indicated that 15/19 first grade students are not reading on grade level in June of 2018. As these students will be our second grade students in the 2018-2019 school year, we will invite struggling ELLs, as well as immigrant students, to attend an after school program to build their literacy skills so that they will be reading on grade level in June 2019.

The program will be facilitated by a an ENL teacher two days a week during February and March. Students will use the ELL edition of Wonders by McGraw-Hill and New York Content Reading for 2nd grade by Continental Press to build their comprehension capacity and reading skills. Content Reading and Writing will be purchased for this sole purpose. Wonders ELL edition materials can be accessed online at no cost to us. The ENL Wonders materials are not used during the The teacher will assign specific resources to students, tailored to their individual needs. Instruction will be in English only, but there are other language supports (such as Spanish translation) built into the program to scaffold learning. Students can improve their fluency and comprehension with student recordings and constructed response opportunities. Students will also be motivated by incentives and rewards. The resources are printable and projectable using our Promethean board technology.

In addition to the After School Program, all ELL and immigrant students will be provided leveled books and resources to support reading development at school and at home. The content is standards-aligned and can be differentiated for each student. Books will be purchased for this sole purpose.

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: ______

We believe that teachers can continue to grow in their pedagogy through the sharing of best practices. This takes place during Monday professional development sessions and inter-visitations throughout the school year. All of our teacher receive training that benefit our student progress. Sessions will take place on Mondays from 2:20-3:40PM from September 2018 to June
Part C: Professional Development

2019. Topics covered are determined through advance data, teacher surveys and informal and formal assessment data. They can and will include 3L strategies (word play activities, sentence frames, juicy sentences), comprehension strategy instruction. Various staff members will provide the training including assistant principals, Katherine Vicario and Claribel DeLeon. Kalen Maguire (4th grade ELA/Social Studies), Kristine Cook (ENL teacher various grades), Adrienne Mehl (1st grade teacher) and Michele Dzwonek (Principal, holds TESOL state cert) will provide a series on the 3L strategy. This group, attended a 4 month long workshop series on this practice. PD providers are chosen based on knowledge of content and determination of best practices as seen during observation cycles. Topics for professional development will include, but are not limited to: The Talk Ladder, Guided Reading, Socratic Seminar, 3L strategies, Building Class Conversation, The Gallery Walk, Thinking Maps. All of these practices impact our ELL students by building literacy skills and verbal capacity. A professional development plan, along with, agendas, attendance and handouts are kept in the Principal's office.

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: ____

• Parenting Class: Parent Academic Workshop
The Parent Involvement component of this program will provide our ELL Parents with sessions during the Parent Engagement time on Tuesdays. These workshop will be taught by a fully certified ENL teacher. The duration of each session will be 45 minutes. We will provide parents with approximately 10 workshops. Each will be geared to aide parents in assisting their children build their academic skills. A parent survey will be sent to all parents 2 times during the year in order to determine parent interests. Using information gleaned from past surveys, we will prepare workshops to train parents in the use of manipulatives and learn the 4 step model of problem solving. They will also be trained in strategies to assist their children with homework, reading strategies, and the use of Thinking Maps to organize ideas. Several sessions will be conducted in the computer lab to familiarize them with technology resources such as EngageNY, and Wonders and My Math online components to support their students’ academic learning. Translations will be available for parents through the use of over-the-phone Translation Services, if needed, and depending on the language of the parents in the class. Parents will be notified of these classes in their preferred language through translated notification letters based on their answers to Part 3 on the Home Language Survey. In addition, the parent coordinator will offer several parent workshops throughout the year and will notify parents of the workshops through translated letters in the parents' preferred language based on their answers to Part 3 on the Home Language Survey. A professional development plan, along with, agendas, attendance and handouts are kept in the Principal's office.
### Part E: Budget

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

**Allocation Amount:** $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
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<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
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 Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>239</td>
</tr>
</tbody>
</table>

School Name  Police Officer Ramon Suarez School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Michele Dzwonek</th>
<th>Assistant Principal</th>
<th>Debra Rudolph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Lisa Hampton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td>Sammantha Lorenzoni</td>
<td></td>
<td>Jeannine Brugge</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Katie LaPorta</td>
<td>Parent</td>
<td>Edit Bak</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Alyson Hughes</td>
<td>Parent Coordinator</td>
<td>Laura Rosa</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Priscilla Levy</td>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Madelene Chan</td>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>534</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>208</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>38.95%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

<table>
<thead>
<tr>
<th>Grade</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>
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</table>

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>TBE</td>
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<td>TBE</td>
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<td>DL</td>
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<td>DL</td>
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<td>Total</td>
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Part III: Assessment Analysis

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

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

1. Our school uses running records and Wonders performance assessments to assess and track our students in reading. The data gleaned from these assessments has revealed that we need to provide our students with more early reading intervention. The majority of ENL students are reading below grade level. This data from our running record analysis specifically indicated that students struggle with phonemic awareness which causes interference in students' fluency and comprehension. Additionally, the use of benchmark writing assessments in ReadyWriting indicated that ENL students lack the ability to effectively utilize text based evidence in their writing. Furthermore, ENL students at the Expanding level struggle with writing complex sentences. Our Wonders performance assessment data indicates that ENL students continue to struggle with determining the main idea of a text and using context clues to determine the meaning of words. In addition, the assessment data for our Entering and Emerging students reveals that their vocabulary skills in the new language need to be
2. **What structures do you have in place to support this effort?**
In order to assist students in the development of phonemic awareness and usage, teachers will utilize Spire Sound Sensibility along with Wonders phonics activities in small groups and during independent work time. We will use Spire Sound Sensibility and other computer-based programs to assist students in their development of phonemic awareness. Additionally, both classroom and ENL teachers are using guided reading and close reading of texts to assist ENL students in the development of comprehension strategies, hence, building their ability to understand texts. The guided reading books that we use are differentiated based on level (below grade-level, on grade-level, above grade-level, and ELL) and aligned to the classroom curriculum, in order to reinforce the skills, strategies, and vocabulary being taught during whole group instruction. Through the use of Thinking Maps, students will be able to focus their responses to ensure that they use relevant text-based evidence when required. In conjunction with Thinking Maps, students will use sentence frames and paragraph frames to be able to formulate written responses. We will implement Hochman writing strategies to build students' skills in writing complex sentences. We will focus small group instruction around strategy lessons targeting the reading skills of determining the main idea and using context clues. For our Entering and Emerging students, ENL teachers provide vocabulary support and scaffolding that align to the units of study taking place in the classroom. Finally, students in K-2 are receiving RtI small group support.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**
Our school uses running records, Wonders performance assessments, as well as NYS assessment data to assess and track our students in reading and writing. These assessments are given three times during the school year. First, in October, we administer an initial baseline assessment. Based on those results, ELLs are struggling with phonemic awareness, determining the main idea, using context clues, using relevant text evidence to support ideas, and writing complex sentences. Next, we will administer the same assessments in January and May to track student growth and determine continued areas of need across the year. The focus of small group instruction will be modified based on the results of these ongoing assessments. The running records assist us in determining the independent and instructional levels for our students. Wonders assessments assist us in determining phonemic awareness, fluency, comprehension, sight word recognition and writing skills. This data is analyzed periodically by administration and teachers during data meetings. Additionally, teachers administer post unit assessments in reading, writing and math to develop and/or make modifications to instructional plans and practices. We analyze the results and growth made using the ELL Data Analysis Tool, and the results and growth made on formal assessments, such as the New York State ELA and Mathematics Assessments. An analysis of the EDAT reveals a significant number of ELLs scored at or below the 25th growth percentile and scored at a Level 1 or 2 on the ELA/Math. Additionally, a number of ELLs have been identified as at-risk of becoming long-term ELLs and have also scored at a Level 1 or 2 on the ELA. We have identified these ELLs and will target them for small group instruction based on their areas of needs according to the summative assessments.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**
We use the results of the summative data to identify students that would benefit from afterschool and enrichment programs. These students are also targeted for small group instruction in which the areas of need are addressed. We use Thinking Maps and Hochman writing strategies to develop students' skills in using relevant text-based evidence and writing complex sentences. In addition, we use strategy lessons to strengthen students' reading skills in determining main idea and using context clues. To address students' phonemic awareness skills, we are utilizing Spire Sound Sensibility and Wonders phonics activities. Furthermore, our ENL staff uses a co-teaching integrated ENL model to meet the needs of our ELLs. Both classroom teachers and ENL staff use differentiated guided reading and phonemic awareness activities to increase fluency and comprehension.

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.*]
The RtI team at our school meets monthly. During these meetings we discuss and review students across all grade levels that are receiving RtI interventions and/or are being recommended for Tier II/Tier III interventions including our ELL students. Tier II interventions are provided by trained personnel (i.e. Leveled Literacy Specialist/SETSS teacher) outside the classroom for fifty minute sessions, two to five times per week based on the student's grade level. Interventions utilized include Spire Sound Sensibility which focuses on phonological awareness and beginning phonics instruction for struggling readers. In addition, interventions used are visual aid to support instruction, use of manipulative materials, and graphic organizers. Tier III interventions are provided by our ENL and Special Education teachers who work with individual students in all grades outside the classroom three times per week for forty-five minute sessions. Interventions used include using modified curriculum materials and providing individualized skills-based instruction. Additionally, the administration, ENL staff and classroom teachers meet 3 times a year to discuss data collected from Wonders assessments, math topic test data, benchmark tasks, and teacher conference notes. Interventions and participation of students in RtI are discussed and evaluated.

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].)

   Assessment data that we use to evaluate and inform ELL programs are based on the NYSESLAT results. Overall, our NYSESLAT data from 2016-2017 indicates that 33% (48/142) of our ELLs demonstrated progress and moved up one or more proficiency levels.

   47 of our students have been identified as being Commanding in English. The majority of these students were ELLs in kindergarten.

   Our data also reveals that 38 of our students did not move up at least one overall proficiency level. The majority of them were Expanding ELLs students in grades 3 through 5.

   The data also revealed that 7 of our students moved down one proficiency level.

   Upon further analysis, 2 ELLs scored at or below 25th growth percentile and scored at level 1 or 2 on the ELA; 7 ELLs scored at or below the 25th growth percentile and scored at level 1 or 2 on Math; 8 ELLs have been held over in the past 3 years; 27 ELLs are at-risk Level 3 or greater; 8 ELLs are at-risk Level 5 or greater; and, 8 ELLs are in their 5th or 6th years of service.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

   The ENL teachers analyze the EDAT in conjunction with the RLAT to identify areas of need in individual student performance, as well as across grade levels and grade bands. They share their findings with classroom teachers to inform their instruction based on this data analysis. In addition, this data analysis is used to inform student grouping for the ENL program.

---

**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.

      1a. The ENL teachers utilize a push-in model during integrated ENL periods and a pull-out model during standalone ENL periods. During integrated ENL periods, the ENL teachers will co-teach or conduct small group instruction using the Wonders curriculum to provide ELLs with individualized differentiated instruction. The students are...
homogeneously grouped by proficiency level to maximize servicing across all grades. Administration programs the four ENL teachers to ensure that the mandated instructional periods are provided according to proficiency level. One ENL teacher services of all Kindergarten and Grades 1 through 5 are serviced by three ENL teachers. The students are homogeneously grouped with English dominant students to allow students to hear and converse with native language speakers of English. However, within these classes the students are grouped by proficiency levels in order to maximize ENL teacher services. One common prep a week has also been built into their schedules so that the ENL teachers can collaborate with classroom teachers for planning purposes and discuss specific students’ needs.

b. TBE program. If applicable.
N/A

c. DL program. If applicable.
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   2. Entering and Emerging students receive 180 minutes a week of integrated ENL instruction with an emphasis on differentiating the Literacy content area instruction, as well as 180 minutes a week of standalone ENL instruction with an emphasis on speaking, listening, and language development. Transitioning and Expanding students receive 180 minutes a week of integrated ENL instruction with an emphasis on differentiating the Literacy content area instruction. Commanding students receive 90 minutes of integrated ENL instruction with an emphasis on continuing the growth of their language development in reading and writing for an additional two years.

   Home language support is present in our ENL program through the use of home language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same home language to support them academically and socially as members of our school community.

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.

   3. During the literacy block, our ENL teachers support students using a push-in model to provide integrated ENL instruction using the Wonders curriculum. ENL teachers utilize the differentiated materials and strategies within this curriculum to meet the needs of our students. Specifically, ENL teachers use Thinking Maps consistently to help students make connections in learning and organize information. Additionally, ENL teachers use tiered questioning in order allow all students to access the text, participate meaningfully, and make content comprehensible. During the second block of literacy, ENL teachers support students using small group instruction, including guided reading, strategy lessons, and conferences. This also includes presenting core content through the use of technology, such as having students listen to an audio version of texts and complete graphic organizers interactively via SmartBoard technology. This provides multiple entry points for different types of learners. During the third block of literacy, ENL teachers support students using the Ready Writing curriculum which utilizes a step by step approach to creating genre-based writing pieces. During the literacy periods, the ENL teachers provide students with small-group instruction using a variety of lesson structures, including cooperative group learning, class discussion, close reading and independent application. This supports learning in the four modalities of English as they learn new literacy skills and strategies. The ENL teachers also incorporate shared writing and interactive writing during strategy lessons to enrich language development for Entering and Emerging students. Strategy lessons for Transitioning, Expanding, and Commanding students focus on organization and development. Further, a modified guided reading approach is utilized. This is an interactive approach to improve comprehension and affords students the opportunity to listen as the teacher models fluency by reading aloud the text. Further, the teacher presents the culturally-relevant text through a group discussion connecting the content and language structure to the students’ personal lives through the use of realia and conducting a picture walk. During all ELA instruction, the ENL teachers scaffold learning via visuals, realia, TPR, and graphic organizers.
4. **How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?**

   4. Our ELL students are appropriately evaluated in their home language through the Spanish LAB as well as formal NYS assessments which are offered in the students' home languages, if available. We also provide glossaries/bilingual dictionaries as instructional supports during the school day and, if necessary, for their use on informal/formal assessments.

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

5. Instruction is differentiated for the following subgroups:

   5a. Initially, we identify students using the SIFE Oral Interview Questionnaire, followed by the Multilingual Literacy SIFE Screener and the Writing Pre-Screener, if needed. Our instructional plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide the students with a supplementary reading intervention program based on their reading needs during the school day, which would be in addition to them receiving ENL services based on their proficiency level.

   5b. The ELLs in our school that are here less than three years (newcomers) receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. Emotional support is provided by our guidance counselor to help them effectively embrace our school culture during the month of September. During the standalone ENL instruction, ENL teachers conduct author studies, use Thinking Maps to develop vocabulary and reading skills, create ENL centers with activities that newcomers can successfully complete independently in the classroom, accompanied by thematic projects and culminating activities.

   5c. Our 4-6 year Developing ELLs receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. Within the mandated instructional time these students receive small group instruction in writing, which has been identified as their major area of weakness. Further, strategy lessons are conducted daily to address their individual writing goals. These goals strongly emphasize elaboration, maintaining focus, and writing complex sentences.

   5d. Long-Term ELLs would receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. We would provide these students with a supplementary intervention program to support their reading needs based on their reading levels, using the supplementary intervention in Wonders and ReadyWriting, depending on the students' grade and reading level.

   5e. Former ELLs are monitored closely and on an as-needed basis may continue to receive the mandated number of minutes per week of ENL instruction based on their academic/language needs. These students also receive supplementary reading intervention to support their reading needs based on their reading levels. The supplementary intervention in Wonders and ReadyWriting, depending on their grade and reading level. Lastly, they are provided with the testing accommodations that are allowable by the state and are used consistently throughout the school year.

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?**

6. Our classroom teachers have been trained to employ a variety of ENL strategies to make content comprehensible to enrich language development and differentiate learning for ELL students. The following are some of the instructional approaches and methods that are utilized: preteaching new vocabulary, visual support and realia, technology tools, such as presenting lessons on Promethean boards, interactive writing, shared reading/writing, graphic organizers, writing prompts, flexible grouping based on academic needs and language support, use of manipulatives, real-life experiences and field trips. In mathematics,
the students are also provided with math materials in their native language. Our school library also offers a wide selection of native language literature to support content area instruction.

Teachers of ELL-SWDs use grade-level materials aligned with the Common Core and utilize instructional strategies to make complex texts accessible to all students, such as reading comprehension days prior to having students answer and discuss close reading text-dependent questions. The grade-level materials that teachers use are Wonders curriculum which includes close reading grade-level texts in an anthology textbook, and a Your Turn book which includes additional grade-level texts to practice the skills and strategies taught during whole group instruction.

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

Our school employs curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by providing a variety of supports. In terms of scheduling flexibility, we use the co-teaching integrated model to meet the needs of ELL-SWDs. My Math includes intervention components which are incorporated into math instructional periods throughout the week. Guided Reading and strategy lessons are additional curricular supports that also facilitate the diverse needs of these students in all content areas. In terms of curricular flexibility, differentiated texts are used and grade-level texts are presented in a variety of ways, including through audio presentation, rereading of complex texts, and using tiered questioning. Teachers use instructional flexibility to meet the needs of their ELL-SWDs, including through the use of Readers Theater, Project Based Learning, Clubs which are based on student choice, and monthly grade performances.

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.

In Grades K-2, our RtI Literacy Specialist provides phonics, phonemic awareness, and fluency intervention for the following targeted ELL subgroup: Expanding and Commanding ELLs. All instruction is in English, with home language support provided.

In Grades 3-5 our RtI Math Specialist provides intervention focused on numeric fluency, place value, and deciphering word problems, through the use of manipulatives, math games, and station learning, for the following targeted ELL subgroup: ELLs who scored at a Level 1 or 2 on the NYS Math exam and ELLs who are at-risk of becoming Long-Term ELLs. All instruction is in English, with home language support provided.

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

Based on trends found in baseline assessments, summative assessments, and data from the EDAT, we have found that that ELLs continue to struggle with the writing modality on the NYSESLAT, ELA, and in the written portions of math exams. This includes writing complex sentences, using relevant text-based evidence, and formulating a claim which adequately answers the question. Therefore, we are now incorporating Hochman writing techniques to improve ELLs’ writing skills in these areas. Another new program/improvement is the use of ReadyWriting in grades 3-5 which provide students with step-by-step instructions on creating genre-based writing pieces.

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

N/A

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

Equal access to all school programs is granted to our ELL students to promote their academic success. Our ELLs (0-3 years) benefit from receiving our Title III Afterschool Program, which incorporates Ready Writing, the Writing Revolution and Thinking Maps. These intervention programs are all conducted in English. Our Developing ELLs (4-6 years) also have access to these intervention programs. Our Long-Term ELLs (completed 6 years) receive priority for all of the intervention programs above, and receive guidance support, if needed.

Our ELLs are invited to all school programs including afterschool arts programs and Title III afterschool programs through
letters sent to the parents in the parents’ preferred language. All ELLs are invited and fully participate in these programs. ELLs are prioritized to participate in Boy Scouts and the Greater Ridgewood Youth Council afterschool programs.

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 our ELLs (0-3 years, 4-6 years, and those that completed six years) during Reading and Writing periods and all content area instruction include the following: visuals, realia, math manipulatives, bilingual/picture dictionaries, maps and charts, video/DVD collections, graphic organizers, and hands-on science materials. Our literacy curriculum, Wonders has a comprehensive website through which students listen and read along to close reading texts, through the use of Promethean Boards. Wonders also has many interactive grammar games. The texts in Wonders also have information on Spanish cognates which students learn about and listen to through the website presentation. In addition, many classrooms are equipped with Promethean which are also used for math instruction. A schoolwide subscription to BrainPOP allows students to build background knowledge through its extensive video collection.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   In our ENL program, home language support is delivered through peer-partnerships in literacy periods with students of the same home language. Current, age-appropriate literature is provided in ELLs’ home languages. Bilingual and picture dictionaries, realia and graphic organizers, and technology support are also integrated to support language growth. In mathematics, My Math materials in Spanish are utilized to provide home language support. Our school library gives our students access to a variety of home language literature. Further, our teachers provide home language support, if available, by translating the content to serve as a scaffolding technique, when necessary.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   All of the materials are grade level appropriate and the students are grouped by grade level when they receive intervention support. Our newcomer ELLs (0-3 years of service) that are in the upper grades (3-5) are supported with materials that are low level/high interest, based on their reading levels and their reading interests. Wonders curriculum has leveled readers specific to ELL instruction so that ELLs are reading the same text as their peers, which is high interest and age-appropriate, but with slight modifications, such as less complex sentence structures and additional vocabulary to preteach. ELL-SWDs are taught using the Wonders curriculum from the grade below their grade level so that instructional materials are appropriate to their cognitive needs but are still engaging and age-appropriate.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   N/A (we do not share a building)

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   We provide a Jumpstart Kindergarten Orientation Session in June facilitated by the Parent Coordinator that is designed to inform parents of incoming kindergarten students about our school and its programs. We review parent surveys and program selection forms to determine trends of parental choice for program offerings. Our guidance counselor also meets with all newly enrolled ELL students to provide them with social support and to introduce them to peers of their home language from other classes or set them up with a home language buddy in their same class. New ELLs who enroll throughout the school year are encouraged to attend Tuesday Tea with their parents to meet with administration during Parent Engagement time on a monthly basis. Newly enrolled ELLs and their parents are also invited to Parent Workshops throughout the year to provide them with strategies for completing homework and preparing for state exams. ELL students are introduced to member of the PTA to provide a connection to the school community and learn about additional resources.

17. What language electives are offered to ELLs?
   We do not have language electives because this program option is not applicable in the elementary schools.
18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
   N/A

Professional Development and Support for School Staff

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

   ENL teachers attend workshops provided by the Queens North Borough Field Support Center. Such workshops include the series - Scaffolding Language, Learning and Literacy for ELLS as well as NYSESLAT Training for scoring. Each workshop provides an opportunity to collaborate with other pedagogues throughout the district. Teachers share best practices, are updated on compliance information and are given new strategies to help support ELL learning. Teachers who attend workshops offered by the Borough Field Office turnkey the information to the other ENL teachers, classroom teachers of ELLs, and administrators.

   Classroom teachers of ELLs and administrators will continue to attend off-site professional development sessions offered by the Division of English Language Learners and Student Support to support their professional growth and provide a differentiated approach to the classroom curriculum. All teachers receive a minimum of 15% of the required professional development hours dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

   All ENL teachers receive a minimum of 50% of the required professional development hours dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

   Professional development offered to teachers of ELLs in supporting ELLs as they engage in the CCLS include literacy coaching focused on ENL strategies, professional development days focused on making complex texts accessible to all learners, and grade level planning days to develop questioning on complex texts that include scaffolded/bridging questions.

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

   Our guidance counselor meets with all teachers of fifth grade ELLs to provide them vital information so that they can make informed decisions regarding middle school and avails herself to clarify questions and follow-up with middle school issues that may arise on an individual basis.

   Our entire school staff, which includes administration, literacy coach, ENL teachers, common branch and special education teachers, paraprofessionals, guidance counselor, all related service providers, secretaries and parent coordinator that work with ELLs will receive professional development in order to fulfill the 15% of total hours for all teachers and 50% of total hours for ENL teachers. Professional Development days from September through January will be conducted by members of administration to address research-based strategies to promote academic literacy, questioning and discussion techniques, and
integrated literacy through Wonders, our literacy curriculum. We also have in-house mentors and instructional lead teachers who provide consistent support and professional development to all teachers. From February to June, our focus will be on testing accommodations to make assessments more comprehensible for ELLs and curriculum development to promote differentiation for ELLs during mathematics workshop. All agendas, attendance sheets, minutes, and handouts for these sessions are filed in-house and are accessible to all staff.

### 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?

   ENL teachers individually contact parents of ELLs in the parents' preferred language to schedule individual parent meetings at least once a year to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment result, and language development needs in all content areas. These parent meetings take place during parent engagement time or at other times depending on the parents' availability to meet. These meetings include all staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas. ENL teachers keep logs of the annual parent meetings.

   Once a month on Tuesdays during Parent Engagement time, parents are invited to attend Tuesday Tea with members of administration and teachers. During this time, parents are able to open up dialogue regarding current school programs and offerings.

   ELL parents are also invited to Parent Workshops throughout the year to provide them with strategies for completing homework and preparing for state exams.

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

   2. Each ENL teacher maintains Communication Logs to track meetings, phone calls, and letters to ELL parents documenting annual individual meetings 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.

   3. Specific activities that foster parental involvement for parents of ELLs include a School/Family Carnival, Parent Reading Night, Lunch & Learn session, Adult ENL classes, Student vs Staff Basketball Tournament and additional school events. Parents are also invited to Arts Connection Performances, including theater, chorus, and puppetry culminating events.

### Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

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, Michele Dzwonek, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele Dzwonek</td>
<td>Principal</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Claribel Deleon</td>
<td>Assistant Principal</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Laura Rosa</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Sammantha Lorenzoni</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>10/30/15</td>
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<tr>
<td>Katie LaPorta</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Alyson Hughes</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Lisa Hampton</td>
<td>Coach</td>
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<td></td>
<td>Coach</td>
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<tr>
<td>Jeannine Brugge</td>
<td>School Counselor</td>
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<td></td>
<td>Superintendent</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other  ____</td>
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<td>Other  ____</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 24Q239 School Name: PoliceOfficer Ramon Suarez Superintendent: Madelene Chan

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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</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.

   A review of the Home Language Identification Surveys (HLIS) and Student Emergency Contact cards was conducted. The SLT prepared a Parent Survey in April that was also reviewed. The most common language identified was Spanish.

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.
The findings indicated the following data:

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>267</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Nepali</td>
<td>43</td>
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<td></td>
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<tr>
<td>Arabic</td>
<td>23</td>
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<td>Chinese</td>
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<td>Bengali</td>
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<td>Hindi</td>
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<td>Punjab</td>
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<td>Tibetan</td>
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<tr>
<td>Sudanere</td>
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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.

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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following school documents require translation:</td>
<td></td>
<td>Include procedures to ensure timely provision of translated documents to parents.</td>
</tr>
</tbody>
</table>
- Report Cards/Progress Reports
- Forms pertaining to the students' health, safety and discipline matters
- Permission slips for after-school programs and for when classroom field trips are scheduled
- Informational items (ex. student supply lists, school "start up" forms, school activity notices, and parent-teacher conference announcements)
- Curriculum matters (ex. New York State exam testing dates, monthly curriculum newsletters)
- School Leadership Team correspondence

These written translations will be provided to the parents in a timely fashion by in-house staff members and by using the services of the DOE translation unit and Google translate.

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>The following are examples of formal face-to-face meetings our school will typically have with parents:</td>
<td></td>
<td></td>
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<tr>
<td>- Parent-Teacher conferences</td>
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<td>- Disciplinary Meetings (when required)</td>
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<td>- Registration Process</td>
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<td>- School-sponsored Parent Workshops</td>
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- Individual EP-related Meetings (Annuals, Triennials, Initial Individual Education Plan meetings)
- In-person meetings or phone calls from teachers/guidance counselors
- Parent-Teacher Association Meetings (monthly)
- Orientation Meetings (Pre-K/Kindergarten/Middle-school)

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

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.

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.)

Parental notification of translation services that are available will be posted at the school’s main entrance. Contact numbers regarding language assistance will be made available to parents at school-sponsored parent meetings and in the main office. Information pertaining to translation and interpretation services will also be included in the school’s Safety Plan.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
The school will issue a parent survey, obtain input from School Leadership Team/Parent Teacher Association members, and monitor parent involvement at school-sponsored events to gather feedback on the quality and availability of services.