2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 30Q280
School Name: P.S. 280
Principal: LISA HIDALGO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 280Q
School Number (DBN): 30Q280
BEDS Code: K-5
Grades Served: 34-20 94th Street
School Address: 34-20 94th Street
Phone Number: 718-424-9031
Fax: 718-424-9093
School Contact Person: Lisa Hidalgo
Email Address: lhidalgo@schools.nyc.gov
Principal: Lisa Hidalgo
UFT Chapter Leader: Monika Sendra
Parents' Association President: Violeta Morales
SLT Chairperson: Lisa Hidalgo
Title I Parent Representative (or Parent Advisory Council Chairperson): Violeta Morales
Student Representative(s): n/a
CBO Representative: n/a

District Information

Geographical District: 30
Superintendent: Dr. Philip Composto
Superintendent’s Office Address: 28-11 Queens Plaza North Long Island City, NY 11101
Superintendent’s Email Address: pcompos@schools.nyc.gov
Phone Number: 718-391-8323
Fax: 718-391-6147

Field Support Center (FSC)

FSC: North Queens
Executive Director: Lawrence Pendergast
Executive Director’s Office Address: 28-11 Queens Plaza North, Long Island City NY 11101

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

Phone Number: 718-391-8222

Fax: 718-391-6147
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Hidalgo</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Monika Sendra</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Vianny Mendez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Vianny Mendez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jennifer Leal</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Wendy Soberanis</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Cora Cooledge-Fazio</td>
<td>Member/ 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>Violeta Morales</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Katherine Rosario</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Mohammed Haque</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Peter Mazun</td>
<td>Member/ Administrator</td>
<td></td>
</tr>
<tr>
<td>Diana Quizhpi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alba Fernandez</td>
<td>Member/ Parent</td>
<td></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>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

**School Quality Guide**

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

**Title I Requirements and Strengthening Title I Parent Involvement**
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>
</table>

Our school’s mission reflects our purpose and a deep commitment to increasing student achievement for all of our students as is indicated below:
In partnership with staff, teachers, families and the community, P.S. 280Q is dedicated to provide a nurturing atmosphere that will develop students to become passionate and devoted lifelong learners.

Our continuous commitment as a collaborative organization will prepare our students through a rigorous educational program that instills them with knowledge, skills, and values necessary for future endeavors. By creating this culture, our students will become confident, well-rounded problem solvers and critical thinkers that are reflective, self-aware, and morally responsible citizens.

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

P.S. 280, located in Jackson Heights, is a learning community that is deeply connected with its surrounding neighborhood and highly supportive of its bilingual student and family population. Take rigor and high expectations, coupled with collaboration, highly qualified personnel, and a supportive social-emotional environment, and you will get what we, at P.S. 280Q, call our daily standard of excellence. Following a model of school community engagement, P.S. 280 never ceases to create opportunities where school staff, family, local organizational resources, and hard work come together to enrich the lives of our students.

Encouraged by administration and persevered through teacher dedication, with the use of the Danielson Framework, this school year we have been able to improve teacher practice by providing actionable feedback and targeted professional development sessions that include a collaboration with the Teachers College Reading and Writing Project and Thinking Maps Inc. to support with planning and preparation, classroom environment, and instruction. As a result, student learning is visible within classrooms through observation of the level of student engagement, peer to peer work, use of accountable talk, multiple entry points in instruction through modifications of objectives and goals, instructional planning is aligned with the lens of the instructional shifts and the NYS Next Generation Learning Standards, use of “bucket filler” language, deeper levels of questioning, student facing rubrics, and displaying of student work within and outside the classroom. Multiple entry points are determined for a variety of learners by analyzing periodic assessments in reading, writing and math. Through the use of multiple entry points, students are engaged and challenged to accomplish given tasks through the use of various scaffolds. This ensures student success in reaching their student goals across all subject areas.

In addition to being proud of our professional dedication to improving teacher practices to in turn improve student achievement, we believe the success of our students is also derived from our connection to the Jackson Heights community. Some of our partnerships include, but are not limited to, The Bowery Mission, Italian American Cancer Association, The Legacy Center, Toys for Tots, local barbershops and supermarkets, local political offices, Starbucks, Home Depot, and the Jackson Heights Beautification Group. This holistic approach to education includes not only academically enriching activities, but also medical services for families, hot meals during the holiday seasons, safe spaces to have fun family game nights, quality and meaningful parental engagement times, and the overall attention and dedication to not just our students, but their families as well. Each year we are particularly proud to host a Thanksgiving holiday event, in which we were able to provide a free hot meal to over 1,000 people. This would not have been possible without our staff personifying P.S. 280’s vision of collaboration and teamwork.

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

PS 280Q has to 682 students: Grades K-5. Our school has a diverse group of learners: ENLS (37.78%) and SWDs (12.46%). Due to these populations, our school provides our students and their families with access to self-contained Spanish Dual Language program (K-5), self-contained ESL classes (K-5), ICT classes, self-contained special education classes (12:1:1) and general education classes. These classrooms and our students are supported with both academic and social emotional programs: Thinking Maps, Bucket Filling, After-school Enrichment program, Saturday Academy, Close reading initiative, Leveled Literacy Instruction (LLI), Visual and Performing arts, guidance counseling programs, as well as speech, occupational therapy and physical therapy programs. These programs have helped our school grow its Family and Community Ties and establish a collaborative learning environment for all stakeholders within the
community. Our partnership with 82nd Street Academics helped to develop the Future Leaders Academy After School program. This program provides both academic and social emotional learning experiences for our students with a concentrated focus on S.T.E.A.M.

<table>
<thead>
<tr>
<th>4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each school year we continue to focus on making informed instructional decisions through the Inquiry Cycle. In order to continue improving leadership capacity and build instructional knowledge, we continue to collect, study, and identify trends in student data for Reading, Writing, and Mathematics. As in previous years, administration’s use of the Advance Observation Dashboard has shown that as a school the need to improve in our pedagogical knowledge of research-based instructional practices that improve student engagement. While creating a safe learning environment is important to foster the acquisition of knowledge, providing multiple entry points that enhance student engagement is paramount to student achievement. As a goal for the 2018-2019 school year, we will to continue our focus on the studying best instructional practices in order to support students in the acquisition of knowledge and the ability to self-assess their work.</td>
</tr>
</tbody>
</table>
### School Demographics and Accountability Snapshot for 30Q280

#### 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,01,02,03,04,05</td>
<td>688</td>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>12</td>
<td>80</td>
<td>79</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Reduced Lunch</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0%</td>
<td>95.3%</td>
<td>3.3%</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7%</td>
<td>1.5%</td>
<td>99.3%</td>
<td>6.8%</td>
<td>0.5%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th># of Assistant Principals (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.25</td>
<td>2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.9%</td>
<td>45.8%</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>4 Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</tbody>
</table>

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

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

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

##### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

##### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

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

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

**Part 1 – Needs Assessment**

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

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

**RIGOROUS INSTRUCTION**

**STRENGTHS**

Within reading, writing, and math content areas, PS 280 has demonstrated overall trends of growth in proficiency as measured by state and local assessments within the past four years.

<table>
<thead>
<tr>
<th>PS 280 Local Assessment Data (2015-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Year Reading Proficiency</td>
</tr>
<tr>
<td>2015</td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
<td>2018</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PS 280 State Assessment Data (2015-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
</tr>
<tr>
<td>2015</td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
<td>2018</td>
</tr>
</tbody>
</table>
Based on local data, reading proficiency has increased 4%, writing proficiency has increased 3% (excluding 2015 data due to unreliable calculation), and math proficiency has increased 5%. Within a student population that has averaged around 700 students, this means that the school has moved approximately 25 to 30 students from not being proficient to proficiency in reading, writing, and math while maintaining the proficiency of students respectively in these areas.

Based on state data, ELA proficiency has increased 14% and math proficiency has increased 13%. With an average of 325 students participating in the state testing per year during this time, this means that the school has moved approximately 40 to 50 students from not being proficient to proficiency in ELA and math while maintaining the proficiency of students respectively in these areas.

We attribute these gains to strategic organizational decisions to support students and teachers, which include reconfiguring the schedule to allow for common planning and inquiry meetings within grade levels to strengthen core instruction as well as allow for the utilization of out of classroom and classroom teachers to support a comprehensive RtI program. Furthermore, we attribute these gains to a culture of inquiry established within the school that allows teachers to practice the inquiry process with their students, collaborate horizontally and vertically to reflect and plan based on more comprehensive trends, and grow in their ability to hone their skills through the support of staff developers both internal and external. During the 2017-2018 school year, a major shift in support was increasing the opportunity for vertical team meetings to notice trends in student achievement and share practices. Positive feedback from teachers and positive gains in student performance within several grade levels encourage our school to consider this as a means of continuing growth from students.

**NEEDS**

As the local assessment data presents, the 2017-2018 school year showed slight decreases in student proficiency in reading and writing, resulting in not meeting our CEP goal. A closer look within the overall proficiency data shows trends in grade level performance that suggest a need to address teacher practices, especially in terms of reliability of assessment and instructional adjustments to accommodate the needs presented within assessment. For example, within in local reading data, only one grade level performed beyond the CEP goal of 62% proficiency, but within those grades that did not meet this goal, 15-30% of students were only 1 or 2 reading levels below proficiency. Trends in local writing and math data show that students within grades K-2 significantly exceeded proficiency expectations and students within grade 3-5 notably underperformed in terms of expectations. Consideration of the role of assessment and instruction informed by assessment needs to be addressed in order to continue positive progress within local assessment data.

**Part 2 – Annual Goal**

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

**GOALS**
By June 2019:

- 62% of students in grades K-5 will be performing at or above grade level in Reading as measured by the F & P Benchmark Assessment System
- 67% of students in grades K-5 will be performing at or above grade level in Writing as measured by the TCRWP Writing (Grade Specific Rubric)
- 64% of students in grades K-5 will be performing at or above grade level in Mathematics as measured by the GO Math! periodic assessment: End-of-Year (EOY)
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All students</td>
<td>September 2018 – June 2019</td>
<td>All K – 5 teachers and Support Staff; Instructional Team; Administration</td>
</tr>
<tr>
<td>All students and Classroom Staff</td>
<td>September 2018 – June 2019</td>
<td>All K – 5 Teachers and Academic Support Staff; Instructional Team; Administration; TCRWP Staff Developers</td>
</tr>
</tbody>
</table>

**Continue implementation of the THINKING MAPS instructional resource to support the teaching of critical thinking skills: organization and process.**

**On-site continuation of the TCRWP Curriculum and Professional Development program for K – 5 teachers: K-2 & 3-5 and Professional Development from LitLife Staff Developers.**

**Off-site continuation of the TCRWP Professional Development program for K – 5 teachers at Columbia University Teacher’s College: K-2 & 3-5.**

**Professional Development focused on developing and enhancing Number Sense (on-site & off-site) by Metamorphosis in mathematics for staff in grades K-2 and 3-5.**

**Ongoing professional development presented by staff members in content areas (reading, writing, and mathematics) based on attendance from off-site and student data (past and present).**

**Working in collaboration with After School Program to support the Instructional Focus- Liaison.**

**Professional development - guided reading and reading support for students.**

**Academic Response to Intervention (RtI) for grades K-5; support using the Fountas & Pinnell Leveled Literacy Intervention (LLI) system for K – 5, SPIRE, iReady with Targeted Teacher groups, and Wilson Reading System.**

**Students performing below grade-level in Literacy and Mathematics**

| November 2018 – June 2019: 6 - 8 week cycles of Tier 2 and Tier 3 instruction | RtI Providers; Classroom teachers; Staff Developers |
Academic Intervention Services (AIS) before and after school using iReady (Mathematics and Literacy).

| School-wide (K-5) Close/Shared Reading Cycle in Literacy that incorporates a grade-level writing task to support the use of effective technique and well-chosen details. | All students | September 2018 – June 2019 | Classroom teachers; Rti Providers; Administration |
| School-wide (K-5) Problem Solving Cycle in Mathematics that incorporates grade-specific word problems (ex. Exemplars) to support the development problem solving process skills. | Parents & Students | September 2018 – June 2019 | Instructional Team; Administration; Parent Coordinator; Staff |

During Parent Engagement, our staff will hold a series of workshops designed to increase parents’ capacity to assist their students at home in all content areas. These workshops will be presented on a monthly basis. In addition, additional parent workshops will be scheduled throughout the school year to support academic and social emotional programs.

### 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.

As in previous years, staff at PS 280Q will use the Parent Engagement time (Tuesday’s 2:20–3:15 PM) provide parents with workshops and other information regarding curricula, standards, and other grade-level expectations. In addition, with the support of our Parent Coordinator, parents will be able to participate in monthly parent workshops that review both academic and social-emotional programs within our school. The School Leadership Team (SLT) will also work to collaborate with outside agencies to provide parent workshops on academic standards and tools to support their children at home.

### Part 4 – Budget and Resource Alignment

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

**Instructional Resources:**

- TCRWP curriculum and materials K - 5
- 2017-2018 Reading and Writing Curriculum Maps K - 5
- Thinking Maps Instructional Resources
- Leveled Literacy Instruction Program and materials
- Wilson Reading System
- Professional literature to support the development of writing skills/concepts
- MYON e-reader
- Reading A to Z
- GO Math curriculum pacing calendar
- Future Leaders Academy Afterschool Program
- Data Specialist/SPOC
Schedule Adjustments:

- Weekly grade-level Inquiry Periods in addition to UFT Preparation Periods
- Twenty days of multiple period grade-level meetings with TCRWP Staff Developers
- RTI Tier 2 and 3 cycles (6-8 weeks)
- periodic Teacher Team meetings (horizontal/vertical) and Instructional Team meetings

Human Resources:

- TCRWP staff developers
- RTI providers
- School-based Instructional Coach/Staff Developer
- Grade Leaders (K – 5)
- Teachers/Per Diem
- Administration
- Future Leaders Academy Afterschool Program

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

Part 5 – Progress Monitoring

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

By January 2019:

- 60% of students in grades K-5 will be performing at or above grade level in Reading as measured by the F & P Benchmark Assessment System. As of February 2019, 35% of students in grades K-5 are performing at or above grade level in Reading as measured by the F & P Benchmark Assessment System.
- 45% of students in grades K-5 will be performing at or above grade level in Writing as measured by the TCRWP Writing (Grade Specific Rubric). As of February 2019, 31% of students in grades K-5 are performing at or above grade level in Writing as measured by the TCRWP Writing (Grade Specific Rubric).
- 20% of students in grades K-5 will be performing at or above grade level in Mathematics as measured by the GO Math! periodic assessment: End-of-Year (EOY). As of February 2019, 14% of students in grades K-5 are performing at or above grade level in Mathematics as measured by the GO Math! periodic assessment: Middle-of-Year (MOY).

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

The periodic assessment tools used to measure assess progress:

- Fountas & Pinnell Benchmark Assessment System (Reading)
- TCRWP grade-specific Writing Rubric (Writing)
- Go Math! BOY, MOY & EOU
- iReady Diagnostic: Reading and Mathematics

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?

STRENGTHS

According to the 2017-2018 NYC School Survey, teachers continue to have overall positive responses to questions about Classroom Behavior, Peer Support for Academic Work, and Personal Attention and Support. In particular, teachers had positive responses to Questions Q21b, Q21d, and Q21e that exceeded district and city percentages and were directly correlated with our schools Stop and Think initiative. In addition, during this school year, we received recognition as a Respect for All School from the Office of Safety and Youth Development. We attribute this recognition to our school-wide “Bucket Filling” positive behavior initiative, Stop and Think social skills initiate, and Value of the Month character education initiate as well as our collective effort as a school to practice respect in all that we do.

NEEDS

According to the 2017-2018 NYC School Survey, teachers presented more significant concerns regarding classroom behavior as compared to the 2016-2017 NYC School Survey. In particular, teachers had a lower percentage of positive responses to Questions Q20b, Q20d, and Q20f that were lower than district and city percentages and suggest a need to consider supporting students’ ability to follow directions, follow rules, and pay attention. With consideration of 54% of teachers receiving at least one ineffective or developing in all observations within MOTP Component 3C, Engaging Students in Learning, it is evident that students need a more engaging environment and they need to develop the skills to meet expectations. Consideration of strengthening students’ social skills through developing the Stop and Think program so teachers can instruct students on what following directions and rules as well as paying attention looks like as well as strengthening teachers’ ability to engage students with lessons that don’t challenge their social skills will promote improvement in this area.
### 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.

**GOALS**

By June 2019, 100% of the classrooms will have fully implemented the STOP-and-THINK curriculum as measured by the STOP-and-THINK Administrator’s Checklist.
### 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>Implementation of Stop and Think Social Skills Program with teachers seeking to develop their ability to manage students with a structured program.</td>
<td>Administration; Teaching Staff &amp; Student Support Staff</td>
<td>September 2018 – June 2019</td>
</tr>
<tr>
<td>Continuation of The Bucket Filler Program to provide a structured character education program for all members of the school community.</td>
<td>Administration; Teaching Staff &amp; Student Support Staff</td>
<td>September 2018 – June 2019</td>
</tr>
<tr>
<td>Continuation of The Character Trait of the Month Program, with supporting texts, to reinforce a structured character education program for all members of the school community.</td>
<td>Administration; Teaching Staff &amp; Student Support Staff</td>
<td>September 2018 – June 2019</td>
</tr>
<tr>
<td>Implementation of Peer Mediation program to support students in problem solving and conflict resolution</td>
<td>Administration; Teaching Staff &amp; Student Support Staff</td>
<td>September 2018 – June 2019</td>
</tr>
<tr>
<td>Creation of Student Ambassadors, students in Grade 4 &amp; 5, to increase &quot;student voice&quot;</td>
<td>Administration; Teaching Staff &amp; Student Support Staff</td>
<td>September 2018 – June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Our guidance counselor has played a key role is helping to create a learning environment that focuses on the social-emotional needs of our students. Parents have participated in workshops led by the guidance counselor that described the Stop-and-Think program as well as our Character Education Text Collection. Since we have had success in this area, we will continue to provide parents with workshops and other information sessions throughout the school year. The School Leadership Team (SLT) will also work to collaborate with outside agencies to provide parent workshops on supportive learning environments.

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

Human Resources:
- Project Achieve Staff Developer
- Guidance Counselor
- Behavior Point Person
- Grade Leaders (K – 5)
- Teachers/Per Diem
- Paraprofessionals
- Administration

Instructional Resources:
- Stop-and-Think Manuals and Reproducibles
- Bucket Fillers Program Materials
- Value of the Month Text set (K-2 & 3-5)
- Conscious Classroom Management by Rick Smith as well as other classroom management books

Schedule Adjustments:
- Delegated Monday 75-minute professional development time for teachers as per UFT contract/SBO
- Additional Professional Development from Guidance Counselor with specific teachers and support staff

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

Part 5 – Progress Monitoring

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

By February 2019, 75% of the classrooms will have fully implemented the STOP-and-THINK curriculum as measured by the STOP-and-THINK Administrator's Checklist.

As of February 2019, 100% of the classrooms will have fully implemented the STOP-and-THINK curriculum as measured by the STOP-and-THINK Administrator's Checklist.

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

The STOP-and-THINK Administrator’s Checklist will be the instrument of measure that is used to assess progress of the program’s implementation.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>COLLABORATIVE TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRENGTHS</td>
</tr>
</tbody>
</table>

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.

COLLABORATIVE TEACHERS

STRENGTHS

According to the 2017-2018 NYC School Survey, teachers had higher positive responses as compared to the district and city in terms of Innovation and Collective Responsibility and similar or higher positive responses in terms of Peer Collaboration. With 92% of teachers saying that “teachers take responsibility for improving the school” (Q1c) and 98% of teachers saying “they talk with one another about instruction” (Q8d), it is evident that teachers feel that they can improve the student achievement of all students within the school through collaboration and dialogue with their colleagues. Administrative decisions to create more vertical opportunities to look at data have resulted in more intentional planning within grade level teams, which have yielded notable gains in student proficiency, most notably these gains have been observed within first and second grade. Informal discussions during presentations of inquiry work during the Chancellor’s Professional Development Day on June 7, 2018, offered positive statements about the potential of more vertical planning to improve upon less desirable gains for particular grade level teams.

NEEDS

While teachers have grown in their interest in participating in more professional development that allows for horizontal and vertical collaboration with colleagues and administration has made adjustments to create more opportunities, the results of 2017-2018 NYC School Survey shows that teachers continue to demonstrate fewer positive responses to questions related to opportunities to work with their colleagues within professional development as compared to the district and city. Despite the adjustments made by administration, teacher responses to Question Q10c, “teachers say that they had opportunities to work productively with colleagues at their school on professional development” decreased from 86% in 2016-2017 to 83% in 2017-2018. As research suggests that collaboration within professional development can support in the development of teacher practices and ultimately improve student achievement, it is imperative that all teachers engage in meaningful development activities and perceive these activities as having value in their practice.
## 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, 90% of teachers will engage in vertical planning or inquiry professional development by grade, special population, or content area as measured by attendance documented within meeting agendas.**
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) 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>On-going professional development to build and sustain effective teacher teams that align with the expectations of the Quality Review Rubric.</td>
<td>Classroom Teachers</td>
<td>September 2018 – June 2019</td>
<td>Administration, Instructional Team, Grade Leaders</td>
</tr>
<tr>
<td>On-going professional development to build teacher content knowledge and effective pedagogical practices in literacy and mathematics (TCRWP &amp; Metamorphosis).</td>
<td>Classroom Teachers</td>
<td>September 2018 – June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Administration will monitor and support grade-level inquiry meetings to ensure student achievement needs and goals are established through analysis of periodic and end-of-unit assessments.</td>
<td>Classroom Teachers</td>
<td>September 2018 – June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Teacher team presentations to discuss and share best practices.</td>
<td>Classroom Teachers</td>
<td>September 2018 – June 2019</td>
<td>Grade leaders</td>
</tr>
<tr>
<td>Creation of a teacher-team video database to view various models of collaboration.</td>
<td>Classroom Teachers</td>
<td>September 2018 – June 2019</td>
<td></td>
</tr>
<tr>
<td>Feedback cycles from colleagues to support inquiry and enhancement of instructional practices</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Grade Leader meeting to discuss school initiatives and communicate action plans</td>
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<td></td>
</tr>
<tr>
<td>Teacher team presentations to parents that provide an overview of student performance and trends within the grade.</td>
<td>Teachers/Parents</td>
<td>September 2018 – June 2019</td>
<td>Teacher Teams</td>
</tr>
</tbody>
</table>

### 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.

As mentioned in the Rigorous Instruction portion, Tuesday's Family Engagement will serve as a tool for teachers and staff to inform parents on school initiatives and student expectations. In addition, our school's PTA Executive Board and SLT will require further training on the Grade-level Inquiry Process since new members were elected in June 2018.

During the 2017-2018 school year, we began Family Friday. This was an opportunity for parents to visit classrooms during instructional time. Parents welcomed the initiative. This initiative will be continued in the 2018-2019 school year.

**Part 4 – Budget and Resource Alignment**

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

<table>
<thead>
<tr>
<th>Instructional Resources:</th>
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<td>• TCRWP curriculum and materials K - 5</td>
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<td>• Reading and Writing Curriculum Maps K - 5</td>
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<td>• GO Math curriculum pacing calendar 2018 -2019</td>
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<td>• Weekly grade-level inquiry periods in addition to UFT preparation periods</td>
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<td>• Twenty days of multiple period grade-level meetings with TCRWP Staff Developers</td>
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<tr>
<td>• RtI cycles (6-8 weeks)</td>
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<tr>
<td>• On-going data meetings with Teacher Teams (horizontal/vertical) and Instructional Team (aligned with Assessment Calendar)</td>
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<table>
<thead>
<tr>
<th>Human Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contracted staff developers</td>
</tr>
<tr>
<td>• RtI providers</td>
</tr>
<tr>
<td>• School-based Instructional Coach</td>
</tr>
<tr>
<td>• Grade Leaders (K – 5)</td>
</tr>
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<td>• Administration</td>
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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, 90% of teachers will engage in at least one vertical planning or inquiry professional development by grade, special population, or content area as measured by attendance documented within meeting agendas.

As of February 2019, 100% of teachers have engaged in 6 vertical planning or inquiry professional development by grade, special population, or content area as measured by attendance documented within meeting agendas.

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

- NYC DOE Inquiry Handbook
- Danielson Framework - Component 4e
- Teacher feedback forms and protocols

**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

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.

STRENGTHS

According to the 2017-2018 NYC School Survey, 90% of teachers stated that “curriculum, instruction, and learning materials are well coordinated across different grades at their school” (Question Q8g) and 96% of teachers stated that “the principal communicates a clear vision for this school” (Question Q11b). In addition, the survey showed that 98% of families stated that “they are satisfied with the education their child has received this year” (Question Q5b). The answers to these questions represent the effectiveness of the school leadership in developing a school the functions cohesively and allows for increased opportunities for student success. In addition, the practices of administration have promoted effective instructional practices that have led to continued growth in student achievement in the past four years. According to Measures of Teaching Practices Data Reports generated from evaluation of teacher performance during observations, approximately 80% of teachers received one or no ineffective or developing ratings in Domain 3 (Instruction). This is connected to student proficiency in reading, writing, and math on local measures increasing at least 3% or more over the past 4 years and proficiency on ELA and math state exams increasing 14% in ELA and 13% in math over the past 4 years. Leadership has been strategic, collaborative, and cohesive, and students have benefitted.

NEEDS

According to Measures of Teaching Practices Data Reports from evaluation of teacher performance during observations, approximately 45% of teachers were effective or highly effective in all of their observations in Domain 3 (Instruction)/Component C (Engaging Students in Learning). While the growth students have made in terms of ELA and math performance on state exams have been positive, students at PS 280 have consistently scored below district averages. Student engagement in learning is an essential component to instruction. Effective and highly effective practices in this area allow students to be focused on their learning goals and limit the possibility of students distracting others. In addition, the engagement in learning within a lesson begets a culture of learning in the classroom and overall better academic achievement as a school. While efforts have been made to support teachers in cohesively developing instruction and progress has been positive, the need to improve teacher practice in Component 3C is essential to student improvement in achievement.

Part 2 – Annual Goal

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

By June 2019, MOTP data will demonstrate a 10% increase in teachers receiving effective or highly effective (2016-2017 Data: 45% or 19/42 teachers) for all observed lessons in component 3c.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-going norming of observations among administrators and District 30 PDEC</th>
<th>Administration and Teaching Staff</th>
<th>September 2018 – June 2019</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going professional development on the structure, pacing and implementation of CCSS lessons that include activities, grouping of students, instructional materials and resources.</td>
<td>All Staff</td>
<td>September 2018 – June 2019</td>
<td>Administration, Instructional Team</td>
</tr>
<tr>
<td>Ongoing professional development on research based differentiation practices through the use of professional resources - articles, books, and/or videos.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-going instructional classroom visits by administration and/or teaching staff to observe and/or support instructional recommendations:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- inter-class visitations to observe effective teacher practices that focus on engaging students in learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- intra-class visitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- professional literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- instructional walks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly observation and grade-level walk-throughs to monitor instructional coherence and determine teacher support plans</td>
<td>Teachers and Students</td>
<td>September 2018 – June 2019</td>
<td>Administration; Instructional Team; Lead Teachers</td>
</tr>
<tr>
<td>One-to-One Coaching of classroom teachers</td>
<td>Teaching Staff (Classroom and Cluster)</td>
<td>September 2018 – June 2019</td>
<td>Administration, Instructional Team; Teachers; Lead Teachers</td>
</tr>
<tr>
<td>Demonstration lessons presented in classrooms by administration, coaches, and teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Administration participates and attends PTA meetings. These meetings provide opportunities for parents and administration to exchange ideas and review upcoming events. We plan to continue to use monthly PTA meetings to promote school initiatives and engage parents in volunteering 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.

**Instructional Resources:**
- TCRWP curriculum and materials K - 5
- Reading, Writing, Math, and Content Curriculum Maps K - 5
- Thinking Maps Instructional Resources
- Professional literature
- GO Math Curriculum and differentiation resources

**Schedule Adjustments:**
- Twenty days of multiple period grade-level meetings with TCRWP Staff Developers
- Twelve days of professional development with Metamorphosis (Mathematics)
- RtI cycle (6-8 weeks)
- On-going “DATA CHATS” with Teacher Teams (horizontal/vertical) and Instructional Team
- Teacher mentor periods

**Human Resources:**
- TCRWP staff developers
- RtI providers
- School-based Instructional Coach/Staff Developer (K-2 & 3-5)
- Grade Leaders (K – 5)
- Teachers/Per Diem subs

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>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>

2018-19 CEP
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong></th>
<th>Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By February 2019, MOTP data will demonstrate a 6% increase in teachers receiving effective or highly effective (2016-2017 Data: 45% or 19/42 teachers) for all observed lessons in component 3c.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>As of February 2019, MOTP data demonstrates that 56.16% of teachers have received a rating of effective or highly effective for all observed lessons in component 3c.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong></th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The instrument of measure that is used to assess progress is the School-wide Advance Component Detail Report - 3c.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5c.</strong></th>
<th>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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>STRENGTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to the 2016-2017 NYC School Survey, parents and families responded positively to questions related to the school's ability to effectively communicate with families, create opportunities for observing instruction or participate in an activity with their child, and work with teachers to meet their child’s needs (Questions Q1a, Q1b, Q1d). Teachers also responded positively to similar questions with all teachers (100%) expressing that “families are offered opportunities to visit their child's classroom”. As it was a goal within the 2016-2017 School Year to promote family celebrations to provide more opportunities for parents to be engaged at school with their children, all of the evidence suggests this goal was achieved. Beyond these celebrations, PTA meeting times were altered to accommodate more parents and families, student of the month and perfect attendance awards were removed from PTA Meetings to allow for more focused events, and a host of workshops were offered to engage parents and families in areas of interest and concern.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>After receiving over 100 more completed parent surveys in the 2017-2018 school year as compared to the 2016-2017 school year, we achieved a 94% response rate. With this increased response rate, the percentage of parents and families who responded positively to Question Q4a, which pertains to opportunities to volunteer increased from 55% to 60%. This response shows growth, but continues to present as lower than the district and city.</td>
</tr>
</tbody>
</table>

Consideration of opportunities where parents can volunteer to support:

- 5th Grade Multicultural Luncheon – Parents cooked and presented food.
- Guest Reader in Classroom – Parents can read to class.
- About My Family Events – Parents can support their child in teaching class about family.
- Support with Kindergarten Orientation – Stepping up kindergarten parents can serve as liaisons for incoming kinder parents.
<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</strong></td>
</tr>
<tr>
<td>By February 2019, the school will have held or scheduled at least 4 events in which parents can volunteer to support their school.</td>
</tr>
<tr>
<td>As of February 2019, we have held 9 events in which parents can volunteer to support their school.</td>
</tr>
</tbody>
</table>
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of Family Fridays initiative</td>
<td>Parents and Families</td>
<td>September 2018 – June 2019</td>
<td>Parent Coordinator; SLT; Administration; Teachers; Staff Developer</td>
</tr>
<tr>
<td>Parent workshops to assist with grade-specific Learning Standards and New York State Testing in the various content areas as well as other school initiatives (Stop-and-Think); Parent Feedback forms implemented during each workshop</td>
<td>Parents and Families</td>
<td>September 2018 – June 2019</td>
<td>Parent Coordinator; SLT; Administration; Teachers; Staff Developer</td>
</tr>
<tr>
<td>Workshops for parents to support volunteer opportunities</td>
<td>Parents and Families</td>
<td>September 2018 – June 2019</td>
<td>Parent Coordinator; PTA; Administration</td>
</tr>
<tr>
<td>Parent workshops to assist with parenting skills and supporting their children</td>
<td>Parents and Families</td>
<td>September 2018 – June 2019</td>
<td>Parent Coordinator; PTA; Administration; Outside community agencies/organizations</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.

Bowery mission; NYC Mayor’s Office of Immigrant Affairs; NYC Operation Smile (Dental Program); The Leadership Program; School of Mental Health; NY Public Library - Queens Branch; ThriveNYC; Western Queens Prevention Center; Kids Rise

**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.

- Outreach and coordination with community organizations
- Coordination of Master Schedule and School Schedule to identify ideal dates
- Survey of parents and families

**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>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 5 – Progress Monitoring

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

By June 2019, the school will have held at least 4 events in which parents can volunteer to support their school.

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

The NYC DOE Parent Survey

**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>
</table>
| **English Language Arts (ELA)** | - Holdovers  
- PID s  
- 3 reading levels below grade level | Leveled Literacy Intervention, Interactive writing, guided reading, Wilson Intervention Program | Small group, one-to-one | During the day  
After school |
| **Mathematics** | Periodic Assessments performance level 1 | Targeted math intervention | Small group, one-to-one | During the day |
| **Science** | Periodic Assessments performance level 1 | Small group within the classroom | Small group within the classroom | During the day |
| **Social Studies** | Periodic Assessments performance level 1 | Targeted Social Studies intervention | Small group within the classroom | During the day |
| **At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*** | - Speech Screening  
- OT/PT Screening  
- Counselor Observation  
- Social Worker Observation  
- Child Study Team Meetings | At-Risk speech, counseling, and SETSS | Small group, one-to-one | During the day |
### Section 7: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)


---

### Part A: FOR TITLE I SCHOOLS

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

   As of June 28, 2018, there is one (1) student that resides in Temporary Housing (STH). The ATS School Stat Screen was used to collect this information.

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

   - Increased parent/family outreach - Parent Coordinator, Social Worker & Guidance Counselor
   - Academic Intervention Services (if necessary)
   - Connecting families to Community Organizations

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### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   n/a

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

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

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment:
- Hiring Committee
- Resume screening
- Interview
- Demo Lesson with reflections/feedback

Retention:
- Teacher Mentor
- Staff Developer
- Professional Development
- Establishing a collaborative and positive school culture

Assignments:
- Certification in areas of needs/instruction
- Professional Development: TCRWP for Literacy & Metamorphosis for Mathematics

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
### Part 3: TA Schools Only

#### 3a. Use of Program Resources

<table>
<thead>
<tr>
<th>Describe how the TA program resources will assist participating children to meet proficiency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- iReady and LLI programs will be used to continuously 4-5 week cycles to support student needs</td>
</tr>
<tr>
<td>- Each teacher and grade-level team develop an action plan to monitor and work with student sub-groups and grade-level needs; the specific action plan was based on MOY F &amp; P Running Record data</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Grade-level meetings, K-5, with Administration, Instructional Coaches, Data specialist</td>
</tr>
<tr>
<td>- Weekly Inquiry Team meetings will serve as a mechanism to support teachers in Action Plan administration as well as monitoring the effectiveness of the specified intervention plan</td>
</tr>
</tbody>
</table>

### Part 4: SWP Schools Only

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

<table>
<thead>
<tr>
<th>Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD &amp; parent involvement activities, sharing of records/info, early intervention services, etc.).</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Kindergarten orientation for parents and students</td>
</tr>
<tr>
<td>- Open House for parents to visit current Kindergarten Classes engaged in instructional practices</td>
</tr>
<tr>
<td>- Communication between Pre-K site and School to share records/info</td>
</tr>
</tbody>
</table>
- Transfer of early intervention services
- School supplies to encourage a positive transition to Kindergarten

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.

- Weekly inquiry team meeting
- Grade level meetings to determine effectiveness of assessments
- Professional development on benchmark data
- Progress Monitoring cycles (teacher-selected students)
- Data reviews – administration/teacher/grade level
- Teacher curriculum planning

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$438,695</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$34,766.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>X</td>
</tr>
</tbody>
</table>
Explanation/Background:

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

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

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

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

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

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

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

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

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

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

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

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 280Q**, in compliance with the Section 1118 of Title I, Part A of Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

PS 280Q will support parents and families of Title I students by:

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

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Encouraging School-Level Parental Involvement**

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

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

**School-Parent Compact (SPC)**

School-Parent Compact (SPC)

PS 280Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for the Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities
monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

check and assist my child in completing homework tasks, when necessary;

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

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

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;
• try to resolve disagreements or conflicts peacefully;
• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _______</th>
<th>DBN: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒ conceptually consolidated (skip part E below)</td>
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### Part B: Direct Instruction Supplemental Program Information

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<th>☒ After school</th>
<th>☒ Saturday academy</th>
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</table>

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

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
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<th>☒ 1</th>
<th>☒ 2</th>
<th>☒ 3</th>
<th>☒ 4</th>
<th>☒ 5</th>
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<td>☐ 8</td>
<td>☐ 9</td>
<td>☐ 10</td>
<td>☐ 11</td>
<td>☐ 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of teachers in this program: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
</tr>
<tr>
<td># of content area teachers: _______</td>
</tr>
</tbody>
</table>
## Part B: Direct Instruction Supplemental Program Information

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

Begin description here: _____

In order for our students to be college and career ready, they must have studied a rigorous and broad curriculum, grounded in the core academic disciplines, consisting of other subjects that are part of a well-rounded education. Instruction for our ENLs/former ENL at P.S. 280Q, provides students with the appropriate scaffolds, assessments necessary to be able to meet rigorous standards. Academic preparation alone is not enough to ensure post-secondary readiness but it is clear that it is an essential part of readiness for college, careers, and life in the 21st century.

The direct instructional program used at P.S. 280Q is a highly structured research based approach to instruction, designed to demonstrate one year's progress in the NYSESLAT and ELA test. Classroom teachers define tasks clearly, build toward more complex concepts, use interactive lessons and multiple entry point to ensure the learning style of all learners. Teachers use differentiation, technology and large and small groups to target individual needs of students. To maximize time spent on tasks, students are placed in instructional groups based on similar performance levels and/or areas of weakness based on data.

Description of how Immigrant Students will be served:

Supplementary programs help us give our ENL/Former ENL students the extra support they need to demonstrate academic and socio/emotional growth. All instruction is provided in English. All our students will be serviced by a Bilingual/Common Branch or ESL/Common Branch certified teacher that uses ESL methodologies and strategies throughout their lessons.

Subgroups and grade level of students to be served: At P.S. 280Q we serve ENL students from grades Kindergarten through Fifth grade.

Schedule and duration:
Our programs take place:
Morning Sports Program is Tuesday-Friday from 6:45 am to 7:55 am. The program begins from October 2018 through June 2019. This program is for 4th and 5th grade students including ENLs. The Physical Education Teacher plus a Bilingual or ENL teacher direct this group of students during this time. Students will be engaged in a sport program that includes but not limited to, volley ball, softball, basketball and bowling.

Morning Sports Program is offered by the following teachers:
Carlos Feliz - Physical Education
Cristhiam Soto - Bilingual Childhood Education
Part B: Direct Instruction Supplemental Program Information

Our Enrichment Program is After School on Tuesdays, Wednesdays and Thursdays from 2:45 to 5:00 pm. The program begins on October 2018 and goes through the end of May 2019. In order, to accommodate all students, the Enrichment Program will be provided in 2 cycles. Enrichment cycle 1 (grades 3-5) will run from October 2018 through January 2019. Enrichment cycle 2 (grades K-2) will run from March 2019 through May 2019. Our enrichment program consist of, Music, Dance, Cooking and Robotics.

The direct instruction in our Enrichment Program is offered by the following teachers:

1. Jeffrey Catano - Early Childhood Education
2. Sorangel Acosta - Bilingual Education, Childhood Education
3. Melissa Alba - Visual Arts
4. Ms. Ponciano - Bilingual Education, Special Education
5. Asma Dorria - TESOL
6. Amarilis Castillo - TESOL
7. Aileen Plaza - Childhood Education

Our Saturday Academy begins January 5, 2019 - March 16, 2019 (10 Sessions) from (9:00 am to 12:30 pm). This academy will serve our testing grades 3-5. It will help and support our students in ELA, Math and Science. Grades K-2 will also be invited to the Saturday Academy. There focus will be academic enrichment such as word-work, vocabulary, and oral language development.

Language of Instruction:
Instruction is taught in English

# and types of certified teachers: In our program teachers are certified teachers in ESL and Bilingual Education and/or Special Education.
1. Rachel Bard - Bilingual Education/Childhood Education
2. Ms. Dorria - TESOL
3. Ms. Travi - Bilingual Education/Childhood Education
4. Ms. Henderson - Childhood Education
5. Ms. Villalon - Bilingual Education/Childhood Education
6. Ms. Leal - TESOL/Childhood Education
7. Ms. Lanfranco - Bilingual Education/Childhood Education

14 teachers will work the Title III programs and approximately 205 Immigrant students will be served.
Materials used in the supplemental programs are distinct from those used for daily instruction and are specific to each supplemental program.
### Part B: Direct Instruction Supplemental Program Information

Types of Materials:
- For the Sports Enrichment Program:
  - Balls
  - Cones

- For the Enrichment Program:
  - Paint
  - costumes, props, and scenery material
  - Cooking supplies
  - Instruments

Saturday Academy:
- Ready Books
- K-2 Vocabulary Program

Attendance is taken for every session of the supplemental programs. Attendance and parent permission slips are kept in a binder in the main office by Enrichment cycles. Parent permission slips and invitations are sent home in both English and Spanish.

The direct instructional supplemental program used at P.S. 280Q is a highly structured in which teachers define tasks clearly, build toward more complex concepts, use interactive lessons and multiple entry point to ensure the learning style of all learners. Teachers use differentiation, technology and large and small groups to target individual needs of students. To maximize time spent on tasks, students are placed in instructional groups based on similar performance levels and/or areas of weakness based on data. Direct instruction is provided through team teaching and flexible grouping.

All Title III monies will be used in per session, materials and resources. Title III Immigrant monies further enhance our Title III by helping us purchase further supplies and resources.

### 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: ______

Rationale:

Professional development is the strategy that we use to ensure that our educators continue to strengthen their practice throughout their career and stay abreast of new methodologies. We have found that the most effective professional development, engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. Effective professional development affects students. Student learning and achievement has increased, when educators engage in effective professional development focused on the skills educators need in order to address student's major learning challenges. All
Part C: Professional Development

immigrant students benefit by the PD provided to teachers providing training in specialized ENL methodologies.

Teachers to receive training: At P.S. 280Q all teachers and support staff receive professional development.

Schedule and duration: Professional development at P.S. 280Q occurs every Monday from 3:05 to 4:15 pm beginning September 2018 and ending June 2019. Title III monies will not be used for Professional Development.

Topics to be covered: Professional development at P.S. 280Q is closely linked to teacher needs. Teachers are given surveys of topics they feel they need additional support with as well as input from administration based on their observations. Topics covered through professional development include but are not limited to close reading, differentiated instruction, shared reading, classroom management, instructional expectations and outcomes, goal setting, high order thinking, questioning, tiered scaffolds, academic vocabulary, thinking maps, language acquisition, ENL techniques and strategies etc.

Names of PD providers:
Ms. Hidalgo, Principal
Mr. Mazun, Assistant Principal
Ms. Tejada, Assistant Principal
Mr. Pinkava, IEP Specialist
Ms. Plaza, Staff Developer(Math)
Ms. Henderson, Staff Developer (Coach)
Ms. Dupuy, Universal Literacy Coach
Ms. Castillo, Instructional Technology
Ms. Lammering, Guidance Counselor
Ms. Fernandez/Ms. Penagos, Speech Therapist
Ms. Belinfanti, Occupational Therapist
Center for Integrated Teacher Education - CITE
Jenn Constanzo, Metamorphosis
Dr. Knoff (STOP and THINK)
Gary Peterson and Sara V., Teacher's College

Part D: Parental Engagement Activities

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

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

Begin description here: ______

Parents and caregivers are arguably the most important stakeholders in a child's educational success. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Parent engagement at P.S. 280 is defined as parents and school staff working together to support and
Part D: Parental Engagement Activities

improve the learning, development, and health of children. We believe that parent engagement is shared responsibility in which the school, the community and organizations are committed to engaging parents in meaningful ways, and parents are committed to actively supporting their children's learning and development. This relationship between schools and parents cuts across and reinforces children's health and learning in multiple settings -- at home, in school, in out-of-school programs, and in the community. Title III will not be used for parent engagement.

Schedule and duration: At P.S. 280Q we hold parent workshops that last anywhere from 30 minutes to an hour. At times these workshops take place during the day while their children attend school. In order to accommodate and meet the needs of our working parents we also offer workshops in the evenings. Parent workshops are ongoing throughout the school year. Parents receive a monthly calendar that indicate topic, dates and time of all upcoming workshops. Our parental workshop topics are based on the needs of our parents as indicated by the Parent Survey.

Topics to be covered: Our parent workshops include but are not limited to -- Understanding the Common Core Standards, Literacy support at home, Math at home, ELA & Math State tests, NYSESLAT test, and technology usage at home, FDNY Safety, Cool Culture, Makeup Makeover. In addition, we have collaborated with community non profit organizations such as Make the Road Organization and Asian Americans and Equality. These organizations will provide workshops such as financial planning, food stamps, immigration, citizenship, social emotional and Medicaid.

We also provide the parents with Translation and Interpretations Services, such as in house personnel (ex: Parent Coordinator), and the DOE Translation and Interpretation unit. These services are offered to increase the involvement of parents in our school. This Title III, funding is used to translate important policy documents, mainly in Spanish. The Parent Handbook is the document we have made available in both English and Spanish.

Name of Provider: Parent Workshop at our school are provided but not limited to:
Mr. Mazun, Assistant Principal
Ms. Tejada, Assistant Principal
Ms. Plaza, Staff Developer
Mr. Pinkava, IEP Teacher
Ms. Castillo, Technology Teacher
Ms. Marco Dominguez, Parent Coordinator
Ms. Lammering, Guidance Counselor
Dr. Knoff - Creator of STOP and THINK

How parents will be notified of these activities: When we hold parent workshops we make every effort possible to reach out to all parents. Parent letters are distributed to students. Flyers and calendars are posted inside and outside of the school so parents can see them during arrival and dismissal. Information regarding times and location of workshops are also placed on the school website, social media and the remind app. School messenger send out a reminder message the day before the event.
**Part E: Budget**

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

Allocation Amount: $____

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<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<tr>
<td>• Per diem</td>
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<td>Purchased services</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<td>Supplies and materials</td>
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<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<td>Educational Software (Object Code 199)</td>
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<tr>
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<td>TOTAL</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>select one</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Coach</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Other (Name and Title)</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<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>Number of teachers who hold both a bilingual extension and TESOL certification</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<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>Number of special education teachers with bilingual extensions</td>
</tr>
</tbody>
</table>

D. Student Demographics

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

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

<table>
<thead>
<tr>
<th>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>
</tr>
</thead>
</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></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</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
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<td>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?

2. What structures do you have in place to support this effort?

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?

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

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].

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

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.
   b. TBE program. If applicable.
   c. DL program. If applicable.

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

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.

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

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
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?

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?

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

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

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?

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).

17. What language electives are offered to ELLs?

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

**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?

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.

**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?

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

**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.
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, Lisa Hidalgo, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<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: | 30Q280 | School Name: | P.S. 280Q | Superintendent: | Dr |

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

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

   *The data and methodologies used to assess language preferences of the parent community for both written and oral communication include but are not limited to Home Language Identification Survey (HLIS), ATS reports such as (RHLA)(RAPL) and Student Emergency Contact cards.*

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>Spoken Preferred Languages for both written and oral communication are English, Spanish, Bengali, Haitian Creole, Chinese, Punjabi, Croatian.</td>
<td></td>
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<td></td>
<td></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.

<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>Everything we distribute to families is translated in Spanish/English which are the most dominant languages i.e. monthly calendars, parent notices, letters, school announcements, and school events. The following listed documents are given out every year in both English and Spanish:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Parent Calendars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event Flyers(monthly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afterschool Invitation Letters(October-June)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrichment Program(October-June)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted and Talented(November-January)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School (September - December)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue Cards (September, when necessary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Trips Consent Forms(when necessary)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
Workshop reminders and notices (weekly)

NYS testing dates (April)

Parent Teacher Conference
Notices/Reminders (September, November, March, and May)

Messenger Messages (when necessary)

Classroom Newsletters (monthly)

Middle School Newsletters (September-December)

School Initiatives (Student of the month, Perfect attendance, bucket filling) (monthly)

Parent Handbook (September)

School Website (updated monthly)

ENL status letters (September)

Welcome back letters (September)

Placement letters (September)

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conference - November and March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet the Teacher Night - September and June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Engagement time every Tuesday from 2:20 to 3:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Meetings - Annually/Reconvene</td>
<td></td>
<td></td>
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<tr>
<td>Parental Meetings happen every day for different reasons with Parent</td>
<td></td>
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</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

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

The parent coordinator, Yaniris Peralta, post all the posters required and are made visible to parents. They are posted by security, main office, parent coordinator office and anywhere the parents have access.

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?

P.S. 280Q will gather feedback from parents on the quality and availability of services via parent survey, SLT members and PTA members.