2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): 25Q244
School Name: THE ACTIVE LEARNING ELEMENTARY SCHOOL
Principal: ROBERT GROFF
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

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

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Active Learning Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>25Q244</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>342500010244</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K - 3</td>
</tr>
<tr>
<td>School Address:</td>
<td>137-20 Franklin Avenue, Flushing NY 11355</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>7184455730</td>
</tr>
<tr>
<td>Fax:</td>
<td>7184455856</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Robert Groff</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:rgroff@schools.nyc.gov">rgroff@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Robert Groff</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Meaghan Reilly</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Brent Solly</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Rita Esposito</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Edyta Maciejewski</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>none</td>
</tr>
<tr>
<td>none</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Devon Huang</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 25 |
| Superintendent: | Danielle DiMango |
| Superintendent’s Office Address: | Linden Place |
| Superintendent’s Email Address: | DDiMang@schools.nyc.gov |
| Phone Number: | 718-281-7605 |
| Fax: | 718-281-7519 |

## Field Support Center (FSC)
Queens North

Executive Director: Lawrence Pendergast
Queens Plaza North

Executive Director’s Office Address: lpender@schools.nyc.gov

Executive Director’s Email Address: 917-225-2020

Phone Number: 718-391-8320

Fax: 917-225-2020
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Groff</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Andy Yung</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Simone Martin</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Tracy Fung</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Edyta Maciejewski</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Devon Huang</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Kim Illardi</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Rita Esposito</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Angela Valco</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Saima Rasool</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Teresa Ma</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Jessica Ortiz</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Alex Cheng</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Elmer</td>
<td>Member/</td>
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<td>Member/</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</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><strong>TALES’ Mission</strong>: The mission of The Active Learning Elementary School (TALES), a PK-3 school, is to foster academic excellence in a safe and caring learning environment, through a partnership of family, staff, and community. TALES strives to meet children’s academic, physical, and social needs with the belief that educating the whole child allows for learning at optimal levels. With our rigorous academic curriculum, emphasis on social development, and a focus on health and nutrition, students will receive the foundation necessary to excel academically as well as to lead healthy, productive lives.</td>
</tr>
</tbody>
</table>

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

We are committed to actualizing our mission and devote considerable resources to make our mission a reality. We recognize that our families and our community are essential in actualizing our mission and invite their participation in all aspects of their child’s educational journey. We believe that this is part of the reason why we average 97% student attendance for the year and continue to have a long waitlist of families interested in sending their children to TALES.

We have numerous partnerships and collaborations that help make TALES a special place. These include but are not limited to:

- NY Coalition for Healthy School Food
- Fan4Kids
- Chinese American Parent Association (CAPA)
- Education Through Music
- Studio in a School
- New York Historical Society
- Queens Botanical Gardens
- The Alliance for Healthier Generation
- Physicians Committee for Responsible Medicine
- Queens College

We also believe our curriculum is an area of strength and one that distinguishes our school within our district. Our teachers study, write and constantly revise our curriculum in all content areas, in conjunction with Professional Developers. They therefore "own" curriculum in a way that enables them to tailor it to for the needs of their respective classes, thereby addressing the needs of our high ENLs population and our SWDs. Our curriculum is influenced by the Teachers College Reading and Writing Project, Sharon Taberski, Thinking Maps, and Math in the City. We also recognize the need to attune ourselves to the latest shifts in progressive educational pedagogy. Recently, we are investigating "Unison Reading" and the article "What If “Just Right” Is Just Wrong? The Unintended Consequences of Leveling Readers" by James Hoffman.

Our accomplishments include but are not limited to:

- 2017-18 Respect for All School
- 2015 National Blue Ribbon Award
- First vegetarian public school in the country
- Recipient of numerous awards and distinctions as one of the healthiest schools in the country
- A-rated school since our inception
- Well-Developed in all areas according to our most recent Quality Review
- Consistently high percentages of 3/s and 4/s on NY State standardized tests
We have a high percentage of ENLs (75% in Kindergarten and 53% overall.) Like other schools with a high ENL population, we are committed to helping this population gain mastery of English and excel academically. (We will continue our 2nd year of offering a TBE Mandarin class in Kindergarten for the 2018-19 school year.) At the same time, we recognize that there are subgroups within this population, including students newly arrived to the United States, (within this group, there is a cohort of students who were born in the United States but were raised in China prior to entering PreK). We recognize that there are distinct social-emotional learning needs within our population of ENLs and we strive as a school community to meet these needs. Academically, we are also always looking to improve our model of instruction to better serve the needs of our ENLs. We will continue to expand our work with professional development consultants Renee Dinnerstein and Ted Kesler to help us integrate more content to our instruction in alignment with best practices for early-childhood learners. We are also working on integrating strong social studies content with our ESL instruction, utilizing best practices from the MaryAnn Cucchiarra framework.

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.

Building trust in our school is the cornerstone of our success. We have always invited all stakeholders to participate and to actively contribute to their child’s education. This year, we made further inroads in nurturing Trust within our school community. In alignment with District 25 goals, we formed a Social Emotional Learning committee and met monthly on issues pertaining to our overall social/emotional well-being. We also were able to have a Guidance Counselor on staff 3 days a week, to provide counseling services to our students, both mandated and at-risk. We also instituted a Book of the Month initiative; a committee of teachers and administration selected books with topics centered on SEL for our whole school to utilize to continue conversations. Additionally, both members of the Administration attended Implicit Bias Training and Emotional Intelligence training. As a staff, we began considering how our own identities and our implicit biases impact how and what we teach. We took a close look at the books in our classrooms, to ensure that they represent our students’ identities. We began to broach topics of race, gender, and inclusivity at PD sessions, led both by Administration and by a cohort of teachers who attended Undoing Racism and Border Crossers workshops. Next year, we are committed to furthering this work as a school partner with Border Crossers Racial Justice in Schools Initiative.
## School Demographics and Accountability Snapshot for 25Q244

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03</td>
<td>456</td>
<td>No</td>
</tr>
</tbody>
</table>

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

- Transitional Bilingual: YES
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

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

- # Special Classes (ELA): 23
- # SETSS (ELA): 22
- # Special Classes (Math): 3
- # SETSS (Math): N/A
- # Integrated Collaborative Teaching (ELA): N/A
- # Integrated Collaborative Teaching (Math): N/A

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

- # Visual Arts: 20
- # Music: 20
- # Drama: 20
- # Dance: 20
- # CTE: 20

### School Composition (2017-18)

- % Title I Population: 79.0%
- % Free Lunch: 71.1%
- % Limited English Proficient: 55.3%

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

- % American Indian or Alaska Native: 0.4%
- % Hispanic or Latino: 3.3%
- % White: 2.8%

### Personnel (2015-16)

- Years Principal Assigned to School (2018-19): 7.21
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 6%

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

- ELA Performance at levels 3 & 4: 91.7%
- Mathematics Performance at levels 3 & 4: 90.6%

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

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 6 Year Graduation Rate: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

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

- No Recognition
- Local Assistance Plan

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

#### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): YES
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): YES
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Science (2016-17): YES
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

#### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17): N/A
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Based on our Fountas and Pinnell reading assessments, our students consistently show growth within ELA and we believe that growth strongly correlates to the NY State English Language Arts (ELA) scores and expectations. In Kindergarten, 95% of students attained our expectation, 88% of students in 1st grade, 90% in 2nd grade and 88% in 3rd grade. We also believe it is extremely important that we continue our focus on building students’ ability to comprehend complex text and keep strong intervention programs for English Language Learners (ELLs). Our Quality Review indicates that TALES' "engaging curriculum and tasks promote rigorous habits and higher-order thinking skills across a majority of classrooms. Purposeful decisions to align curricula result in coherence across subjects that promote college and career readiness." At the same time, we are constantly looking for ways to improve our instruction and build further teacher efficacy. We believe that while our running records do consistently show evidence of growth that we are overemphasizing the role of leveled texts in instruction. As a result of our focus on leveled texts, students may be in fact limited in their book choices and have less opportunity to look for more compelling texts that challenge them. We are investigating the question of "is this "just right" level the same level that is useful for the teacher in promoting curiosity, comprehension, appreciation, imagination, writing or critical thinking." (What If "Just Right" is Just Wrong? by James Hoffman.) In considering this, over the course of the coming year we will continue to work towards sustaining and improving the success we have had in ELA in partnering with our consultant from Queens College and spending significant time building a new focus on what "just right" reading means into our curriculum.

Part 2 – Annual Goal

| Goal                                                                 | By June 2019, TALES will shift to foster students’ deeper understanding of what “Just Right Books” means to their own reading identities will enable students who are already reading at grade level, according to Fountas and Pinnell |

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student</td>
<td>By June 2019, TALES will shift to foster students’ deeper understanding of what “Just Right Books” means to their own</td>
</tr>
<tr>
<td>outcomes and school performance that addresses this element of</td>
<td>reading identities will enable students who are already reading at grade level, according to Fountas and Pinnell</td>
</tr>
<tr>
<td>the Framework for Great Schools—Rigorous Instruction. Your goal</td>
<td></td>
</tr>
<tr>
<td>must be responsive to the identified priority need(s) indicated</td>
<td></td>
</tr>
<tr>
<td>in Part 1, and be written as SMART—Specific, Measurable,</td>
<td></td>
</tr>
<tr>
<td>Achievable, Relevant, and Time-bound.</td>
<td></td>
</tr>
</tbody>
</table>
benchmark assessments, to pick books that are increasingly compelling and complex, resulting in at least 30% of students surpassing grade-level expectations.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Kindergarten and 1st grade students</td>
<td>3 times yearly, fall, winter and spring</td>
<td>Classroom teachers and administration</td>
</tr>
<tr>
<td>All students</td>
<td>3 times yearly, fall, winter and spring</td>
<td>All classroom and ESL push-in teachers and administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>All year</td>
<td>Administration and trained teacher leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>Weekly</td>
<td>Administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>Weekly</td>
<td>Administration</td>
</tr>
<tr>
<td>Students in need of intervention</td>
<td>Weekly</td>
<td>Administration and teachers</td>
</tr>
<tr>
<td>All classroom teachers</td>
<td>At least 20 days throughout the year</td>
<td>Administration</td>
</tr>
<tr>
<td>Approximately eight 1st grade students</td>
<td>Daily</td>
<td>Reading Recovery teacher</td>
</tr>
<tr>
<td>ESL students</td>
<td></td>
<td>ESL teachers and administration</td>
</tr>
</tbody>
</table>

In Kindergarten and 1st grade, students will be assessed with the Fountas and Pinnell (F+P) phonics assessment to ascertain their individual levels. Teachers use data to inform their instruction.

K-3rd grade students are assessed using F+P to measure progress.

Teachers create units of study aligned to Common Core Standards that also differentiate for the needs of students. Units integrate speaking opportunities via planned questions within lesson plans and thoughtfully structured "Think, Pair, Share" opportunities to build language acquisition, development, and accountable talk structures.

Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school as well as per-session planning time for preparing units, rubric creation and assessment development.

Grade level common planning teams meet each week to address individual student, class and curriculum needs and to look at data trends, as well as to continually look at impact of instruction and evidence to support it.

Utilize Fundations phonics program as foundation of intervention phonics instruction for SWDs and Teachers College phonics for general education students.

Partnership with Ted Kesler through Queens College to provide ELA professional development to teachers and work with administration to create cohesive ELA curriculum throughout the school.

Reading Recovery program

ESL/ Literacy teacher pushes into each class during Reading for co-teaching, guided reading and small group student support.
| After school activities and clubs created that support literacy including special ELL intervention groups. | All students with focus on ESL students | Two days per week, November through May | ESL teachers, non ESL teachers and Principal |
| Summer small reading program for struggling students entering first, second and third grade teachers. | Approximately 60 struggling students | 9 sessions of 3 hours during the summer | Administration and 6 teachers |
| Use of Leveled Literacy Intervention program for intervention in ELA throughout the grades. | Small groups of 5-6 students | Daily | ESL and classroom teachers |
| Morning intervention and small group ELA classes for struggling students. | Small groups of 10 students | 3 days a week October through May | Administration and teachers |
| Lessons on "Just Right Books" will be integrated into the beginning of units of study in Reading. | All students | Throughout the year | Administration, teachers and ELA consultant |
| Professional development on Monday afternoons based around developing a literacy community, creating a lifelong love of reading and providing more access to students in complex and compelling texts. | All students | Throughout the year | Administration, teachers and ELA consultant |
| Student surveys and assessments will be created to determine students understanding of what a "Just Right Book" is. | Students in 1st, 2nd and 3rd grades | At least twice during the year | Teachers, administration and ELA consultant |
| Articles and literature will be shared with staff to understand the shift in the meaning to our school in the "Just Right Book" terminology. | All teachers | At least three times during the year | Administration, ELA consultant |

**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.

Sending home monthly curriculum letters informs families of the common core curriculum and instructional focus of each grade. Teachers hold regular workshops for families to help them understand how to complete homework, how to help their children in areas such as reading, writing, math, science and parents as art partners for visual arts and music. These workshops occur during Tuesday parent engagement time, evenings and morning sessions. Teachers, the parent coordinator and a translator (if necessary) meet with families to inform them of their child's progress at
vital times of the year including report cards and holdover meetings but also at other intervals during the year depending on the students needs. Relationships with Cornell Cooperative extension, NY Coalition for Healthy School Foods, Fan4Kids and various other organizations to do workshops for parents. It is important that we involve all teachers, administration and support staff in these opportunities to support families understanding of the instruction at our school.

Part 4 – Budget and Resource Alignment

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

- Tax Levy funding will be used for per-session planning and paperwork, sub coverage, ESL push-in and Reading Recovery positions as well as summer reading program.
- Title I funding will be used to fund portions of the extended day, teaching supplies, ELA consultant, sending teachers to out of school PD, Fundations and other phonics materials.
- Title III funding will be used for ESL focused portion of extended day and to bring cultural experiences into the school for students.

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

Part 5 – Progress Monitoring

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

Fountas & Pinell assessments will be conducted beginning in January 2019 and completed in February 2019 to assess reading progress throughout the school. In addition to this assessment, we will give students in 2nd and 3rd grade students a survey/checklist to determine if their understanding of a "just right book" has changed.

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

Student survey regarding

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?

TALES has demonstrated over the course of the last 9 years that we have a strong supportive environment where families want to bring their children. This continues to be evident as we had over 400 applicants for 125 Kindergarten seats and over 300 applicants for 36 Pre-K seats. Our Quality Review report and school survey indicate that both parents and teachers alike are overwhelmingly happy with the operations of the school. Furthermore, the Quality Review report indicates the following findings "a culture for learning is established that communicates and embeds high expectations shared by staff, families and students." The Quality Review report also indicates that "all members of the school community clearly articulate that TALES expectations are high and are supported by a culture of mutual accountability for teaching and learning that permeates the environment at the school."

Even with this clarity in trust, interest and community, it is always important for us to strive for equity amongst all students and families. It is important to encourage teachers to continually reflect on the institution of education and what voices are heard more than others in order to ensure equitable opportunities to all students and families. We employ a Responsive Classroom approach throughout the building to assist us with this and have begun a partnership with Border Crossers for the 2018-2019 school year to continue building racial equity through examining teaching practices with a racial justice lens.

We will continue to look for opportunities to grow our environment by working with a lens of racial equity to ensure that all students feel safe, supported, and challenged by their teachers. Teachers and staff will participate in a needs assessment to guide us in our goal of revising curriculum and expanding our work to include an awareness of racial equity.

These opportunities will enable us to continue growing our school-wide environment. With these changes in mind, we hope to attain a minimum score of 4.3 within the supportive environment section of the Framework for Great Schools report.

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.

Through a one year partnership with Border Crossers, TALES will further our goal of building racial justice and equity within our community, as evidenced by our implementation of a racial justice initiative that will have been developed in consultation with Border Crossers. This will result in an increased ability as a school community to discuss issues of race and equity, and subsequently, the revision of (at least) one unit plan in all content areas to reflect stakeholder’s more in-depth understanding.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with Border Crossers Racial Justice in Schools (RJI) initiative to tailor professional development opportunities of learning for our school community, in order to promote racial justice and equity within our school institution.</td>
<td>All Staff</td>
<td>August 2018-June 2019</td>
</tr>
<tr>
<td>Send staff members to workshops from organizations Undoing Racism, and Border Crossers with goal of creating critical mass of staff who have a trained lens to promote racial justice and equity within our institution.</td>
<td>Teachers</td>
<td>School Year</td>
</tr>
<tr>
<td>Participate in District 25 initiatives to promote SEL fluency, including integrating Yale RULER and CASEL initiatives to complement our existing classroom management philosophy of Responsive Classroom.</td>
<td>All Staff</td>
<td>School Year</td>
</tr>
<tr>
<td>Partner with RJI to host workshops for parents on highlighting issues of racial justice and equity within our community.</td>
<td>Parents</td>
<td>November through May through June</td>
</tr>
<tr>
<td>Form and actively participate within a cohort/network of schools committed to advancing racial justice and equity at the institutional level in order to continue conversations on actionable next steps to advance our goals.</td>
<td>Administration; SEL and RJI Committee</td>
<td>Election Day</td>
</tr>
<tr>
<td>Participate in a full day “Talking About Race in the Classroom” training, in order to understand how racism manifests in the classroom and schools, and to gain strategies for addressing race and racism.</td>
<td>All Staff</td>
<td>Election Day</td>
</tr>
<tr>
<td>Engage with Border Crossers to assess core racial justice needs within our school and develop a plan to advance racial equity within our institution</td>
<td>RJI Committee</td>
<td>November, January, June</td>
</tr>
<tr>
<td>Utilize checklist reflecting core shifts in advancing racial, gender, and inclusion equity to assess where we are</td>
<td>Teachers</td>
<td>September, January, June</td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

**Key to advancing our Supportive Environment goal is helping parents/families gain understanding of how race and racism manifest within our immediate school community and how it impacts our collective learning and growth. When we engage with Border Crossers in September to assess our core racial justice needs within our school, we will do so with the specific cohort of parents/families in mind. We will develop a long term plan to advance understanding of race, gender, and inclusivity for our parents/families. This likely will be in the format of hosting workshops to address these issues to be held for parents/families. We will provide all the information/workshop in translation.**

### Part 4 – Budget and Resource Alignment

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

- Tax Levy money will be used to pay for sub teachers to assist in coverage for professional development opportunities.
- Title 1 money will be used to pay for any workshops for teachers such as Responsive Classroom and other opportunities to build a strong classroom culture.

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

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

### Part 5 – Progress Monitoring

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

A mid-year survey will go out to teachers at the end of January. This survey will be the same one that will be given in September. In this way the Social Emotional Committee can assess the progress of teachers growth in understanding and teaching social emotional development to students and make plans for addressing observable "deficits".

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

Assessment of progress will be a Google Forms survey given out three times during the year created by the Social Emotional Committee based on the elements outlined in the stated goal.

#### Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

TALES is a very collaborative environment for teachers. Teachers consistently work together in planning units, workshops, parent meetings and often meet on their lunches, preps and other time out of school to ensure that they are well prepared for student success. This has been an area that TALES has been particularly strong in and is clear in terms of the coherence of each classroom to the grade and each grade to the school. Common planning for teachers occurs each week along with grade level planning and inquiry within the CCLS framework. Multiple data sources are used at meetings to address student needs and learning outcomes. Additionally, we regularly schedule intervisitations for teachers and there is a community of staff that help each other whenever the need arises.

We will always be focused on maintaining this type of environment and looking for new ways for us all to work together for the benefit of our students.

Our Quality Review indicates that “the work of teacher teams has resulted in school-wide instructional coherence, improved pedagogy, student work and progress.” We continue to focus in this area and build a closer knit community to create more cohesiveness in our unit planning and strength of instruction. We will spend more time in the coming year working with our ELA consultant to create a stronger continuum of literacy learning and cross grade collaboration while ensuring that we tie the purposes of our units to the needs of students.

The administration has utilized the collaborative environment to structure multiple teacher team inquiry cycles during the 2017-18 school year. Moving into the 2018-19 school year the administration plans to continue this work as a way to develop a deeper understanding of our individual students needs and grow teachers skills.

Part 2 – Annual Goal

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

By June 2019, 100% of teachers will engage in teacher teams at TALES evidenced by at least two guided inquiry cycles (led by a group facilitator), one of which will focus on the five essential elements of reading development (Comprehension, Fluency, Phonemic Awareness, Phonics, Vocabulary), and show competency in designing Inquiry Projects that improve teaching, resulting in addressing gaps in curriculum and positively impacting the achievement of students in need of intervention within the target groups.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common planning time will be set aside at least once per month to focus on work within the inquiry cycle.</td>
<td>All teachers</td>
<td>Each month</td>
<td>Administration</td>
</tr>
<tr>
<td>Administrators will make available resources, time, equipment, and instructional materials to support the successful implementation of the inquiry process</td>
<td>All teachers</td>
<td>Throughout the year</td>
<td>Administration</td>
</tr>
<tr>
<td>PD on Mondays at least once per month will center on Inquiry and provide teachers tools for implementing it successfully.</td>
<td>All teachers and para professionals</td>
<td>Throughout the year</td>
<td>Administration and inquiry team leaders</td>
</tr>
<tr>
<td>Teachers will utilize a shared folder on Google Drive to house Inquiry work.</td>
<td>All teachers</td>
<td>Throughout the year</td>
<td>Teachers and administration</td>
</tr>
<tr>
<td>An Inquiry Committee will meet to reflect on the inquiry process as it is underway and to support teachers in implementing inquiry</td>
<td>Administration and several teachers</td>
<td>At least four times during the school year</td>
<td>Administration and several teachers</td>
</tr>
<tr>
<td>Each teacher team presents the findings of their inquiry cycles during Monday PD sessions.</td>
<td>All teachers and para professionals</td>
<td>At least twice during the year</td>
<td>Teachers and administration</td>
</tr>
<tr>
<td>Para professionals will study texts relevant to the schools Social Emotional Learning work during scheduled inquiry time.</td>
<td>All para professionals</td>
<td>Monday afternoons at least once per month</td>
<td>Administration</td>
</tr>
<tr>
<td>Intervention teachers such as SETTS and Reading Recovery teachers may work with the parent coordinator and classroom teachers in creating workshops based on inquiry results.</td>
<td>Reading Recovery and SETTS teacher</td>
<td>Several times during the year</td>
<td>Teachers and administration</td>
</tr>
<tr>
<td>Teachers will consider reading levels, baseline assessments, subset populations (ENLS and SWDs) when determining the inquiry focus, with the thinking that providing supports for these subsets results in improved support structures for all learners.</td>
<td>All teachers</td>
<td>Throughout the year</td>
<td>Administration and teachers</td>
</tr>
</tbody>
</table>

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**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.

Parents will have monthly curriculum letters to keep them updated as to what their children are learning. Parents will also be invited to classroom celebrations and academic workshops to learn how to work with their child at home and partner with the school. Workshops for families will be created based on the work of inquiry teams.

**Part 4 – Budget and Resource Alignment**

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

Tax Levy money will be used to pay for sub teachers to cover classroom teachers and per-session for all teachers. Title 1 money will be used to pay for any PD opportunities outside of TALES and educational consultant. Title III money will be used to pay for ESL staff professional development opportunities. NYSTL funds will be utilized to purchase books for families to borrow and classrooms. Schedule adjustments will be utilized to arrange for teachers to conduct intervisitations and work together with consultants.

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

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

**Part 5 – Progress Monitoring**

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

By January, 2019 all teacher teams should have at least one cycle of inquiry completed and have began a second cycle. Administration will assess this progress through Google Docs identifying where each team is within their cycles of inquiry.

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

Records agendas and planning sessions and common planning sheets will show evidence of teacher inquiry collaboration and progress in completing cycles of inquiry as teams.

**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>
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<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>

TALES knows the importance of focusing on the needs of teachers and building their ability to deliver instruction and attend to the individual needs of students. This is of particular importance for the school because of the high academic standards that have been established since our inception.

According to our Quality Review report "Teachers are guided and supervised by school leaders with extensive teaching experiences who provide clear expectations for pedagogical and professional practice via verbal and written communication, team meetings and regular meetings with the principal. There is a culture of mutual trust and accountability throughout the school that is evident throughout the hallways, classrooms and offices. The goals set forth by the principal are for deliberate and consistent expectations that strengthen and enhance the vision of the school." Additionally, according to the 2017-18 school quality guide, the administration scored a 4.27 in this area, reflecting a positive outlook of how the administration has lead the school.

Additionally, with a score of 4.40 in the area of teacher influence, it is clear that teachers understand that they have a voice in developing how the school operates. TALES will focus on using this area of strength to distribute more leadership across the school. By getting more staff involved in committees and decision making we expect to further increase the collaboration within the school and develop more depth in our initiatives for students and increase student achievement.

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>During the 2018-19 school year, TALES administration will develop and tap the leadership capacity of stakeholders in the school organization, resulting in at least 40% of teachers leading and running school-wide committees, resulting in a structure whereby leaders of tomorrow are nurtured within our school and a diverse multitude of voices contribute to the refinement of our vision.</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).

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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>various times throughout the school year</td>
<td>Administration</td>
</tr>
<tr>
<td>At least one representative from each grade</td>
<td>At least twice during the school year</td>
<td>Administration and CAPA director</td>
</tr>
<tr>
<td>One staff member from each committee</td>
<td>At least three times during the year</td>
<td>Administration</td>
</tr>
<tr>
<td>Each committee</td>
<td>At least twice during the year</td>
<td>teachers and administration</td>
</tr>
<tr>
<td>Interested teachers</td>
<td>At least one hour per month</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers on various committees</td>
<td>At least one hour per month</td>
<td>Administration</td>
</tr>
<tr>
<td>SLT members</td>
<td>Monthly</td>
<td>SLT members</td>
</tr>
<tr>
<td>Book of the Month committee team</td>
<td>Monthly</td>
<td>Book of the Month committee members and administration</td>
</tr>
<tr>
<td>Social Emotional Learning (SEL) team</td>
<td>At least four times during the year</td>
<td>SEL team and administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>September</td>
<td>Administration</td>
</tr>
</tbody>
</table>

- Teachers will participate in ongoing PD throughout the academic year with PD consultants, Ted Kesler (ELA), Pat Lo (ENL) and Jana Hamm (Math in the City). This work will influence the teacher committees.

- Classroom teachers will meet with teachers from the Chinese American Parent Association (our after-school program in the building) to build understanding of teaching methodologies.

- Leadership Team meetings with representatives from each committee to discuss the work that each team does relevant to our school-wide goals.

- Committees will share out their work at Monday professional development sessions.

- Per diem and per session time available for teachers to participate in committees.

- Providing time for teachers on Tuesday afternoons and other times during the school day to plan in committees.

- Monthly School Leadership Team meetings to address school-wide concerns.

- Books of the month will be selected for each month of the school year around Social Emotional learning goals.

- Meetings with the Border Crossers organization

- Survey teachers for their interests to match them with committees that they will want to join.
Look for training opportunities through the FSC that pertain to the topics of the committees.

Partner with schools that have established success in topics relevant to our committees and create visitation opportunities.

### 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.

The Principal will participate in monthly "breakfast with the principal" meetings (3rd week of each month) so that parents can express their needs and concerns and the principal can disseminate any important information to families. The principal will also invite a teacher to present work of their committee each month. The administration will also meet with the PTA board members to discuss priorities and areas of focus for creating workshops and family events. The administration will work with the PTA and parent coordinator to assist in creating parent committees within the PTA for recess helpers and other initiatives to create a safe and welcoming environment. Parents will also be welcomed as a part of some committees including the Health and Wellness committee.

### Part 4 – Budget and Resource Alignment

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

Tax Levy money will be used for sub teacher coverage through per diem and per-session for teacher committee meetings. Title 1 money will be used to pay for consultants from Math in the City, Queens College for ELA, Special Education and ENL instruction. Title 1 money for purchasing relevant professional development books. Schedule adjustments for committee members.

**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.

Administration will work with teachers to develop committees that they are interested in participating in to grow distributive leadership. Administration will compare the number of teachers involved in committees in September of 2018 to those involved in June of 2019. We will also keep an accounting of the number of teachers involved and compare it to the 40% threshold in the school goal.

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

Recorded number of teacher committees and recorded percentage of teacher participation. In addition, Google drive meeting forms and agendas.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Data Trends, Source, and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>According to the 2017-18 School Quality Guide, TALES received a score of 4.15 in the area of Strong Family-Community Tie (an increase from . We received a score of 98% positive in the specific area of Outreach to Parents and 92% positive in the specific area of Parent Involvement in School. These high percentages are consistent with the score of 4.99 and the rating of Well Developed that we received on our 2014-15 Quality Review. According to the Quality Review, &quot;parents interviewed stated that they appreciate the commitment of the school to their children and appreciate the consistent and constant communication of their child's progress via e-mail, phone calls and in-person meetings.&quot; Other data trends that support our positive ratings include the 95% attendance that we had at Parent Teacher Conferences this year (an increase of 5% from 2016-17), and the 84% of parents who responded that the school.</td>
</tr>
<tr>
<td>2.</td>
<td>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>
<td>We have much to celebrate in terms of the Strong Family and Community Ties that we have established. Looking closely at the NYC School Survey, one sub-area continues to stand out as a priority area to address in the goal and action plan for this Framework Element. Like in the 2016-17 school year, only 76% of parents responded that &quot;they have had the opportunity to volunteer time to support [the] school.&quot; This was an area of focus this past school year and since data indicates that our efforts did not result in improvement in this area, we will again focus our efforts in this area in order to ensure that parents feel truly welcome to volunteer their time as valued stakeholders within our school.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, TALES will have piloted a monthly &quot;Family Visits&quot; program based on the Family and Community Engagement training attended by staff, reaching out to targeted families of children who have frequent latenesses/absences monthly, in order to foster a school/home relationship that will result in a reduction of latenesses or absences of visited families by 10% from fall to spring as measured by attendance reports.</td>
<td></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) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with NYCDOE Parent-Teacher Home Visit Program to provide training for staff members to successfully participate in Family Home Visits.</td>
<td>All Staff</td>
<td>October-June</td>
</tr>
<tr>
<td>Continue PreK Teacher Home Visits to entire incoming PreK class during the summer as an opportunity for PreK students/families to meet teacher/parent coordinator</td>
<td>PreK Teachers</td>
<td>August</td>
</tr>
<tr>
<td>Conduct Kindergarten PlayDates prior to the start of the school year as an opportunity for incoming Kindergarten students/families to get to know one another</td>
<td>Kindergarten Teachers</td>
<td>August</td>
</tr>
<tr>
<td>Conduct survey to parents about willingness to come in to the school to share/talk to class and work with teachers to incorporate Family Speaker opportunities into curriculum</td>
<td>All Staff</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Post volunteer opportunities as they arise on Parent Bulletin Board</td>
<td>Parents</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Provide PD to staff about opportunities for Parent Outreach during Parent Engagement Tuesdays</td>
<td>All Staff</td>
<td>October PD</td>
</tr>
<tr>
<td>Consider role of Classroom Parent at PTA meetings at the start of the year</td>
<td>Parents</td>
<td>September</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.

We work closely with the Chinese American Parents Association (CAPA), Queens Botanical Gardens, Queens library, Coalition for Healthy School Foods, Fan4Kids, Studio in a School and other CBO’s to support family engagement. Next year, in order to support our Goal, we will also like to work closely with NYCDOE Parent-Teacher Home Visit Program.

### Part 4 – Budget and Resource Alignment

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

- Tax levy money is used for per-session.
● Tax levy translation services money is used to translate all important documents into Mandarin to send home and for overtime for our Mandarin speaking school aide.

● Title 1 money is used for the 1% parent involvement money through which we purchase Cool Culture.

● Title III money is used to fund the majority of the extended day program through per-session and supplies.

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

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

### Part 5 – Progress Monitoring

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

The SLT and Leadership team, will assess the volunteer opportunities and the number of parents that have participated in school events for families mid-year to determine other methods that we can continue to increase parental involvement.

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

Mid-year Google forms document sent to parents by the parent coordinator to determine satisfaction, needs and wants for adjusting plans for the remainder of the school year.

**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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Fountas and Pinnell and math scores, NYSITELL and NYSESLAT scores</td>
<td>Interactive writing, guided reading, Reading Recovery, shared reading, guided writing, interactive storybook read aloud, student book clubs</td>
<td>Small group, one-to-one, SETTS and at risk SETTS</td>
<td>TALES extended day program, Morning class program, regular school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Unit, Baseline, mid and end of year assessments</td>
<td>Interactive math, rekenrek math, investigations, Math in the City</td>
<td>Small group, one-to-one, SETTS and at risk SETTS</td>
<td>TALES extended day program, Morning class program, regular school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>End of unit assessments</td>
<td>Para-professional assistance, FOSS, content guided reading instruction, Queens Botanical Gardens</td>
<td>Small group</td>
<td>Science class</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Baseline, mid and end of year assessments</td>
<td>ESL teacher push-in instruction, NY Historical Society, content guided reading instruction</td>
<td>Small group</td>
<td>During social studies and shared reading blocks</td>
</tr>
<tr>
<td><strong>At-risk services</strong> <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>PPT, SIT, Speech, Guidance Counseling, Leadership team, academic progress, social relationships between students, recommendations from service providers</td>
<td>Guidance Counselor, School Psychologist, Social Worker (once per week), Speech teacher, OT, PT, counseling group in extended day conducted by teacher getting a guidance counseling degree</td>
<td>One-to-one, small group</td>
<td>Regular school day, Early program, TALES extended day program, outside service through CCNY</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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>We have accounted for 13 students in temporary housing for the upcoming school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>STH students will be identified and assessed for additional services as needed including Reading Recovery, intervention via after school programming, morning class, small group instruction and ENL interventions. Students will also be given school supplies and take home libraries as needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
We will purchase school supplies with the set-aside money such as composition notebooks, backpacks, books and any other materials that we observe as a need for them.

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

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- The school works closely with the field support center HR point in identification of highly qualified teachers. Our HR point supports us in ensuring our hires have the proper credentials. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.

- We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with teachers to identify areas of support and next steps and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We also train teachers in behavioral strategies such as Responsive Classroom that support learners.

- As required, new teachers are matched with mentors. We utilize our network as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.

- We have a staff handbook, new staff handbook and family handbook to help outline expectations.

- We bring in consultants from Thinking Maps and Math in the City to help teachers develop an understanding of how subjects are taught at TALES.

- Administration always has an open door policy.

- Interviews are conducted as a committee with teacher involvement.

- Teaching assignments are determined by assessing the needs of the school along with the strengths of teachers.

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).
All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:

- Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus
- Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math as well as engaging staff in PDs that focus supports for our subgroups
- Deepening teachers’ understanding of using data to focus classroom instructional practice
- Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions
- Creating a structured and research based school Professional Development plan.
- Conducting regular instructional rounds and the full implementation of Danielson’s *Framework for Teaching* which informs teacher needs and tracks progress
- Regular Leadership Cabinet where we continually monitor, assess, and revise our professional development plan as needed.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

| N/A |

#### 3b. TA Coordination with the Regular Program

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

| N/A |

### Part 4: SWP Schools Only

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

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

- Area Pre-K programs tour the school each spring with students.
- Our two Pre-K classes families get a parent orientation to Kindergarten the spring before they begin.
● Back to School Night for Kindergarten families to meet the teacher and understand curriculum

● Early intervention services provided to students that enter with turning 5 cases in which services were discontinued.

● Workshops for parents on completing the homework, reading with your child and math games.

● Meeting with parents of students that have established IEP’s prior to the start of the school year

● Pre-K social worker one day a week.

● School-wide procedures and routines such as the use of responsive classroom behavior management and routines as well as ELA strategies such as the use of Thinking Maps are consistent from Pre-K into Kindergarten.

- Kindergarten teachers arrange for meeting small groups of students with their families before the first day of school to introduce them to the school environment.

- Pre-K home visits are organized in August.

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.

SLT, Leadership team, common planning, grade level planning, inquiry, PD and many others are opportunities for teachers to participate in the conversation around the selection or development of assessment measures. School leaders along with teachers have worked on developing expectations around assessments and meet on an as needed basis to make adjustments to assessment policies. The professional development around the use of assessment results is provided by a variety of sources including school leaders, data specialists, teachers and network staff.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>190,634</td>
<td>☑️</td>
<td>Sections 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$31,438</td>
<td>( x )</td>
<td>Sections 5A, 5C, 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,924,368</td>
<td>( x )</td>
<td>Sections 5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

**intent and purposes** of the Federal programs included in the consolidation 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
The purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

(Required for All Title I Schools)

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

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

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

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 244**, in compliance with the Section 1118 of the Every Student Succeeds Act (ESSA), Title I, Part A is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

P.S. 244 will support parents and families of Title I students by:

- Involving parents in the development and review of program plans
- Sharing program information related to parent programs, meetings, and other activities in a format and language that parents can understand
- Maintaining and engaging parents in the development and review of the district and building parent involvement policies
- Sharing progress reports through parent-teacher conferences, annual meetings, etc;
- Sharing information regarding curriculum, school accountability data, etc;
- Providing information regarding complaint procedures

In addition to the ESSA mandates P.S. 244 will continue:
- 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;

  - Looking for opportunities to grow the home school connection by investing in training for home visits.

### Parental Involvement and School Quality

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

### Encouraging School-Level Parental Involvement

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

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

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

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

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

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
● Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● Provide opportunities for parents to help them understand the accountability system, e.g., 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 ESSA Title I, Part A, Section 1118.

● 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;

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

● Holding an annual Title I Parent Curriculum Conference as a part of back to school night in September.

● 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 with the parent coordinator;

● Encouraging more parents to become trained school volunteers;

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

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

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

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**School-Parent Compact (SPC)**

P.S. 244, in compliance with the Section 1118 of ESSA Title I, Part A, 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.

Staff, family members, and students are expected to abide by this agreement which details expectations for each constituency. These are the “non-negotiables” of TALES. This agreement will be reviewed at school open houses/orientations or on a 1 to 1 basis as needed. Please review this agreement, as well as the New York City Discipline Code, with your child in order to clearly understand TALES’ expectations:

I. School Responsibilities: High Quality Curriculum

TALES continually reviews and updates curriculum to meet the specific needs of our students. We create our own ELA curriculum based on a workshop model approach with the assistance from a consultant associated with Queens College. We also work closely with Math in the City to develop investigations for our math curriculum. Our science curriculum is based on FOSS and we have created curriculum in the arts and physical education as well related to the mission and vision of our school.

I. School Responsibilities: Supporting Home-School Relationships

The underlying belief at TALES is that strong teaching in a caring environment combined with an intensive and holistic school day will stimulate the child’s mind, nourish their bodies, and develop their character. Staff, students and parents must each do their part to ensure that this belief is realized. We are continually looking to increase opportunities for families to engage with the school and support their children through focused activities and continuing to develop an understanding of how to help their children succeed academically, socially and emotionally.

I. School Responsibilities: Providing Parents Reasonable Access to Staff

We believe that all parents want their children to be successful. In order to do that, they must have access to staff at school and work closely with the teachers of their children. As such, parents have regular access to administration, office and teaching staff through phone, email and in person meetings. The administration and office staff greet students and families entering the building each morning and are present at dismissal each afternoon along with their teachers. We regularly plan meetings with parents before and after school in addition to during the school day. We provide translation to their home languages when necessary and look to provide families with any accommodation possible so that they can best understand the needs of their children. It is important to us that parents feel supported by staff and we look for opportunities to meet with families and provide them as much information as possible.

I. School Responsibilities: Providing General Support to Parents

As a staff member at TALES, I promise to:

- Provide students with a safe, nurturing, environment.
- Hold students to high standards and doing the best work they are capable of.
- Share information and resources with parents that will aid in student learning.
- Share information and resources with other staff members that will aid in student learning.
- Have zero tolerance for off task behavior or lack of effort.
- Become an expert in the field of teaching and use the best instructional practices.
- Assess students on a regular basis and work with students and parents to provide the best possible individualized instruction.
● Be direct and respectful in communication with all members of the TALES community.

● Hold myself to behaving in accordance with TALES’ Core Values.

● Understand that critical feedback is an important part of professional growth.

II. Parent/Guardian Responsibilities

As a parent/caring adult at TALES, I promise to:

● Work with TALES staff to support my child’s learning and development.

● Maintain clear and frequent communication with the school including returning all Periodic Reports and other signed documents when they are due.

● Attend all required school meetings including parent teacher conferences.

● Support TALES’ behavioral policy, its rewards, and its consequences; work with the TALES staff to make sure that my child is following the school and class rules so as to protect the safety, feelings and rights of other students, staff, parents and him or herself.

● Have zero tolerance for off task behavior or lack of effort.

● Ensure that my child maintains a minimum of 95% attendance and is on time each day

● Check my child’s homework each night to make sure it is complete and done with care.

● Make arrangements so that my child is appropriately taken care of at dismissal each day.

● Come in immediately when it is requested by the school.

● Be direct and respectful in communication with all members of the TALES community.

● Hold myself to behaving in accordance with TALES’ Core Values.

III. Student Responsibilities

As a student at TALES, I promise to:

● Participate in class.

● Arrive at school on time each day.

● Complete all my class-work and homework with care.

● Respect other peoples’ bodies and feelings.

● Be on task and work hard at all times.

● Take advantage of enrichment opportunities made available.

● Follow school rules and regulations.
- Wear the TALES uniform (when applicable).
- Hold myself to behaving in accordance with TALES’ Core Values.
- Try hard at everything I do.
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>
</table>

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

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: ______

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

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

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

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ______
P.S. 244 will offer supplemental language development extended day programs consisting of seventy minute sessions on Wednesdays, and Thursdays. After school programs for all grades will commence during the week of December 3 and end on May 23rd. There will be approximately 40 sessions. Teachers holding ESL and dual certification in ESL and general education will be given preference when considering service providers and qualifications. The after school programs will be taught in English by at least five teachers who hold ESL or ESL and general education dual certifications. The program will target at least 80 of our struggling English Language Learners. All participating teachers will have their own classrooms to conduct their after school programs. Students will be grouped for instruction by having a student to teacher ratio of 10:1. There are two Kindergarten classes, 2 first grade classes, 3 third grade classes and 2 classes of mixed grades. A supervisor will be hired for the language development after-school program since there are no other programs running concurrently.

In addition to the extended day program, we will offer before school morning classes. These groups will begin the week of November 8 and continue to the beginning of May. The classes will be from 7:50am - 8:20am on Tuesdays, Wednesdays and Thursdays. We will have 4 Kindergarten classes, 2 first grade classes, 3 second grade classes, 4 third grade classes and 2 mixed age classes. ENL teachers were given first priority in the selection of teachers as is the case in our extended day program. Of the fifteen classes, four will be taught by ENL licensed teachers and we will have at least 140 ENL students in these groups. A supervisor does not need to be hired for this program since it falls within the principals normal work hours.

Students selected for the after school programs will be divided into groups based on academic need, interest, teacher speciality and level of English proficiency as demonstrated on the Spring 2017 NYSESLAT. Results from the NYSESLAT exam, Home Language survey and teacher observations in social and academic setting has supported our focus on our after school program rationale. We will analyze the NYSESLAT results for each grade band of students, highlighting those that showed a slower rate of growth and target those students for the morning and extended day programs provided the families are able to bring them and pick them up. Historically we have seen a slightly lower rate of growth in oral language development as compared to the other areas tested. As such, we will pay particular attention to that area in NYSESLAT results. Each teacher will focus on listening/speaking/reading and writing standards through a different theme with his/her students; such as music, visual arts, health, running, technology and drama.

This wide range of academic topics offered has defined our after school rationale and will help English Language Learners in the following ways: they will be exposed to numerous themes of interest; they may extend their learning in the classroom with extracurricular projects; through a wide range of readings and topics they will be exposed to an increased number of content area vocabulary words and they will receive opportunities to hear and practice new vocabulary words and language structures in a small-group setting. Each theme will be focused on projects and intervention services which will allow ELLs to fully immerse themselves in various language activities and modalities. Home language is taken into consideration when pairing students within the classroom. Students are encouraged to help each other by translating in their home language whenever possible. They will also be paired by their NYSESLAT levels. When
**Part B: Direct Instruction Supplemental Program Information**

Completing certain tasks within the after school program, teachers will pair a low beginner ELL with a high advanced ELL. A translator is available to communicate in the parents’ home language during all school meetings and workshops. Letters, notifications and monthly curriculum letters are translated as well to help support the home language. Students for the morning program are for the most part selected by their classroom teacher based on similar criteria as stated for the extended day program above. Additional criteria for the morning program include the need for increased oral social language and a demonstrated need to increase writing skills as demonstrated by common rubrics throughout each grade.

70% of Title III funding will be set aside to pay teachers (ENL teachers given preference in hiring) for the duration of the extended day and morning programs which will run through May. 8% of Title III funding will be used for parent engagement to supplement Title I parent engagement funding in order to purchase Cool Culture passes for families, materials for parent workshops and supplies for cultural festivals. 14% of Title III will be used to provide professional development services to teachers. These sessions will focus on improving instruction and strategies used to help support our English Language learners.

8% of Title III will also be used to purchase materials for the following programs for after school: art (i.e. crayons, clay, paint etc.), music (instruments), drama (poster boards, camera), as well as other materials such as theme appropriate books for the language development after-school program. Materials purchased for after school will be specifically be used for their designated program. These materials will not be used for daily instruction during the school day. Attendance for these programs is kept through in house produced spreadsheets and notification of selection for both programs is done via letter home to parents/phone call to parents or in person discussions. All parent letters for the programs is translated into Mandarin to ensure understanding.

**Part C: Professional Development**

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

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

Begin description here: ____

Professional Development is an integral part of teacher growth. As such, all teachers receive professional development on a regular basis. ESL instructional strategies are covered directly through focused workshops or as a part of topics dealing with other instructional areas. All after school professional development sessions on site are on Mondays for 80 minutes. Teachers will be responsible for maintaining their own agendas and will have it available for administration to view. Attendance sheets will be collected at the end of each week by the parent coordinator and then filed in a binder. Any invitations in the parents’ preferred language will also be collected by the parent coordinator and filed.

We have worked on developing our fluency in Thinking Maps (TM) under the guidance of the Assistant Principal. Recently, two classrooms teachers have been trained as trainers in addition to our Assistant Principal and they have begun to also provide ongoing PD support to the rest of the staff to further develop our fluency in Thinking Maps. They will utilize Thinking Maps Learning Community (TMLC), which is an on-line application that we purchase for all staff to utilize that provides training modules for teachers, as well as a tool to create maps with students. This has direct application to ENL strategies because it enables our TOT leaders to
Part C: Professional Development

Further help teachers grow their bank of ENL strategies. We will continue to send additional teachers to TOT training in order to ensure that there is one member on each grade that has a deeper level of proficiency in the maps. We also have Janan Hamm (Math in the City certified instructor) conducting at minimum 15 days of professional development throughout the year to help us develop a more thinking math curriculum and opportunities for talk through a math congress and building more conceptual understanding for students in math. In addition, we have Ted Kesler, professor at Queens College, coming in for 20 professional development sessions. Mr. Kesler’s role is to help our staff deepen their knowledge of content and pedagogy, specifically in ELA in the areas of Shared Reading and Guided Reading with an understanding that 53% of our students are ELLs. Next year, we will focus on guiding our students to be more independent when selecting a variety of complex and compelling texts. These texts will serve a love of reading, strengthen the home to school connection, build a richer vocabulary and expand oral language development. Additional professional development sessions that we anticipate include but are not limited to utilizing Juicy Sentences, front-loading content and vocabulary by integrating subject areas, and improving our questioning and discussion opportunities, various methods of building vocabulary, all of which are essential strategies in working with ELLs. In addition, teachers will receive on going ENL Professional Development throughout the school year with our ENL consultant, Pat Lo. By attending her scheduled in house PD sessions, teachers will implement the ENL strategies into their after school programs. Pat Lo will be scheduled at least 2 times throughout the year during Monday PD time from 2:40-4:00. Also, she will meet with teachers at least 6 times for whole day teacher collaborative meetings. Also, teachers will be encouraged to seek and attend PD related specifically to their after school focus, especially through the Field Support Center and DELLS. Examples of additional upcoming PD sessions include but are not limited to: Curriculum Planning, Nurturing Talk During Guided Reading, Math Congress, Shared Reading. The majority of these sessions will be lead by the principal and consultants, with some ESL teachers co-leading the workshops.

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

We have seen from Home Language Survey data that the majority of our students speak another language at home. Therefore, there is a significant need for a number of additional services to target the parents of ELLs to impact their achievement. We make sure that all major communication such as family handbooks, curriculum letters, parent teacher conference or calendar notices are translated into families’ home languages. We schedule workshops including reading, writing, math, and family health sessions for parents conducted by our parent coordinator, classroom teachers, Cornell Cooperative Extension, Assistant Principal and FAN4Kids instructor on topics including (but not limited to):
Part D: Parental Engagement Activities

- Reading at home with your child, Nutrition at home, Cool culture workshop, Completing homework, Reading aloud with your child at home, How to do Thinking Maps, Math games, Family crafts, Cooking with your kids, Writing strategies and solutions, & Responsible Use of Technology. Multiple other parent workshops are being planned by teachers and we will have other activities including but not limited to concerts, family dinner nights, yoga nights, movie nights, visual arts student work shows, writing celebrations and multiple festivals. Parents will participate in the events by either actively engaging with the students as they explain their work through an art class as an example or through the workshop format where parents and families are learning from the presenter directly.

Workshops are scheduled during Parent Teacher Engagement time every Tuesday from 2:40-3:20. Parents are notified by flyers that go home in their communications folders which are translated into Mandarin and also by using the Remind app and from the school calendar. Agendas and attendance sheets are kept by the teachers, parent coordinator and the principal for the various workshops. Each grade schedules a parent workshop at least once a month. The parent coordinator also conducts a workshop at least once a month for approximately 45 minutes to 1 hour. All materials are translated into Mandarin, the language spoken by the majority of our students families. All parents are encouraged to participate in scheduled workshops, after school programming and other scheduled events. Depending on the event, parents experience the following: working collaboratively with teachers and other parents, participating in hands on learning, being a model of how to be healthy/fit and volunteering their time to help organize and manage these events. They will be notified of all events by receiving an invitation in English and in their own home language. These events are added to our School to Home calendar that is sent out each month for parents to see the scheduled activities. Also, parents are updated with current PS244Q news with the REMIND app.

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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per session</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
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<td>n/a</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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>Educational Software (Object Code 199)</td>
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<td>n/a</td>
</tr>
<tr>
<td>Travel</td>
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<td>n/a</td>
</tr>
<tr>
<td>Other</td>
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<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>n/a</td>
</tr>
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</table>
**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>25</td>
<td>Queens</td>
<td>244</td>
</tr>
</tbody>
</table>

**School Name** The Active Learning Elementary 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>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Robert Groff</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Tu Harris</td>
</tr>
<tr>
<td>Coach</td>
<td>none</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Rebecca Kaizerman</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Rose D'Amato - 2 days a week</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Denise Levitt/Social Studies</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Lalita Kovvuri</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Tina Yueng - speech</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Danielle DiMango</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Pat Lo-ESL consultant</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>Certification Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>8</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>13</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>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>5</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
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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<tbody>
<tr>
<td>Total</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

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

Bilingual Program Breakdown

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

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?

   TALES will use Fountas and Pinnell as the main diagnostic tool for monitoring student success relating to literacy levels and their understanding of phonics and phonemic awareness. Students are also assessed using teacher created assessments such as think pair share, purposeful grouping for collaborative work, whole group, small group and partnership discussion for all subject areas, as well as student friendly self assessments. They are assessed using the NYSITELL upon entering Kindergarten and again in the spring using the NYSESLAT. In using the data from these assessments we regularly see a trend that our ELL students are stronger in writing and reading than in oral language. As a result, we have planned an instructional focus around integrating more and better talk opportunities throughout our curriculum.

2. What structures do you have in place to support this effort?
Some structures in place are weekly common planning sessions where teachers analyze data and use the data to plan accordingly. Teachers attend PD workshops and turnkey to the staff during weekly staff meetings. There are ENL and literacy consultants who come in on a monthly basis to support teachers in assessing students. We will also ensure that Monday PD sessions focus on inquiry team work at least once per month.

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

The success of our ENL programs is monitored through Fountas and Pinell assessment data, NYSITELL and NYSESLAT scores, in-house end-of-unit assessments, and informal classroom assessments. The success of students on these assessments determines our program success. We are consistently meeting AYP and seeing yearly success. Since students usually need a minimum of three to five years to become fully proficient in a second language, our goal is to achieve significant student progress on a year to year basis, as measured by the various assessments used at the school and on the NYSESLAT. As previously mentioned, we routinely find that oral language development is an area of need for our ELL students as compared to reading and writing.

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

The intervention structures in place include strategy groups, homogeneous grouping, Language Literacy Intervention, SETTS, RTI, at-risk intervention, Reading Recovery, before and after-school programs, and AIS periods set aside for ENL teachers to work with small groups.

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.]

There is a strong language and literacy curriculum in place for all ELL students, with ENL-certified cluster teachers, dedicated ENL push-in staff for each grade, and ENL-certified classroom teachers. If an ELL student seems to be encountering academic delays, we first informally evaluate the student in their native language, to determine if the student is also showing delays in their first language. If the student is proficient in their L1, but still struggling academically, we elicit more information (from both teachers and parents/guardians) about the student's learner characteristics, classroom experiences, and home situation. We also use the results of various diagnostics, including NYSITELL scores, most recent NYSESLAT scores, and in-house language acquisition assessments, as well as observations, conference notes, and anecdotal information from the classroom teacher. If it is determined that a student's delays are due to factors aside from level of language acquisition, the teacher works with our SETTS specialist to enact some classroom interventions. After a series of informal interventions have failed to help the student make academic gains, the student's case is referred to our school's SBST for further discussion.

If it is determined that the child's academic delays are likely due entirely to language acquisition, extra supports are provided to give the student additional exposure to English. This includes, but is not limited to, before-school academic intervention, small group work, daily push-in social-studies classes taught using ENL methodologies, after-school enrichment activities, and various scaffolding techniques aimed at allowing students to find meaning in difficult language structures.

If, after the informal L1 evaluation and targeted interventions, the student is still struggling, a formal evaluation may be recommended.

Our RTI interventions include small group instruction for ELL students daily with an ENL certified teacher pushing into each classroom for one period. We also have a reading recovery teacher for first grade and a SETTS teacher that schedules time for students at risk daily. We now have a guidance counselor two days a week instead of one and have both early morning and extended day opportunities for ELL students to extend their opportunities to gain language.

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].)

NYSITELL scores indicate that many of the incoming Kindergarten students have very rudimentary oral English skills, with the vast majority of students entering at the Entering or Emerging levels. NYSESLAT scores show that our students have strong academic English skills, and many students attain proficiency on the reading/writing modalities before doing so on the speaking/listening sections. NYSESLAT scores also indicate that our ELLs become increasingly proficient in English as they move into the upper grades; although approximately 80% of Kindergarten ELLs are at the Entering/Emerging level, the vast
majority of our upper grade ELLs (70% of first graders, 98% of second graders, and 96% of third graders) are at the Expanding/Commanding level.

Beginning this year we will use the NYSITELL information to help us work with parents and fill our first TBE Kindergarten class. This information is also used to group students once they are placed in classrooms. The ENL push-in teacher groups students to work with them daily based on their established needs according to the assessment.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The results of the NYSITELL and NYSESLAT are used to create an ELL Target List which is disseminated to teachers and support staff in September. This list is used to create language proficiency level groups for all subject areas, as well as for selecting students for intervention and before- and -after school programs. Teacher use the data from these assessments in their planning and it will be used in inquiry teams as well. ENL push-in staff will meet together weekly and use the data as a part of their regular meetings. Each push-in staff member regularly works with classroom teachers to plan which students they will be working with daily and the content that is delivered. This data will also be used in planning with an ENL consultant to make adjustments to curriculum and plan small group instruction.

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Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.
   
   All ELLs at TALES are serviced with a combination of push-in and co-teaching. ENL is taught using various methodologies through content areas. The stand-alone portion of our ENL program is conducted by TESOL-certified teachers, Rebecca Kaizerman (Kindergarten), Magda Kowalczyk (first grade), Denise Levitt (second grade) and Teresa Dubin (third grade). Each class in K-3 has one 45-minute period of daily ENL time with the push-in teacher, who spends half the period teaching the whole group and half the period working with small groups. The integrated ENL portion of our curriculum occurs in our cluster positions (Language through Music, Language through Movement, and Science), all of which are taught by TESOL-certified teachers using ENL methodologies. Every student in the school attends these integrated ENL cluster positions six times a week, which provides 270 minutes of integrated ENL instruction, well in excess of the minimum 180 minutes of integrated instruction for Expanding and Former ELLs. As mentioned before, standalone ENL teachers push in to all Kindergarten through third grade classrooms.
   
   All students at TALES remain with their classes for the entire day, and classes have heterogeneous populations of non-ELLs and ELLs of varying proficiency levels. Therefore, ENL methodologies are used to teach all students at various times of the day (both through whole-group push-in and content cluster classes), while more homogeneous small-groups focus on oral language acquisition and provide time for ELLs to practice new skills with teachers and peers. The combination of whole-class and small-group language instruction allows us to ensure that proficient ELLs continue to receive essential language instruction even after passing the NYSESLAT.

   b. TBE program. If applicable.
   
   Our first TBE Mandarin class begins in Kindergarten this year. These students have tested into ENL through the NYSITELL and the parents expressed interest in having their children placed in this setting. There will not be any other requirements for a child to be placed in the class aside from their English proficiency level and parent choice. Within this class, an ENL teacher will push-in for one period a day, the same as every other Kindergarten class, and be ensured the minimum requirements of ENL instruction. The classroom teacher will teach Home Language Arts, Shared Reading and Math in Mandarin. The classroom will be labeled with words and picture support to guide
students home and English language development. For regular instruction and intervention purposes, students within the class may be grouped by language proficiency level, reading level or a variety of other reasons.

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)?

   Each student at TALES receives 225 minutes per week of push-in ENL instruction, divided equally between stand-alone ENL and integrated ENL social studies instruction. All students also receive 90 minutes per week of science content taught using ENL strategies. Finally, each student receives between 45 and 90 minutes of music and physical education per week, with both classes taught by certified ENL teachers using sheltered English instruction.

   In the TBE Kindergarten class, students will receive the same amount of instructional minutes mentioned above. They will also be taught in Mandarin to meet the mandated minutes during Home Language Arts, Shared Reading and math.

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.

   One of our instructional models at TALES is a Freestanding ENL program. Through this program, instruction is delivered in English. ENL, cluster, and classroom teachers use Total Physical Response (TPR), songs, hands-on activities, and cooperative learning to integrate authentic language use across the four language modalities each day. Content and language objectives are clearly defined for students, and are appropriate for the age level. Supplementary materials, such as visuals, models, and manipulatives, are used to a high-degree. ENL instruction is enhanced by the use of SmartBoards and voice amplification systems, found in every classroom.

   TBE is another instructional model that will be in one Kindergarten class beginning this school year. In the TBE Kindergarten class, students will be taught in Mandarin for Home Language Arts, Shared Reading and Math. The classroom teacher will give students specific supports in their home language throughout the day in addition to these specific curriculum areas.

   It is evident that our ENL students meet the demands of the NYS learning standards when analyzing our state test results including NYSESLAT, ELA and Math. Each year we rank in the top 5% of NYC schools for achievement on the NYS ELA and Math exams, including the high percentage of ELL students that we have.

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

   Because all instruction takes place in English, most ELLs are not evaluated in their home languages. However, Chinese-speaking incoming Kindergarten students with limited English are given as many supports as possible in their home language by staff members that can speak their home language.

   In our TBE classroom, students will be given multiple supports in their home language as they increase their English language proficiency through the year. As the purpose of a TBE class is to transition students into English, all assessments will be in English including the NYSESLAT, Fountas and Pinnell reading assessments and all in school created rubrics.

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

   a) and d) Since our school only goes up to third grade, and almost all newcomers enter our school in second grade or earlier, we have not had any SIFE students identified in our school since we opened in 2008. Our school also has no long-term ELLs, since none of our students have had more than five years of ENL service.
b) We do have many newcomer ELLs (0 – 3 years of service) at TALES, but they are for the most part concentrated in Kindergarten. The few new admits that come in first grade or after tend to have at least one year of ENL instruction when they enroll at our school. Since we have many newcomer ELLs in Kindergarten, each student spends 495 minutes per week being taught language and content by certified TESOL pedagogues [225 minutes of push-in ESL, 90 minutes of Language through Science, 90 minutes of Language through Music, and 90 minutes of Language through Movement]. In addition, instruction for our ELLs is differentiated by grouping students homogeneously in all of the language modalities.

c) Because we are an early childhood school, the only grade with Developing ELLs (4 – 6 years of service) is third grade. Developing ELLs comprise only ten percent of our total ELL population, and over 90% of our Developing ELLs are at the Commanding proficiency level. Moreover, the vast majority of these Developing ELLs are proficient in the reading and writing modalities, indicating that their oral English skills (especially Speaking) are holding them back from proficient status. Because of this trend, Developing ELLs are given the opportunity for before-school AIS and after-school enrichment activities to increase their opportunities to speak English in smaller groups. In addition, the Developing ELLs are grouped heterogeneously to help strengthen their oral English skills.

e) Finally, our Recently Proficient ELLs continue to receive the same ENL instruction as their Expanding peers, with 90 minutes of sheltered science instruction, and between 45 and 90 minutes each language through music or language through movement, both taught using ENL methodologies. Recently proficient ELLs also receive language instruction in small groups, if deemed appropriate by the classroom and ENL teachers. Finally, all ELLs remain on our in-house ELL Target List for two years after attaining proficiency via the NYSESLAT, to ensure that they receive relevant accommodations on standardized tests.

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?

ELL students with disabilities are exposed to many of the same teaching methodologies as general education students, while also accounting for differentiated levels of instruction necessary to address the SWD population. Among the strategies and materials used are: Total Physical Response (TPR), visuals, gestures, manipulatives, repetition, language modification, songs, charts, Think Pair Share, and direct instruction of vocabulary and lexical language objectives. Grade-level materials for providing both academic content and accelerating English language development include: Fundations, MyOn, On Our Way to English guided reading materials, LLI, an extensive listening library, VoiceThread, BookFlix, Learning A-Z, vocabulary and phonics instructional tools, and content-area SmartBoard resources.

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

ELL students with disabilities are mainstreamed into general education classes for 20% of each school day. They are integrated into general education classes for content education (science, movement, music), which provides these students with a variety of peer models in a less restrictive environment. Some ELL-SWDs are integrated into mainstream classes for an additional period each day, and every effort is made for them to push in during times that will maximize their opportunities for oral interactions with peers (e.g., playtime in the lower grades, project time in the upper grades).

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 areas above as well as the language(s) in which they are offered.

TALES employs a push-in model, in which ENL teachers split their time between intensive small-group sessions and whole group language instruction. All ELLs are exposed to the language curriculum through whole-group activities, but those students with greater language needs receive additional small-group intervention from both ESL and classroom teachers. ELLs receive extra targeted interventions for ELA during Extended Day after-school instruction and morning AIS sessions. We also use the Fountas & Pinnell word study and LLI programs to promote vocabulary and language development. Several ENL students also receive SETTS services from our full-time SETTS provider, in order to bolster their academic progress. Fundations is also used as an intervention for Kindergarten ELLs struggling with phonics and phonemic awareness. All instruction takes place in English, though unofficial bilingual support is available from teachers and staff members who speak students' native languages.

Our mathematics curriculum, created in house to address the specific needs of our student population, pays explicit attention to the various language functions necessary for success in mathematics. Moreover, our use of Math in the City gives
Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We plan to expand our morning programming for the upcoming school year for ELL students. These groups will have ten or fewer students and will focus primarily on literacy skills; priority will be given to ELLs who are not meeting necessary literacy benchmarks. The Kindergarten classes may have a larger capacity provided that they are focusing on social language development through play centers and/or inquiry based work.

In addition, we will be planning to expand our afternoon extended day program, which offers students opportunities to enhance their oral English skills while engaging in such activities as cooking, gardening, running, and game-playing. The afternoon groups are more heterogeneous, and include ELLs of all proficiency levels with native-English-speakers to encourage rich interactive dialogue. We will also be experimenting with multi-grade extended day groups, with the aim of having older students support the language development of younger ELLs.

Additionally, based on observations of the amount of student talk in our classrooms, we are planning on working more with the Think-Pair-Share model of student discussion in 2nd and 3rd grade as proposed by Ivannia Soto. We expect that this process will increase the amount of student academic talk and the number of tier 2 and 3 words used by students in those conversations.

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

At this time, there are no plans to discontinue any of the programs or services for the ELLs at our school.

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

All students have equal access to all programs at TALES. ELLs are integrated into each classroom, and ELLs’ programs are indistinguishable from those of general education students, with the exception of more frequent small-group interventions (and priority in certain after-school language enrichment activities) for ELLs. ELLs participate in after-school classes, class trips, community visits, school festivals, and special family programs offered during Parent Engagement time, which are run by the school. Additionally, all of our cluster positions (science, movement, and music) are taught by ENL-certified pedagogues, who seamlessly integrate language instruction with content objectives.

To promote participation of ELLs in school programs, all notices are sent home in both English and Chinese, the latter being the home language of the vast majority of our ELLs. In addition, parents of ELLs who do not respond to written invitations for intervention or enrichment activities are contacted by phone in their native language to ensure maximum participation of students in our school programs.

What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ESL methodologies are included throughout the curriculum, in all classes and content areas. Math instruction for ELLs is supported through Math in the City, which supports student learning through visual and kinesthetic means, and a Math in the City consultant regularly works with teachers of all grade levels to improve math instruction. Children spend all day in a literacy-rich environment, supported by organized classroom libraries, guided reading selections, take-home books, listening libraries, word walls, and personal word walls, with picture support. Voice amplification systems in every room ensure that all ELLs benefit from teacher modeling of language structures. SmartBoards have now been installed in all rooms, both to enhance content instruction and to provide supplemental support to ELLs through pictures, animated visuals, and videos. Additionally, each classroom has between two and four iPads, which are used to practice literacy skills and listen to stories, and some teachers have begun experimenting with iPad software to record observational assessments. In addition to the above-mentioned hardware, our school has software and website subscriptions to Bookflix, Raz-Kids, MyOn, Teaching A-Z, Starfall, and Time for Kids online.

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

Because our ELLs are currently serviced through a Freestanding ENL program, all official instruction takes place in English, though when possible informal L1 support is used to both promote comprehension and accelerate the English acquisition process. Almost all of our Entering ELLs are in Kindergarten and are speakers of Mandarin, and since our Kindergarten push-in ESL teacher is fluent in Mandarin, L1 support is frequently used to scaffold learning for Kindergarteners. Additionally, because the vast majority of our ELLs speak Chinese at home, all school-wide notices are translated into Chinese, and our parent coordinator is available to provide translation support to ELLs and parents of ELLs who speak Hindi, Bengali, or Telugu. There are also two bilingual staff members available to assist and translate for speakers of Spanish. Finally, bilingual books with Chinese or Spanish components are available from a lending library in the parent coordinator’s office.

In our TBE classroom, the teacher will orally support students in their home language throughout the school day. They will receive instruction in Mandarin in Home Language Arts, Shared Reading and Math. Additionally, the teacher will label the classroom in both Mandarin and English and provide students with books in Mandarin that they can browse in school and bring home to read with their families.

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

At our school, a student’s grade generally determines the primary focus of ENL instruction. Because our beginning ELLs are concentrated almost exclusively in Kindergarten, the Kindergarten ENL curriculum focuses heavily on oral and aural BICS (Basic Interpersonal Communication Skills). As ELLs advance into the upper grades, more elements of literacy are brought into the curriculum. However, since many of our ELLs attain proficiency on the reading and writing modalities of the NYSESLAT before doing so on the speaking and listening modalities, the upper grade ENL curriculum also addresses students’ oral expression and fluency in English.

In order to ensure continuity of language education as ELLs advance through the grades, our school has created a “language proficiency continuum,” which determines which language objectives will be addressed – for exposure or mastery – in different grades. This not only ensures that all important aspects of English acquisition have been taught or introduced between Kindergarten and third grade, but also allows both classroom and ENL teachers to know which skills were introduced in previous years.

Beginning in September 2017, each grade will assess ELLs oral proficiency level, and track their progress, using a teacher created checklist. The checklist will serve as a tool to ensure they are receiving the appropriate services and resources to continue to strengthen their oral language skills.

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?

Our school does 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).
Because we are a lottery school, and not a zone school, we rarely have ELLs enroll at our school after the end of September. Therefore, we have not needed to create special activities or curriculum to support port-of-entry ELLs coming in throughout the year. However, we do provide support to incoming K students and their families before they officially begin school in September. These include several open house sessions between January and June of the previous school year, which are organized by our principal, assistant principal, and parent coordinator. There are also school readiness workshops throughout the year, most run by community organizations, which aim to help parents of newly-enrolled students navigate an unfamiliar school system. Because the majority of our students’ parents speak Mandarin Chinese, workshops are provided in both English and Mandarin whenever possible.

Perspective ELLs who are enrolled in summer camp during the summer before Kindergarten are informally observed to assess student needs, as are students who attend our Pre-K program. Additionally, we set up introduction sessions for students to meet their Kindergarten teacher and introduce them to the school environment in small groups with parents in attendance. Additional summer support is provided to students going into first through third grades, through a reading program that specifically targets low-performing ELLs. Finally, each year we hold a Back to School night within the first few weeks of school, to inform parents about our school culture and community.

17. What language electives are offered to ELLs?
Because we are an early childhood school, no 'electives' are offered.

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?
   TALES has made a concerted effort to train all staff in ENL methodologies across the four modalities of speaking, listening, reading, and writing. Push-in ENL teachers participate in the common planning meetings of the grade(s) they service, in order to maintain an ELL-oriented focus when reviewing, critiquing, and rewriting the curriculum.
   All teachers work with our Math in the City consultant, to integrate vocabulary and oral language opportunities with our math curriculum. All Pre-K and Kindergarten teachers and para-professionals work with an early childhood consultant to bring elements of the project approach to our reading and writing curriculum, with the aim of increasing student opportunities for English dialogue among students. Teachers and the Assistant Principal have also attended Thinking Maps conferences focusing on Response to Literature and Comprehension Focus, two aspects of literacy that many of our ELLs struggle with. We will also be seeking further PD opportunities from outside presenters through the Department of English Language Learners and Student Support.
   Additionally, our certified ENL teachers attend ENL and content-area workshops, and then turnkey important information learned during staff meetings. The plan is to continue to incorporate more teacher-led sessions next year.
   Teachers and para-professionals have structured professional development sessions on Mondays after school, focusing on ENL curriculum and ELL students. Since our ELL data shows that our students need to work on expressive language skills, our PD schedule will continue to include workshops on how to increase and improve our ELLs’ oral language abilities. The principal maintains records of all PD sessions, in a binder, which not only lists the attendees, but also describes the content of each session. Furthermore, each teacher keeps track of their own PD hours for certification purposes.
Our School Based Support Team are in the building once per week, are fluent in Mandarin, and attend trainings related to ELL and SPED needs through the BFSC.

Our Parent Coordinator attends monthly trainings through the district office in addition to a yearly Cool Culture workshop and parent engagement workshops when possible.

All professional and staff development, as well as all curriculum created in-house, are carefully aligned to Common Core Learning Standards. In addition to the previously listed activities. We are working on increasing the number of interschool visits, to exchange best practices and new ideas with ENL teachers outside our school environment. Finally, our school will fund conference fees for teachers who attend meetings focusing on bilingual education or TESOL.

Beginning in September 2017, our school will begin inquiry groups where the ENL team will focus solely on methods and strategies to support ELLs. Twice a month, grade and team meetings will center around inquiry. We also expect to send ENL teachers to more professional development through the BFSC this year as we have developed a strong relationship with them. In addition, we plan to continue looking for PD opportunities through NYU and Fordham as we did this year. We also work with an ENL consultant through NYU who comes at least 6 days a year to work specifically with ENL teachers during the day and then with the whole staff on occasion during Monday PD sessions.

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.

Since 62% of our student population consists of ELLs, almost all of our PD sessions focus on some aspect of understanding, engaging, instructing, and assessing English Language Learners.

Our school makes sure to dedicate 15% of professional development hours to a focus our ELLs. This includes discussing student needs, best practices, and next steps. In addition, our ENL and bilingual teachers receive 50% of ELL-specific professional development through an ENL consultant who comes in once a month, as well as through PD workshops held outside the school.

An agenda is decided upon and shared, prior to all PD sessions. Attendance and minutes are taken to ensure accurate record keeping. As of September 2017, the principal will maintain records of all PD sessions online. Furthermore, each teacher keeps track of their own PD hours for certification purposes.

### 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?

   Parents of ELLs will be invited to attend individual meetings during the weekly Parent Engagement time block. The focus will be the discussion of their child’s language development progress, assessment results, and language development needs. All meetings will be led by the classroom and push-in ENL teacher, who will compile necessary information from all ENL cluster teachers to provide an overall view of the student’s English language progress. We have bilingual staff members available to translate meetings in the dominant languages in our school -- Mandarin, Cantonese, Bengali, and Spanish. On the rare occasions when a non-English speaking parent or guardian does not speak one of these four languages, translation services will be provided via the DOE’s Translation and Interpretation Unit.

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

   TALES has made a strong commitment to parent involvement at the school. To promote maximum attendance at school functions, all documents are translated into Chinese, which is the home language of the vast majority of our students. One of our school aides is fluent in Mandarin Chinese, and she is always available to help Chinese-speaking parents who come to the
main office. In addition, our ESL coordinator and assistant principal are both fluent in Mandarin Chinese, and are able to provide translation support for conferences, parent meetings, and other issues dealt with outside of the main office. Our SBST team also has four members who are fluent in Mandarin, and they are able to provide translation support at IEP meetings. Moreover, most of the other languages spoken in our students' homes are spoken by at least one staff member, so non-Chinese parents can also receive bilingual support from TALES staff. In the rare cases when neither a written nor oral translation is available for a non-English-speaking parent, the school utilizes the NYCDOE’s Translation and Interpretation unit. Additionally, many teachers utilize Class Dojo as a tool to communicate with parents. Class Dojo offers a translation option to see messages in over 25 different languages.

Some of the activities being done to increase parent participation in school functions include: Back to School night, Fall Festival, monthly Chuck-E-Cheese fundraisers, Health and Wellness week, Field Day, Family Dinner Night, Family Zumba night, and bimonthly Movie Nights. Our school also fosters partnerships with Music for Many, the New York Historical Society, Fan4Kids, and the New York Coalition for Healthy foods, all of which do performances for families at PTA functions. Additionally, parent workshops are provided by such organizations as the Cornell Cooperative Extension, the Child Center of New York. Almost all workshops are attended by a Chinese translator, in order to make the workshop content comprehensible to the large number of Chinese-speaking parents at our school. Finally, students' families are invited to publishing parties and student performances, and are involved in class trips whenever possible.

### Additional Information

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

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Robert Groff, 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-interrupted-inconsistent-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>Robert Groff</td>
<td>Principal</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Tu Harris</td>
<td>Assistant Principal</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Lalita Kovvuri</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Teresa Dubin</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Simone Martin</td>
<td>Parent</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Denise Levitt</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Pat Lo</td>
<td>Coach</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Ted Kesler</td>
<td>Coach</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Rose D'Amato</td>
<td>School Counselor</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Danielle DiMango</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jenny An</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 25Q244  School Name: TALES  Superintendent: DiMango

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

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

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

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

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

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

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

Our first step in identifying the language needs of parents and guardians is to make sure that the home language listed in ATS reflects the home language listed on the HLIS form. Once ATS has the correct OTELE for each child, we download the RPOB (ATS Place of Birth Report) into an Excel spreadsheet, and then sort students by OTELE code to indicate the number of speakers of each language. This spreadsheet is then compared to the last entry of the second page of the HLIS form (where parents are asked to indicate preferences for oral and written communication), to make sure no parents are requesting communication in a language other than English or Chinese (the primary languages spoken at our school). Staff can also view the parent’s chosen language of communication on the Student Emergency Contact cards. Because the vast majority of our students come from homes where Chinese is spoken, most documents are sent out to all parents in both English and Chinese.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin</td>
<td>Mandarin</td>
<td>50</td>
<td>Mandarin</td>
<td>50</td>
</tr>
<tr>
<td>Hindi</td>
<td>English</td>
<td>50</td>
<td>English</td>
<td>50</td>
</tr>
<tr>
<td>Spanish</td>
<td>English</td>
<td>50</td>
<td>Spanish</td>
<td>50</td>
</tr>
<tr>
<td>Bengali</td>
<td>English</td>
<td>50</td>
<td>English</td>
<td>50</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>50</td>
<td>English</td>
<td>50</td>
</tr>
</tbody>
</table>

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

Only Mandarin and English represent more than 10% of the school.

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly event calendars</td>
<td>1st day of each month</td>
<td>School aide translates document after the parent coordinator creates it.</td>
</tr>
<tr>
<td>Curriculum letters</td>
<td>1st day of each month</td>
<td>School aide translates the document after the teachers create them and they are checked by the Assistant Principal.</td>
</tr>
<tr>
<td>Student behavior plans</td>
<td>As needed</td>
<td>School aide translates a generic document which families can understand</td>
</tr>
<tr>
<td>Announcements about half days, non-attendance days and parent teacher conferences</td>
<td>As needed</td>
<td>School aide has all of the documents saved. The principal checks them each year before they are distributed again after updates.</td>
</tr>
<tr>
<td>PTA newsletters</td>
<td>Once per month</td>
<td>The PTA translates their documents as needed.</td>
</tr>
<tr>
<td>Event Type</td>
<td>Timeframe</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Trip and permission slips</td>
<td>As needed</td>
<td>The DOE permission slip for trips and media forms were translated centrally.</td>
</tr>
<tr>
<td>Notices about after school programs, workshops and testing</td>
<td>As needed (usually in October and November for sure)</td>
<td>These notices are already created and are only updated each year and translations adjusted accordingly.</td>
</tr>
<tr>
<td>Family handbook</td>
<td>September 5th</td>
<td>This is updated over the summer and any adjustments are translated by a school aide to be ready for distribution on September 5th.</td>
</tr>
<tr>
<td>1st day of school letters</td>
<td>Early August</td>
<td>Principal adjusts these documents and the parent coordinator and school aide translate and send them home.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to school night</td>
<td>September</td>
<td>The teachers on each grade gather together in one room to host parents. Parents are also given the opportunity to meet with the ENL team who meet together in one room. We utilize a CBO partnership and Guidelines, a private translation vendor to assist with interpretation and translation.</td>
</tr>
<tr>
<td>Parent teacher conferences</td>
<td>November/ March and May</td>
<td>For each parent teacher conference, we compile a schedule of translators that go throughout the building to assist teachers in their conferences. We utilize a CBO partnership, a private translation vendor, and pay para professionals/school aides per-session. In addition, we get volunteers to assist in translations.</td>
</tr>
<tr>
<td>Parent engagement workshops</td>
<td>Monthly</td>
<td>During parent engagement workshops we utilize our staff that can speak Mandarin, Spanish and other languages for oral translations. Additionally we have Guidelines, a private translation vendor at the school during parent engagement time each Tuesday.</td>
</tr>
<tr>
<td>One-on-One parent meetings</td>
<td>As needed</td>
<td>Administration and parent coordinator regularly assess the language needs for</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency we have several mandarin speaking staff members on the BRT team. They would then be able to reach out to parents through the Remind online application or communicate with them via phone. Our BRT team leader can also speak Mandarin and we have several other languages represented on the BRT team if needed.

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.

The first day that staff is back in September, Chancellors regulations are discussed. It is important to the culture of our school that parents feel supported in their home language. As such we look for additional staff that can speak a language important to our families and utilize our CBO partnerships when needed. The parent coordinator and other key school-based staff is always readily available to provide information to the staff about language access requirements. It is expected that staff members will adhere to the goals of this regulation and the administration will ensure that is the case.

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.)

At the beginning of each school year, parents/guardians are given a copy of the Parents’ Bill of Rights and Responsibilities. All parents get an English copy, all Chinese parents are given a Chinese copy, and separate translated copies are provided for the small number of families who do not speak Chinese. The contents of this document are reviewed and discussed at Back to School night, which our school holds on the September conference date. Chinese signs notifying parents of the availability of staff translators are posted at the front door, by the security desk, and in the main office. In addition, copies of the Language ID guide are maintained at the security desk and in the main office, to identify the language needs of non-Chinese speakers. Finally, bilingual signs posted at the security desk instruct visitors how to sign in and proceed to the office, where translators are available.

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?
Our parent coordinator hosts an ELL parent panel at least 4 times a year, where parents of ELL students can voice their concerns and issues can be discussed to bring to the principal for consultation. This will allow parents to not only give feedback on our ENL curriculum, but also to discuss the efficacy of our school’s translation and interpretation services. We will also gather data on parent opinion of our T&I services via the first page of the Parent Survey and Selection Form, as well as from responses to our annual school survey.

Parents can also provide feedback at any time through the Remind and Class Dojo online resource. Parents are provided with information on how to set up an account when they register and then again during the first week of school. These online applications are a way for staff members to communicate with parents about any questions, concerns or other feedback in regards to language services. The online application is designed to translate messages into a variety of languages. Parents can provide feedback in their own language and it will be translated back to English for the school.

Additionally, on back to school night, Tuesday’s parent engagement time and during parent teacher conferences, our school will have a translation vendor called Guidelines who will provide translators for a variety of languages. At this time, parents can provide any feedback on their child's language progress and language services.

In addition, the ENL team holds a meeting twice a month to discuss language service needs. The team then works collaboratively using parental feedback to improve language services.