2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 28Q312
School Name: JAMAICA CHILDREN'S SCHOOL
Principal: SUZANNE WASIK
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Jamaica Children’s School

School Number (DBN): 28Q312

BEDS Code: TBD

Grades Served: K-3

School Address: 109-20 Union Hall Street

Phone Number: 718-526-0160

Fax: 718-526-0703

School Contact Person: Suzanne WasikSchatz

Email Address: SWasik@Schools.nyc.gov

Principal: Suzanne WasikSchatz

UFT Chapter Leader: Sheryl McQuilkin

Parents’ Association President: Shari Soberanis

SLT Chairperson: Suzanne Wasik

Title I Parent Representative (or Parent Advisory Council Chairperson): Latoya Booker

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 28

Superintendent: Mabel Sarduy

Superintendent’s Office Address: 90-27 Sutphin Boulevard, Jamaica, Queens

Superintendent’s Email Address: MSarduy@Schools.nyc.gov

Phone Number: 718-557-2618

Fax: 718-557-2623

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

Executive Director’s Office Address: 82-01 Rockaway Blvd., 4flr, Ozone Park, NY 11416

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

Phone Number: 917-520-6743 Fax: 718-281-3509
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>Suzanne Wasik</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Sheryl McQuilkin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Shari Soberanis</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Vanessa Cruz-Chica</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Coffin</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Maribel Duran</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Shermaine Frazier</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Karen Murphy</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Rubi Calixto</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Latoya Lindsay</td>
<td>Member/Parent</td>
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<td>Member/Parent</td>
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<td></td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
<th></th>
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</table>
At Jamaica Children’s School we challenge all children to think critically, collaborate, and take risks. Students engage daily in joyful exploration, inquiry, and self-reflection. Through hands-on activities, small group work, and individualized support, our students develop the confidence, knowledge, and skills necessary to discover their passions and lead with empathy in our complex world.

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.

Jamaica Children’s School is a new and growing elementary school serving families in the vibrant community of South Jamaica, Queens. We launched with two kindergarten classes in September 2014 and currently serve students in kindergarten through fourth grade. We currently have one general education class and one integrated co-teaching class on every grade as well as a K-2 self-contained class. We currently have 204 students in our school and 96% of our students qualify for free or reduced lunch. Our school’s mission and core values guide the development, revision, and implementation of school-wide goals, action plans, and curriculum.

Core Values:

Empathy: We care about others and strive to understand and share their feelings.

Grit: We are passionate about our goals and bravely overcome obstacles to achieve them.

Inquiry: We are curious and continuously ask questions to reach new understandings.

Creativity: We challenge ourselves, and others, to look at the world in innovative ways.

Voice: We express our ideas, feelings and beliefs, and advocate for ourselves, and others.

Our strengths are evident in our cohesive school culture and significant student achievement. We have a clear vision of teaching and learning connected to our deeply rooted belief that every child can learn at a high level. Through our implementation of the Responsive Classroom approach to discipline we use common language to address off-culture behavior and support individual students’ social and emotional development. School-wide systems, predictable routines, and consistent expectations for all students have enabled student learning to be at the forefront of our work.

We currently partner with Education Through Music to bring a comprehensive music education program to all of our students. Additionally, we partner with the YMCA and every second grade students participates in swimming lessons.

Each content area is guided by essential questions throughout the school year. These essential questions are addressed through curriculum units connected to specific long term learning targets. Each unit has a culminating project or learning task where students are challenged to prove their mastery of the learning target through critical thinking. To facilitate student learning throughout the unit, teachers use open-ended questioning techniques and
rigorous checks for understanding. They create opportunities for student-to-student discussion, small group work and student choice, and hold every child accountable for articulating the learning target and how they will reach it. Additionally, we have developed core vocabulary for each unit. Students are able to acquire new words because our team encourages them to create actions for each word, use the words in their writing, during conversation, and during content related field trips for each unit.

Teachers use a variety of data sources to collaboratively plan targeted lessons and develop differentiated student groups within each unit. We use standards-based learning targets to frame each lesson in kid-friendly “I can” statements that encourage students to take ownership of their learning and practice reflection. Students are challenged to prove their mastery towards a standard and identify next steps in order to reach it. The ongoing use of formative and summative assessments inform instruction and student groupings.

As a result, in the last four years our students have made an average of 1.4 years of growth in reading as measured by the Fountas & Pinnell Running Records Assessment. This past school year our students with disabilities demonstrated an average of .93 years of growth in reading and our ELLs demonstrated .88 years of reading growth. Additionally, 95% of students demonstrated mastery of at least 80% of the Common Core Learning Standards in math. During our first year of state testing, 55% of students scored on or above grade level, outperforming the state average by 10 points.

Our data indicates that our reading instruction and programming is effective and resulting in significant student gains. During our first year of state testing in math, 29% of our 3rd grade students scored on or above grade level. Therefore, we are focused on strengthening student mastery and problem solving in math. More specifically, we are focused on streamlining and improving math curriculum, assessments, and outcomes across the school. We will achieve this by evaluating the math progression across grades K-4, meeting in vertical teams to analyze math data, using formative assessment to plan targeted math groups, redesigning our schedule to provide more math instructional time, strategic conferring and differentiation in math, continuing to build critical thinking skills, improving student attendance, developing new opportunities for family involvement, and improving learning outcomes for all students including our Students With Disabilities and our ENL students.

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

Currently, 96% of our students qualify for free or reduced price lunch. 24% of our students have special needs, 5% of our students are English Language Learners, 2% of our students live in temporary housing, and 10% of our students currently in or recently came out of foster care. Every child we serve is unique. However, our data indicates that our students with disabilities --who are recommended for programs ranging from related services in general education classrooms, integrated co-teaching classrooms, and self-contained classrooms and receive a variety of services depending on their needs including speech and language, counseling, occupational therapy, physical therapy, and hearing services --need additional supports with reading comprehension and skills to help them discuss events in the text and think beyond the text by making inferences and thinking critically. Additionally, we have a group of students who would benefit from additional direct instruction to memorize and retain letter sounds and sight words. In reading, our English Language Learners benefit from exposure to new vocabulary and opportunities to apply it through conversation. Students also need support with math fluency and problem solving.

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.
Based on school survey data and student outcomes, we made strong strides in trust across that school that led to even stronger teacher teams, family engagement, and student achievement. Additionally, our professional learning was more focused and targeted which enabled teacher to implement new practices with fidelity and effectiveness. As we look ahead, we want to prioritize family engagement rigorous instruction.
## School Demographics and Accountability Snapshot for 28Q312

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>153</td>
<td></td>
<td></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>N/A</td>
<td>N/A</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>N/A</th>
<th># SETSS (ELA)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>N/A</td>
<td># SETSS (Math)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>13</th>
<th># Music</th>
<th>13</th>
<th># Drama</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td># Foreign Language</td>
<td>13</td>
<td># Dance</td>
<td>13</td>
<td># CTE</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>90.0%</th>
<th>% Attendance Rate</th>
<th>93.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>88.6%</td>
<td>% Reduced Lunch</td>
<td>5.9%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>7.2%</td>
<td>% Students with Disabilities</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

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

| % American Indian or Alaska Native | 2.0% | % Black or African American | 69.3% |
| % Hispanic or Latino              | 23.5% | % Asian or Native Hawaiian/Pacific Islander | 2.0% |
| % White                            | 3.3% | % Multi-Racial             | 2.0% |

### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 4.25 | # of Assistant Principals (2016-17) | 0 |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 0% |
| % Teaching with Fewer Than 3 Years of Experience | 29% | Average Teacher Absences (2014-15) | 4.3 |

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

| ELA Performance at levels 3 & 4 | 54.8% | Mathematics Performance at levels 3 & 4 | 28.1% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | N/A | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

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

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

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

| Reward | No | Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |

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

#### Elementary/Middle School

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino              | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial             | N/A |
| Students with Disabilities       | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged       | N/A | ALL STUDENTS             | N/A |

#### High School

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino              | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial             | N/A |
| Students with Disabilities       | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged       | N/A | ALL STUDENTS             | N/A |

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

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino              | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial             | N/A |
| Students with Disabilities       | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged       | N/A | ALL STUDENTS             | N/A |

### Met Adequate Yearly Progress (AYP) in Science (2017-18)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino              | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial             | N/A |
| Students with Disabilities       | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged       | N/A | ALL STUDENTS             | N/A |

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

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino              | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial             | N/A |
| Students with Disabilities       | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged       | N/A | ALL STUDENTS             | N/A |

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.

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<thead>
<tr>
<th>STRENGTHS:</th>
</tr>
</thead>
</table>

**Programming**

We think outside the box when making programming decisions to maximize student learning time and provide differentiated instruction across the school.

- We have a unique programming element where half of the class will attend art while the other half remains in the homeroom for targeted small group literacy instruction. Then, the two groups swap. This enables students to receive highly differentiated reading instruction by cutting the student-teacher ratio in half. All students in grades K-2 have half groups three days a week. Students in grade 3-4 have 100 minute literacy and math blocks throughout the week.
- Once a week our K-4 classes participate in a reading rotation period. Our teachers meet in vertical teams and analyze our data and student work across all grades to make 16 differentiated groups for reading. During the rotation, students from different classes in kindergarten, first, second, third, and fourth grade come together with a specific teacher for targeted instruction in reading. Once a month, all teachers collaboratively analyze data to revise the groups. Then, using the common core standards and Depth of Knowledge guidelines, we design an instructional plan to address gaps in student learning or provide enrichment.
- This fall we will launch an additional support for targeted students with literacy and math intervention groups that meet twice a week. These groups will be flexible and based on student across the entire school. The student grouping and instruction will target our lowest performing students in each grade.

**Learning Targets**

We participated in a deep study of Ron Berger’s “Leaders of their own Learning: Transforming Schools Through Student-Engaged Assessment.” As a result, we have implemented several strategies to ensure CCLS alignment in our planning. We encourage students to take ownership of their learning through learning targets, ongoing checks for understanding, and self-assessment.
Developed directly from our essential questions and the standards, teachers design units with long-term and supporting learning targets in the form of student-friendly “I can” statements. Teachers launch units by showing students what they will need to do by the end of the unit using rubrics as a guide. They post, discuss, and reference the daily supporting learning target during every lesson.

Students know they are accountable to prove they can meet the target or identify the steps they will take to reach it. You will hear teachers say, “Prove it” when discussing the target a student is working on.

During conferring meetings, teachers guide students to track their own progress towards the standards-based long-term targets in a self-assessment binder and the use of self-assessment rubrics. Students are encouraged to identify what they need to work on in order to meet the target.

As a result, students are motivated to meet their targets, take risks during class discussion and group challenges, and engage in purposeful work towards their target. You can hear students confidently share, “I’m not there YET” when assessing if they can prove mastery of a supporting or long-term target.

Assessment and Teacher Teams

We received well developed in our Quality Review for our use of Assessments and the collaboration of our Teacher Teams.

- Teachers work together to customize instruction by using formative and summative assessments to create differentiated student groups for support during independent practice, reading and math centers, guided reading, and small group instruction.
- Student engage in self-assessment and peer assessment during various components of the day.
- Each student has an assessment binder where they confer with teachers to track and identify which reading, writing, and math goals they have mastered and which they haven’t met yet. Then they determine next steps to master the learning target.

- Teachers explicitly plan and push one another to include meaningful open-ended questions in their lessons to promote higher order thinking.
- Teachers create opportunities for small group work where students are given a challenging task and have to demonstrate their critical thinking skills in order to accomplish it.
- Teachers often launch with an open-ended question to challenge students to drive the learning and teach one another through genuine discussion.
- Teachers use flexible groupings and differentiation throughout the day to ensure that every student is being challenged and has access to the CCLS. Some groups are pre-planned based on various data points and some are developed after on-the-spot checks for understanding during instruction.
- Teachers differentiate learning tasks to accommodate a variety of learners, including students with disabilities and English language learners. The use of scaffolds, manipulatives, visuals, technology, and movement are evident in classrooms. For instance, some students benefited from an oral sound drill to learn the letters while others needed to trace the letters in shaving cream on a table to master them.

Student Achievement

For the past four years our students made an average of 1.3 years of growth in reading as measured by the Fountas & Pinnell Running Records Assessment. This past school year our students with disabilities demonstrated an average of 1.07 years of growth in reading, a three month growth improvement from last year. Additionally, 95% of students demonstrated mastery of at least 85% of the Common Core Learning Standards in math. On the state exams, 55% of 3rd graders scores at or above grade level in ELA and 29% in mathematics.
**Narrative Writing and Peer Assessment**

- Through our partnership with Teacher's College we successfully implement the Writing Workshop Model across grades
- Based on observations, writing samples, and rubric assessments, students are engaging in the process of identifying writing goals and engaging in peer and self-assessment.

**NEEDS**

- As our school continues to grow we need to develop systems and structures to measure the effectiveness of math instruction and the progression of skills and content across grades.
- Our data indicates that there are gaps in student mastery of math standards. We want to strengthen our formative assessments by increasing the rigorous to measure student's ability to critically think in math as well as whether they are able to apply knowledge and skills from previous units and previous grades.
- We want to revise and strengthen our curriculum to include common core shifts in math, depth of knowledge, math fluency, and rigorous opportunities for critical thinking and writing in math.

**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—**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.

By May 2019, third and fourth grade students will increase proficiency on the math state exam by at least ten points.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Teachers and all students             | August 2018- November 2018              | • Principal
  • Teacher Leaders
  • Math Specialist |

#### Summer and Fall

**Research-based Curriculum Development**

- School-wide implementation of TERC Investigations with supplemental lesson and resources from Context for Learning (Math in the City) and Engage NY to strengthen our existing curriculum maps and unit plans.
- Teachers will collaboratively revise and design units to ensure cohesion and progression across grades, evidence of the common core shifts, rigor, and opportunities for critical thinking.
- Math specialist will provide critical feedback and resources

#### Professional Development

- Math Leads will work in vertical teams to revise math curriculum maps. Teachers will use the standards to ensure cohesion and rigorous progression from one grade to the next.
- Math specialist will provide targeted coaching to teachers to increase their math instructional repetoire and provide feedback on curriculum maps.
- The entire staff will participate in a two day summer intensive that will include norming our instruction and assessment, curriculum mapping and unit planning, developing strategies for supporting our lowest performing Title 1 students in math, implementing student-assessment practices and unit assessments from TERC. Teachers will develop a plan for math half groups and 100 minute math blocks to enable targeted
instruction and additional practice opportunities for students.

- Teachers will also identify or design open-ended, critical thinking tasks to be given after each unit to assess student growth and mastery. These will be captured in student assessment binders as well as on our Excel tracking spreadsheet.
- Our Monday professional learning time we move through a rotation that includes professional learning focused on math data analysis and planning for differentiation.
- Every week, grade teams will conduct a student work analysis protocol to plan for differentiation.
- Observations will focus on math instruction. Principal will look for implementation of SOLVE, differentiated small groups, and rigorous learning targets.
- We will implement Learning Walks to collaboratively identify areas of focus in math instruction. Math Leads, the math specialist, and the SLT will participate in these walks.

**Addressing Student Needs**

- Teachers will conduct interim assessments. They will be administered and graded a minimum of four times per year (September, January, March, June) with optional rounds in between if the teacher needs to collect additional data to inform his or her instructional planning. All data will be entered into an Excel spreadsheet that calculates goals and aids teachers in developing student groups.
- Teachers will use formative and summative unit assessments to track student growth and identify trends in learning. Teachers will track all data in the Excel spreadsheet and participate in professional learning around the spreadsheet technology.
- Through relationship building, teachers will learn about their student’s learning styles to better meet their needs and differentiate their instruction.
- Teachers will use ongoing checks for understanding to adjust their instruction, planning, and student groups.
- In accordance with the Danielson Framework for Teaching, students will assess their own work using self-assessment rubrics and checklists. Students will identify their areas of growth and how they will meet the learning target. They will develop math goals and capture them in their student assessment binders.
- Teachers will use models they create and student models to demonstrate examples of quality work and that there are multiple ways to reach an answer.
• Teachers will plan content related field trips to support student’s math development and expand their schema which will help broaden their base for applying math skills into real world contexts.
• Teachers will implement modes of differentiation to meet the needs of diverse learners including SWDs and ELLs. This will be done through small group work, conferencing, differentiated checklists, manipulatives, visual supports, and math word wall pictures.

**Engaging Families**

• Families will be given differentiated math flash cards to support their child’s math fluency at home.
• Teachers will provide families with progress reports so that families will learn about their child’s math level and be given strategies to support his or her learning at home through homework assignments and journal writing connected to their child’s math goals.
• Parents will be invited to our “Curriculum Night” to learn about our curriculum and the CCLS. We will include a “make n’ take” where families will create resources to use with their child at home to support his or her learning in math.
• In collaboration with the PTA, we will host a "Math Game Night" where families can learn about math games to support learning at home.
• Families will be invited to "Family Fridays" where once a month they can participate in their child’s math lesson.
• Weekly, teachers send home a homework packet that details the lessons and goals for the week. The packet also includes an “Ask Me About” sections that gives families a prompt to have a conversation with their child about his or her learning that week in math.
• Every school assembly and event will have a math and critical thinking component.

**Winter:**

**Professional Development**

• Based on student data, observation data, and borough office feedback, professional development will be tailored to building math and peer/self-assessment skills as well as critical thinking instruction. We will continue cycles of math data analysis and planning.
- Math specialist will provide targeted coaching to teachers to increase their math instructional repertoire and provide feedback on curriculum maps.
- Teachers will collaboratively analyze student work using the Teacher's College rubrics and guidelines to identify trends and creatively adjust their planning and instruction.
- Teachers will participate in curriculum reflection and revise units in vertical teams based on feedback from Learning Walks.
- Teachers will participate in a formal round of intervisitation with a focus on math instruction.
- Teachers will participate in critical thinking workshops to strengthen their math instruction and promote open-ended thinking while students solve problems.

**Addressing Student Needs**

- Teachers will continue to revise practices that allow for multiple entry points into the content and design differentiated minilessons for various math groups.
- Teachers will continue to develop and implement strategies through movement, manipulatives, and visuals to ensure that all students are able to master the content.
- Teachers will continue to use flexible grouping and scaffolds based on data to engage every student in critical thinking and open-ended math thinking at his or her level.
- Teachers will model and support students as they peer and self-assess throughout the math process.

**Engaging Families**

- Families will be invited to participate in workshops focused on supporting their diverse learner at home with their math development.
- Families will be invited to "Math Congresses" where students will share out their math process at the end of units on Family Fridays.
- Families will receive a progress report that outlines their child’s math skills and areas of growth.

<table>
<thead>
<tr>
<th>Spring: Teachers and students</th>
<th>April 2019-June 2019</th>
<th>Principal Teacher Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Math Specialist</td>
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</tbody>
</table>
### Professional Development

- Teachers will continue to analyze student unit data assessments and next year will also analyze On Demand Math Samples and rubrics to adjust and improve the curriculum and differentiated student groupings.
- Math specialist will provide targeted coaching to teachers to increase their math instructional repertoire and provide feedback on curriculum maps.
- Teachers will share best practices around promoting and assessing student’s ability to peer edit and self-assess their writing.

### Addressing Student Needs

- Teachers will analyze student data to make adjustments to student groupings and curriculum planning.
- Teachers will use targeted conferring strategies to guide students to identify effective math goals.

### Engaging Families

- Families will participate in workshops related to preventing the summer slump in math.
- Families will receive differentiated resources to support their child’s writing growth over the summer.
- We will send out a survey where parents will indicate their preferences with regard to the time of the workshop.

### 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.

We will host a family orientation on September 5th to share information about our school and the CCLS. This will be led by the principal and social worker with support from the secretary and PTA executive board. Families will also be invited to monthly Homework Tuesdays (led by teachers), Monthly Family Fridays, and Bi-monthly workshops led by teachers and community based organizations focused on supporting your child's learning 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.

- School leadership and teacher leaders will provide professional development, modeling, and materials for staff.
- We will use the following resources: Current curriculum maps, TERC Investigations and Context for Learning curriculum materials, Leaders of their Own Learning, Copies of the CCLS and instructional learning shifts, Danielson Framework, Depth of Knowledge resources, the Hess Cognitive Matrix, Excel spreadsheet, and student rubrics for math
- Time on Mondays as well as during weekly common preps periods will be devoted to data analysis and planning.
- Feedback and professional development from the Superintendent's Office and the Borough Field Support team

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>
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<tbody>
<tr>
<td></td>
<td>X</td>
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<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td></td>
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<tr>
<td></td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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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 January 2019, at least 80% of students will demonstrate mastery of all math standards that have been taught at that point in the year.

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

| Unit Assessments and Excel tracking spreadsheet |

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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

Our core values serve as a guide for how we establish and refine our school culture to ensure that it is a supportive environment.

Core Values:

**Empathy:** We care about others and strive to understand and share their feelings.

**Grit:** We are passionate about our goals and bravely overcome obstacles to achieve them.

**Inquiry:** We are curious and continuously ask questions to reach new understandings.

**Creativity:** We challenge ourselves, and others, to look at the world in innovative ways.

**Voice:** We express our ideas, feelings and beliefs, and advocate for ourselves, and others.

STRENGTHS:

- We have a cohesive school culture that aligns to our school’s mission and core values.
- Staff uses a common language to promote positive behavior and community.
- Prior to the start of school, we intentionally mapped out our ideal school culture and developed norms for communication.
- Through our implementation of the Responsive Classroom approach to discipline, we use common language to address off-culture behavior and support individual students’ social and emotional development.
- We have school-wide systems, predictable routines, and consistent expectations for all students.
- We develop individualized behavior plans to support specific students.
- We believe that teacher actions lead to student actions and consistently reflect on our practice and its impact on our school community and culture.
- Students actively take risks by asking and answering questions and trying things outside of their comfort zone.
- Through daily learning centers, our students development language and skills to problem solve through play.
- We incorporate student choice into our lessons and school routines.
- Based on a recent family survey, students and families feel safe, welcomed, and positive about the school community we share.
Throughout most of the day, students are in small groups working on academic challenges that are aligned to their specific needs and strengths.

NEEDS:

- We do not currently have a systematic response or action plan to support students in crisis. Although we have received effective and highly effective scores on the Quality Review rubric in these indicators we would like to continue strengthening our practice.

We need to build on our strategies and knowledge base to better support students in crisis and to proactively look for trends that lead to off-culture behavior.

Part 2 – Annual Goal

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

By May 2019, the number of students sent out of class for behavioral concerns will be reduced by 80% as measured in our anecdotal records and send out tracking system.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Students who need behavioral supports</td>
<td>August 2018- November 2018</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Students who need behavioral supports</td>
<td>December 2018-March 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Students who need behavioral supports</td>
<td></td>
<td>Model Teacher</td>
</tr>
</tbody>
</table>

### Detailed Actions:

- Teachers will create "calm down" areas in their classrooms where children can meditate, listen to music, and calm down when needed.
- The entire staff will engage in two days of professional development over the summer to analyze our approach to discipline, participate in Responsive Classroom and Restorative Circles training and role play a variety of scenarios.
- The School Vision Committee will observe teachers to provide additional strategies and ideas to help teachers support students and encourage positive behaviors.
- The school psychologist will meet with specific teachers to review the effectiveness of Behavior Intervention Plans every six weeks.
- Our School social worker will model the principles and strategies outlined in Life Crisis Intervention.
- Families who have a child who needs additional behavioral supports will be contacted in order to develop a cohesive plan that spans school and home. Together, our staff and families will design and commit to individualized behavior plans when necessary.
- The principal and social worker will collaborate with a liaison from the School Mental Health Consultation Program to identifying Community Based Organizations who can provide our families with workshops related to parenting. Additionally, we will investigate additional supports and resources for our foster parents.
- The School Vision Committee will assess the effectiveness of our feedback based on student behavior and progress towards meeting goals set forth in Behavior Intervention Plans as well as individual support plans.
- During some Professional Learning Mondays, the staff will continue to engage in close readings of articles related to supporting children with trauma and collaborative problem solving.
- Families who have a child who needs additional behavioral supports will be contacted in order to develop...
a cohesive plan that spans school and home. Together, our staff and families will design and commit to individualized behavior plans when necessary.

- Our School social worker will model the principles and strategies outlined in Life Crisis Intervention
- The principal and social worker will collaborate with a liaison from the School Mental Health Consultation Program to identifying Community Based Organizations who can provide our families with workshops related to parenting. Additionally, we will investigate additional supports and resources for our foster parents.

| The School Vision Committee will assess the effectiveness of the Action Plan and make revisions based on observations and feedback from teachers, students, and families. |
| The school psychologist will meet with specific teachers to review the effectiveness of Behavior Intervention Plans every six weeks. |
| Families who have a child who needs additional behavioral supports will be contacted in order to develop a cohesive plan that spans school and home. Together, our staff and families will design and commit to individualized behavior plans when necessary. |
| The principal and social worker will collaborate with a liaison from the School Mental Health Consultation Program to identifying Community Based Organizations who can provide our families with workshops related to parenting. Additionally, we will investigate additional supports and resources for our foster parents. |

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</tr>
</thead>
<tbody>
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<td>Social Worker</td>
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</tr>
<tr>
<td>Model Teacher</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>School Mental Health Consultation Program Liaison</td>
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</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.

Through our open door policy and monthly workshops. Families can contact the main office to set up a time to visit their child's classroom. Additionally, teachers use their Tuesday family engagement time to design and lead family workshops.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Full time social worker to support with implementation, monitoring, and crisis intervention.

Model teacher role to increase feedback for teachers

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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<tbody>
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Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
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<td>By January 2019, the number of students sent out of class for behavioral concerns will be reduced by 60% as measured in our anecdotal records.</td>
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<table>
<thead>
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<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
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<tbody>
<tr>
<td>We will measure it in our anecdotal records.</td>
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</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
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</table>
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>Needs Assessment</th>
<th>Details</th>
</tr>
</thead>
</table>
| **STRENGTHS:** | - We received Highly Effective on our Quality Review in this area due to the following practices:  
- Our core values guide our work and communication.  
- We collectively designed a set of norms for communication that is evident in the focused, friendly, and supportive nature of our professional learning workshops and meetings.  
- Grade teams collaboratively plan and use the same learning targets across the classes while differentiating for their students each week.  
- Teachers take ownership of the success of every student in the building. They are transparent about their data and student work. Teachers actively seek and share best practices with one another.  
- We have an open door policy and teachers move freely into one another’s classrooms.  
- Teachers participate in a weekly grade team meeting to unit plan and revise learning targets and lesson plans. They meeting formally for one hour per week and frequently meet informally during their common lunch, as well as before and after school.  
- Teachers participate in data analysis on some professional learning Mondays and during their common planning time on Tuesdays. They collectively look for trends using our Excel spreadsheets that track letter and letter sound identification and F&P independent reading levels for every student. Teachers also analyze student work and unit assessments in math to create groups and develop upcoming learning targets. Additionally, teachers use rubrics to score and analyze student On Demand writing samples across the grade every six weeks.  
- Teachers call one another by first name and have established personal relationships. We have a culture where everyone feels comfortable asking for help.  
- A recent staff survey indicated that 100% of teachers are committed to our mission and believe that grade team meetings improve their practice.  
- School leadership uses a variety of data sources (observations, student work, surveys, research, conversations with families, teachers, and students) to design targeted professional learning sessions every week. |
| **NEEDS:** | - Although teachers participate in meaningful and student centered Grade Team Meetings, each meeting topic stands in isolation of school goals or priorities. |

We need to design a protocol and clear action steps from each meeting connected to our larger goals with built in opportunities for progress monitoring.

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—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, grade teams will meet weekly to analyze student work and develop a differentiated instructional groups. As a result, third and fourth grade students will increase proficiency on the math state exam by at least 10 points.
### Part 3a – Action Plan

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

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

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<th>Key Personnel</th>
</tr>
</thead>
</table>
| All students including SWDs and ELLs | August 2018 - November 2018 | • Principal  
• Teacher Leaders |

#### Summer and Fall

*Professional Development*

- Math specialist will provide targeted coaching to teachers to increase their math instructional repertoire and provide feedback on curriculum maps.
- Interim assessments will be administered and graded using rubrics a minimum of four times per year with optional rounds in between if the teacher needs to collect additional data to inform his or her instructional planning. All data will be entered into an Excel spreadsheet that calculates goals and aids teachers in developing student groups.
- Grade teams will analyze student work using a weekly protocol. They will identify action steps for instruction including minilessons, small groups, and individual conferencing. Teachers will plan and design additional supports like specific goals, manipulatives, model projects, and scaffolds to support all learners including SWDs and ELLs.
- Our Monday professional learning time will move through a rotation that includes a monthly vertical team data analysis meeting and instructional planning based on our math unit assessments, formative data, and student work samples.

*Addressing Student Needs*

- Interim assessments will be administered and graded using rubrics a minimum of four times per year with optional rounds in between if the teacher needs to collect additional data to inform his or her instructional planning. All data will be entered into an Excel
spreadsheet that calculates goals and aids teachers in developing student groups.

- Teachers will use formative and summative assessments to track student growth and identify trends in learning. Through relationship building, teachers will learn about their student’s learning styles to better meet their needs and differentiate their instruction.
- Teachers will use ongoing checks for understanding to adjust their instruction, planning, and student groups.
- In accordance with the Danielson Framework for Teaching, students will assess their own work using self-assessment rubrics and checklists. Students will identify their areas of growth and how they will meet the learning target.
- Teachers will use models they create and student models to demonstrate examples of quality work throughout the units and to push students to engage in meaningful feedback cycles and revision that push critical thinking.
- Teachers will plan content related field trips to support student’s math vocabulary development and expand their schema which will help broaden their base for applying math skills in real world contexts.

Engaging Families

- Families will learn about their child’s math level based on their September On Demand Math Sample and rubric and be given strategies to support his or her learning at home through homework assignments and journal writing connected to their child’s math goals.
- Parents will be invited to our “Curriculum Night” to learn about our curriculum and the CCLS. We will include a “make n’ take” where families will create resources to use with their child at home to support his or her learning in math.
- Weekly, teachers send home a homework packet that details the lessons and goals for the week. The packet also includes an “Ask Me About” sections that gives families a prompt to have a conversation with their child about his or her learning that week in math.
- Every month, teachers will lead “Homework Tuesdays” where they will demonstrate strategies to families so they can help their child’s writing development at home.
- Every school assembly and event will have a math critical thinking component.

Winter

- On Demand Math Assessments will be administered and graded using rubrics a minimum of six times per year

| All students including | December-March | • Principal  
|------------------------|----------------|------------------
|                        |                | • Teacher Leaders |
(September, November, January, March, April, and June) with optional rounds in between if the teacher needs to collect additional data to inform his or her instructional planning. All data will be entered into an Excel spreadsheet that calculates goals and aids teachers in developing student groups.

- Families will be given a progress report with their child’s work samples and rubric scores along with strategies to support math development at home.
- Teachers will lead a workshop for families focused on supporting math at home.
- Families will participate in monthly “Homework Tuesdays” where teachers provide guidance on supporting children's math development at home.

### Spring

- On Demand Math Assessments will be administered and graded using rubrics a minimum of seven times per year (September, November, January, March, April, and June) with optional rounds in between if the teacher needs to collect additional data to inform his or her instructional planning. All data will be entered into an Excel spreadsheet that calculates goals and aids teachers in developing student groups.
- Families will be given a progress report with their child’s work samples and rubric scores along with strategies to support math development at home.

### All students including SWDs and ELLs

<table>
<thead>
<tr>
<th>April-June</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Leaders</td>
<td></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.

Through our open door policy and monthly math workshops connected to our schoolwide goals. Additionally, during our bi-monthly coffees with parents we will communicate our progress in math.

### 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.

- Weekly common preparation periods
- Model Teacher
- Class coverage for common planning
Teacher er session for curriculum revision

### 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>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<td>C4E</td>
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<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 January 2010, at least 80% of students will have mastered 100% of the standards introduced at that point in the year.

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

Unit assessments, and Excel tracking spreadsheet

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

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

**Part 1 – Needs Assessment**

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

**STRENGTHS:**

- School leaders have a very specific vision for teaching and learning.
- School leaders are deeply committed to the school’s mission and believe that every child will succeed.
- School leaders practice constant reflection and are guided by some of the following questions: How can we move from good to great? How can we improve student learning? What are we doing well? How do we know when we’ve met our goals? Based on our data, what are our top priorities? 
- School leaders model the professional behavior we want to see in our staff. Examples: professional dress, being prepared, putting students’ needs at the center of every conversation. 
- School leaders serve as effective models for behavior management and instruction by modeling whole school events and transitions, as well as modeling in the classroom.
- School leaders visit every classroom, every day.
- School leaders read and provide feedback for all lesson plans.
- School leaders provide frequent, targeted feedback to teachers.
- School leaders know every child and their family personally and have established strong relationships.
- School leaders know every staff member personally and make a strong effort to build meaningful personal relationships.
- School leaders analyze various data points to design relevant professional learning that improves instruction and student outcomes.
- School leaders revise and change plans based on feedback.

**NEEDS:**

Implementation of additional systems to evaluate and monitor the effectiveness of school initiatives, instructional practices, curriculum design and implementation, assessment, professional learning, teacher team work, and school culture.

**Part 2 – Annual Goal**

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

By June 2019, as a result of the principal's progress monitoring of instructional practices and school culture, third and fourth grade students will increase proficiency on the math state exam by at least 10 points.
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>Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal, School Vision Committee</td>
</tr>
</tbody>
</table>

- Expand School Vision Committee (SVC) to include parent representatives and additional teachers
- SVC with develop tools to evaluate and monitor progress of teacher instructional practices and school culture including rubrics, checklists, and surveys.
- SVC will conduct school walkthroughs to gather additional data.
- School leadership and SVC will analyze data points to create action plans to improve teacher pedagogy and school culture initiatives.
- SVC will monitor progress in January and April
- SVC will share results and goals with the staff and with families
- Teachers will participate in a workshop to unpack the components of the Danielson framework and how it relates to Advance.
- The principal will continue bi-weekly coaching meetings with each teacher to discuss their teaching using the Danielson framework connected to Advance.

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.

PTA Meetings and bi-monthly "Coffee with Principal" meetings provide the principal and families an opportunity to review our goals and discuss our progress towards meeting them.

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.

- Full time social worker
- Model teacher
Coverage
Classroom materials (books, technology, etc.)
Teacher per session for curriculum planning and revision

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

Part 5 – Progress Monitoring

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

By January 2018, 100% of teachers will receive an “Effective” or “Highly Effective” rating on at least six out of the eight rated components of the Danielson rubric.

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

Advance ratings

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

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

Part 1 – Needs Assessment

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

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

STRENGTHS:

- Families are highly responsive to school events. We had over 80% of our families attend Back-to-School Night and 100% of our families attended their parent-teacher conference and our Stepping Ceremony.
- Families attend our weekly Community Meeting where students perform and participate in chants/cheers/plays connected to our core values.
- We have a communication folder that goes between home and school each day. Both the school and families use it to communicate important happenings and news.
- On every homework packet there is an “Ask Me About” section that gives families conversation starters about what their child is learning at school.
- We have an open door policy and families are welcomed into classrooms.
- We asked families for feedback about workshop topics they would be interested in and plan workshops based on their needs and wants.
- Families share important news with the school.

NEEDS:

- Although parents attend large events like our potluck, student performances, and curriculum night, we are interested in having parents more present throughout the school. We need to create systems to encourage more family participation in school (i.e. volunteers, guest readers, etc.)
- We need to create more opportunities for families to build relationships with one another (potlucks, workshops, grade team coffees, etc.)
- We need to increase student attendance overall. Our average was below 95% this year. Attendance impacts our student’s ability to meet rigorous academic and social goals.
- We want to prioritize families whose children have attendance below 85%.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, the school will strategically partner with families to ensure student daily attendance averages at least 95% as measured on ATS reports.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>July 2018 - June 2019</td>
<td>School leadership, office staff, social worker, teachers, and families.</td>
</tr>
</tbody>
</table>

**Professional Development**

- Teachers will use a family call log sheet on GoogleDocs to keep track of all family communication, including during their Tuesday time for Family Engagement.
- Administration will capture key family communication with regard to attendance in ilog.

**Addressing Student Needs**

- 95% of our students receive free and reduced lunch. We will provide two uniform shirts to every new family and daily snack in the classroom.
- Teachers will communicate the importance of attendance in order to reach our goals. Teachers will see themselves at the first line of support for families who struggle with attendance.
- Teachers will develop systems to ensure that all students make up work missed during an absence.

**Engaging Families**

- We will communicate our goal at our Family Orientation and share research around the impact of attendance on academic performance.
- There will be monthly attendance awards at our Community Meeting for students who have 100% attendance that month. Each student who has attended every day during a month will be honored with a certificate.
- Each month one class will earn a prize for having the highest attendance average.
- We will create an attendance board outside of the main office to track our progress towards the goal. The board will track the monthly attendance for each class as well as the school-wide average attendance for each month.
- Families will receive newsletters with information about attendance statistics.
- Families will receive daily phone calls from the office staff when their child is absent.
- School leaders and the social worker will have in person meetings with families of students with chronic absenteeism.
- Staff will build relationships with families to offer support and creative solutions for school transportation and after school care.
- We will host a family meet and greet to help families build supportive relationships with one another.
- We will host two potlucks (one in December and one in the spring) to promote unity and help families connect with one another.

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.

Education Through Music

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.

- Awards and certificates for attendance
- Class incentives
- Full time social worker

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

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

Part 5 – Progress Monitoring

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

By January 2019 our average school-wide attendance will be 94% or higher as measured by ATS attendance reports.
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
Attendance data from ATS reports

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

(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Letter and letter sound recognition assessments, phonemic awareness assessments, F&amp;P running records assessments</td>
<td>Double dose of Fundations, teacher supported writing instruction, guided reading, literacy centers; Small group pull out literacy intervention group</td>
<td>Small group, one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Baseline assessments, unit assessments, on demand math assessments, ongoing tracking and observation</td>
<td>Math centers, repeated mini-lesson, Friday spiral review, use of manipulatives Small pull out math intervention group</td>
<td>Small group, one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Science</td>
<td>Unit assessments, observations, student work</td>
<td>Repeated mini-lessons</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Unit assessments, observations, student work</td>
<td>Repeated mini-lessons</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Student observation, anecdotal records, conversation with families</td>
<td>Counseling services and social skills groups</td>
<td>Small group or one-to-one</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

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

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


### Part A: FOR TITLE I SCHOOLS

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

   | We currently have three students living in temporary housing. |

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

   Necessary school supplies (backpack, writing tools, books, etc.), school uniforms, transportation, resources to locate permanent housing, and emotional support from staff including our social worker.

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

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

Part 1: Title I Status

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

- During teacher recruitment we cast a wide net. In addition to our Department of Education job posting, we reach out to a variety of organizations including various institutions of higher education and New York City Teaching Fellows. We believe that word of mouth is one of the most powerful tools to discover excellent talent and we encourage our team to talk about our school’s mission with other educators.

- During our interview process, we seek out educators who first and foremost believe deeply in our mission and have a track record of working in high needs communities with strong results. A thorough background in the workshop model, guided reading instruction, collecting and analyzing data, experience using the Responsive Classroom approach, and an eagerness to learn new things are also important qualities in potential candidates.

- With their permission, we invite candidates to conduct a sample lesson so that we may analyze their planning and observe their interactions with students. After the lesson, we ask candidates to reflect and offer feedback.

- When planning our teacher assignments we consider the teacher’s background, experience, and areas of expertise and align that with the needs of our students.

- Our weekly professional learning workshops are based on needs identified through our observation of teachers, analysis of student work, and feedback from teachers.

- Teachers will participate in bi-weekly individualized coaching meetings with their instructional leader. There, instructional leaders provide targeted support based on the Danielson framework to each teacher.

- We identify high quality out-of-school professional development opportunities that are relevant to our teachers based on the goals they develop in their coaching meetings.

We have 100% teacher retention. We recruit and maintain high quality teachers by committing to their professional growth and development and by giving them a voice and leadership opportunities in our school.

We build meaningful relationships with teachers and make a great effort to get to know them both professionally and personally.
### 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).

- Our professional development is mapped out based on our frequent reflection and needs assessments and is aligned to our school’s mission.

- Classroom observations, student data, conversations with families, innovative practices in other schools, teacher feedback, and our instructional focus all inform the design of our professional development calendar.

- In addition to the formal workshops and training that we provide teachers each week, we believe that modeling is one of the most powerful tools to improve teacher and staff performance. School leaders model effective management and instruction both formally and informally throughout the day.

- We encourage collaboration and have an open door policy. Teachers have opportunities for inter-visitation to learn best practices from their colleagues.

- Teachers will participate in bi-weekly individualized coaching meetings with their instructional leader. There, instructional leaders provide targeted support based on the Danielson framework to each teacher.

- School leaders guide teachers in analysis of student data like F&P running records and student work samples to guide planning.

- School leaders support teachers in long term

- CCSS aligned unit planning.

- School leaders provide lesson plan feedback to all teachers.

The principal improves her practice with partnership with a leadership coach from the Leadership Academy, by attending monthly professional development through the superintendent’s office, participating in an inquiry team with principal colleagues, and attending our of school professional workshops related to our goals with Math in the City.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

| NA |

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

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

| NA |
Part 4: SWP Schools Only

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

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

We launch our year with a family orientation where we share our Family Handbook and discuss all components of our school. We provide families with ongoing supports and are mindful to explicitly build classroom culture through our implementation of the Responsive Classroom approach. We also work closely with families during the turning 5 process to ensure that students have their needs and IEP mandates met.

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.

We conduct an annual staff survey to gather information and input. We have a whole staff meeting and committee meetings to discuss assessments and areas for professional development. The principal has an open door policy and bi-weekly meetings with teachers to work collaboratively.

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>88736</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1315758</td>
<td>X</td>
</tr>
</tbody>
</table>
Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:
• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>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. Jamaica Children’s School, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</thead>
<tbody>
<tr>
<td>Jamaica Children’s School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

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 Elementary and Secondary School Act;

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

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

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

Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

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

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

School-Parent Compact (SPC)

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

## I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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

Provide parents reasonable access to staff by:

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

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

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

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

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

Provide general support to parents by:

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

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

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

- supporting parental involvement activities as requested by parents;

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

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
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>28</td>
<td>Queens</td>
<td>312</td>
</tr>
</tbody>
</table>

School Name: Jamaica Children's School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Wasik</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>type here</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Elizabeth Coffin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>type here</td>
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</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
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</table>

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>157</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>8</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>5.10%</td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part II: ELL Demographics

#### A. ELL Programs

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

<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>
<th>Total</th>
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Check all that apply:

- Transitional bilingual education program (TBE) [ ] Yes [ ] No
- Dual language program (DL) [ ] Yes [ ] No
- Freestanding ENL [ ] Yes [ ] No

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

#### Bilingual Program Breakdown

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

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

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

Jamaica Children's School uses the Fountas and Pinnell Tracking System to assess the reading skills of our ELL students. These assessments are administered four times per year. Additionally, every 6-8 weeks students are given the On Demand writing assessment from Teacher's College. We keep comprehensive records of the students' reading level and early literacy skills like letter identification and phonemic awareness skills. We also use one-to-one conferencing in reading and writing to keep track of the student's literacy progress and set goals. We analyze students' data in our weekly inquiry meetings to help us identify the literacy needs of our students.

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

Three days per week students participate in "half groups". During this time half of the class attends a special like music or art and half of the class stays in the homeroom for targeted small group reading instruction. Then, the two groups switch. This provides us with significant time to assess children independently and in small groups and adjust our instruction accordingly.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We evaluate the success of the ELL program by monitoring the progress that the ELL students make each year. The NYSESLAT offers insight on how they are progressing in each of the 4 modalities. Our teachers design lessons and teach learning strategies for students lagging behind in any of the language modalities. For example, a student that needs to move in Listening will receive additional coaching in that modality. Classroom teachers are taught teaching strategies to help students build on the student's comprehensible input. Scaffolds are used to increase comprehensible input as a support mechanism in the various modalities. We use ongoing assessments like Fountas and Pinell to monitor students progress towards mastery of the Common Core standards.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Three days per week students participate in "half groups". During this time half of the class attends a special like music or art and half of the class stays in the homeroom for targeted small group reading instruction. Then, the two groups switch. This provides us with significant time to assess children independently and in small groups and adjust our instruction accordingly.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
We use a variety of assessments, including Fountas and Pinnell Assessment and literacy skills assessments in order to group students based on individual needs. With this information we determine which students may need Tier 2 and which students may need Tier 3 RtI. These needs are reassessed each cycle to ensure progress and appropriate placement of students.

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]. The NYSESLAT data indicates that are students improved and increased their proficiency from last year. It also reveals that our new ELL students have emerging and expanding skills in the English language based on the NYSITELL data. Our students need the most support in writing and speaking. We are working to help students develop their speaking skills in their home language as well as English to support their literacy skills.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
During some of our Monday Professional Learning time we analyze student data, including the data of our ELLs, to revise curriculum and plan for differentiated instruction.

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**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      As we have a small ELL population this year, students remain with their homeroom and receive push-in services. They are grouped heterogeneously within their homeroom and we use an integrated model.
   b. TBE program. *If applicable.*
      Paste response to questions here:
   c. DL program. *If applicable.*
      Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   The push-in model is implemented this year. However, as our population grows, ELLs in different grade levels must be grouped (first/second-grade and fourth/fifth) in order for the mandated number of instructional periods/minutes to be met. Our ELLs who are beginners and intermediate level will receive 360 minutes of service while our advanced students will receive 180 minutes. Native Language support will be provided through the procurement of native language libraries.

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.

   For the primary grades, decoding skills are developed using explicit and intensive instruction in phonological awareness and phonics. As our ELLs progress throughout the grades, challenging texts will be utilized to teach comprehension strategies. Academic language is vital to classroom discourse. It is essential for teachers to engage in structured, academic talk by focusing on critical vocabulary. We use the Foundation, as well as, the Language standards as a basis for supporting our ELLs. Also, teachers work with ELLs in small groups to target deficiencies during the regular school day, as well as during extended day. Literature-based materials—including library books—a listening center with books on CD/tape, photo dictionaries are some of the materials used.

   Teachers use scaffolds for learning such as visuals and text at all levels to support students’ understanding of content. Charts and graphic organizers enable students to understand information in manageable chunks and make concepts more comprehensible. Technology (CDs and various websites on the Internet) is also a part of daily teaching.

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

   ELLs enrolled are not evaluated in their native languages throughout the school year. The teacher administers to Spanish-speaking students the Spanish LAB when they enter the country for the first time in order to determine language dominance. This assessment is only available in Spanish. However, the teachers highly recommend to parents that students retain their home languages through practice at home.

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

   Newcomers receive intensive support and are assigned a “buddy”. If there are classmates or teachers who speak the same language as our newcomers, they are partnered with the ELL student for further support. The ESL Teacher differentiates instruction which corresponds to students’ proficiency levels. Visuals, realia, CDs/books on tape, and TPR (Total Physical Response) are some of the ESL methods employed. Additionally, all ELL students have an Imagine Learning account which combines instruction in their native language with English. The Fundations reading program is implemented in all Kindergarten classes. ELS receiving more than three years of service attend the extended day program. Peer tutoring, differentiated instruction, and small group instruction is implemented. There are presently no SIFE students. The plans for SIFEs would include differentiated instruction, extended day instruction, and participation in summer school.

   Differentiated instruction for ELL subgroups
   a. There are no SIFE students at our school. We are Pre-k to 2nd grade school.
   b. Newcomer ELLs (0-3 years of service) are generally in the Beginner or Intermediate group.
   c. N/A
   d. There are no Long terms ELLs in the school. We are Pre-K–Second grade school.
   e. N/A
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? In order to ensure that ELL-SWDs receive all required ENL minutes and additional services in the least restrictive environment, the service providers meet at the beginning of the school year with copies of the students’ IEPs to discuss the scheduling of students who receive multiple services. This ensures that there is no overlap in scheduling and that students are served in the least restrictive environment. The curriculum and instruction in all classes is informed by student IEPs, as all teachers have access to the IEPs through SESIS or hard copy. Assessments throughout the year are given with appropriate testing modifications.

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? In order to ensure that ELL-SWDs receive all required ENL minutes and additional services in the least restrictive environment, the service providers meet at the beginning of the school year with copies of the students’ IEPs to discuss the scheduling of students who receive multiple services. This ensures that there is no overlap in scheduling and that students are served in the least restrictive environment. The curriculum and instruction in all classes is informed by student IEPs, as all teachers have access to the IEPs through SESIS or hard copy. Assessments throughout the year are given with appropriate testing modifications.

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. We are using Benchmark assessments to identify students needing targeted intervention programs. This program is currently offered in English. Using the results of this assessment we group students into tier I, tier II, or tier III intervention services. These services are provided in English.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? No programs for ELLs will be discontinued.

10. If you had a bilingual program, what was the reason you closed it? At this time, no programs will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs are invited to all school programs and they are provided appropriate support as needed. This year there is no after school available at our school. We try to recommend to parents other neighborhood agencies that can support the children.

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. All of our classrooms have leveled libraries, EnoBoards, ipads, laptops, and document readers. Literature-based materials—including library books—a listening center with audio books, and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books within our growing library. We have procured English, Spanish, and Bengali materials.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? Native language support is offered to Spanish-speaking students from the ENL teachers and other bilingual school staff. This support usually consists of discussions of class-content and the directions for assignments.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. Newly enrolled students are supported with appropriate instruction and support of the family through parent-teacher meetings and workshops. We have a "buddy" system to support our new students. Families are invited to visit and tour the school. Throughout the year, focused meeting around language strategies will be provided to parents. Information is also...
backpacked to ensure that parents are aware of the instructional expectations. We will also translate written information as necessary.

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?

All of our classrooms have leveled libraries, EnoBoards, ipads, laptops, and document readers. Literature-based materials—including library books—a listening center with audio books, and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books within our growing library. We have procured English, Spanish, and Bengali materials.

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).

Our office staff, principal, and social worker all work together to welcome new families entering our community. Parents are invited to observe in classrooms, meeting one-on-one with teachers, and receive a welcome packet with information about programs and opportunities at our school.

17. What language electives are offered to ELLs?

We serve students in grade K-3 this year and do not currently offer language electives.

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

   N/A

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### Professional Development and Support for School Staff

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

Staff development takes place on an ongoing basis. General Education staff, as well as ENL staff members, receive training throughout the academic year. Professional development takes place in and outside the school. Staff members will attend professional development opportunities offered by the Borough Field Support Office. For in-house training, the focus is on methodologies that can be implemented on a daily basis that support the language development of all students as well as strategies for differentiation.

In house professional development focused on strategies for meaningful differentiation that supports our ELLS happens several times a year during our Monday professional learning time.

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.

As an early childhood school, this does not yet apply to us.

We create a long term professional development calendar and ensure that we are meeting the requirements. We have a binder that includes all professional learning agendas and supporting materials.
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?

The ENL teacher schedules an annual meeting in the spring with all parents of ELLs to discuss their progress and share materials that they can use to support their child’s learning at home.

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

PTA meetings are held once a month. The parents and families of our ELL students have several opportunities to become familiar with all programs that the New York City Department of Education offers. There is a parent orientation at the beginning of the school year for parents/guardians of new ELLs, and parent workshops are scheduled during the year to assist parents to participate in their child’s education. Translated materials are distributed to students and parents in their native languages. Parents of ELLs are encouraged to attend meetings scheduled to inform parents of school events and policies so that they may be involved in the decision-making process. Interpreters are available for all teacher/parent meetings. Oral translations are provided by the DOE Office of Translation and Interpretation Unit and by parent volunteers and school personnel, when appropriate and available. Written translations, as made available by the DOE and where necessary by parent volunteers, are provided. Parents are informed of the availability of translation services and given a request form to complete if these services are needed. The staff works with the Parent Coordinator to address the needs of all our parents.

Parent orientation is offered at the beginning of the school year to inform parents about the different programs and resources. In addition, parents are encouraged to volunteer and participate in classrooms. Parent letters, newsletters and calendars are sent to NYC Department of Education for translation or we provide in-house translations. Bilingual teacher conducts conferences in Spanish.

The following activities are available for parents to participate:
- Parent orientation of newly enrolled ELLs
- Monthly PTA meetings
- Community Meeting
- Curriculum Night
- Monthly School Leadership Team Meeting

Additional Information

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

Paste response here:
**Part V: ELL Identification Attestation**

**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, **Suzanne Wasik**, 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.
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**

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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Suzanne Wasik</td>
<td>Principal</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Assistant Principal</td>
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<tr>
<td></td>
<td>Parent Coordinator</td>
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<td></td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Elizabeth Coffin</td>
<td>School Counselor</td>
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<tr>
<td>Mabel Sarduy</td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 28Q312  **School Name:** Jamaica Children’s School  **Superintendent:** Mabel Sardu

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>Elizabeth</td>
<td>Coffin</td>
<td>Social Worker</td>
<td>Yes</td>
<td>No</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.

   Each incoming family completes the Home Language Identification Survey. From the survey and conversation with families we are able to determine the language spoken at home. Once that is determined we interview the family with follow up questions with regard to their preferences for communication. If we have a staff member who also speaks the home language, they serve as a translator. If we do not have an available translator on site, we contact the Language Line to reach someone via phone who can offer translation in the native language.

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>
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<td>English</td>
<td>English</td>
<td>30</td>
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</tr>
<tr>
<td>Spanish</td>
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<td>Pashto</td>
<td>30</td>
<td>Pashto</td>
<td>70</td>
</tr>
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</table>

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

   | English and Spanish |

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

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
</table>
| Our family handbook, weekly notices (which include announcements about school events and programs), class newsletters, progress reports, calendars, student progress reports and letters from school administration are translated for families in English, Spanish, and Bengali. | The family handbook is distributed to families in September. School notices are sent out several times a month and class newsletters are send out three times per year. | We send formal documents like the family handbook and registration documents to be translated by the Translation Unit. We also have bilingual teachers.
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tr>
<td>Parent-teacher conferences and curriculum night</td>
<td>Various dates throughout the school year.</td>
<td>When possible, we have a staff member translate during school events and in person meetings. We also use the Language Line to get live translation in all languages spoken at our school during conferences.</td>
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</tbody>
</table>

We have three parent-teacher conferences and one curriculum night each school year. Additionally, our teachers offer family workshops and homework help bi-monthly. There are other face-to-face meetings during student performances and school events like our potluck. Teachers, administration, as well as our social worker, secretary, and attendance teacher reach out and meet with families with regard to student performance, attendance, and other concerns or news.

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

In the event of an emergency, we would have staff members make calls to limited-English-proficient families with and conference in the Language Line with a live translator.

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.
Our Language Access Coordinator conducts an all staff workshop and Q&A to share all up-to-date regulations and resources to support communication with students and families.

**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 notification requirements are available in our main office. If a family requires translation we follow the steps mentioned above. Additionally, we have our school brochure and fliers printed in multiple languages.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We have developed a family survey in all spoken and written languages in our community to obtain vital feedback about the effectiveness of our practice. The survey is sent home twice in the school year.