2018-19

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

DBN: (i.e. 01M001): 27Q377

School Name: P.S. 377

Principal: TRACY KEANE
Comprehensive Educational Plan (CEP) Outline

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  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

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Section 1: School Information Page

School Information

School Name: Tracy Keane
School Number (DBN): 27Q377
BEDS Code: 342700010377
Grades Served: 3K, 4K, K and 1
School Address: 150-15 Raleigh Street Ozone Park, NY 11417
Phone Number: 929-398-3215
Fax: 929-398-3218
School Contact Person: Tracy Keane
Email Address: TKeane@schools.nyc.gov
Principal: Tracy Keane
UFT Chapter Leader: Kelly Thompson
Parents’ Association President: Andriana Espada
SLT Chairperson: Michelle Costanzo
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): N/A
CBO Representative: N/A

District Information

Geographical District: 27
Superintendent: Jennifer Ambert
82-01 Rockaway Blvd.
Superintendent’s Office Address: Ozone Park, NY 11416
Superintendent’s Email Address: JAmbert@schools.nyc.gov
Phone Number: 718-642-5770
Fax: 718-642-5778

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>FSC: Queens South</th>
<th>Executive Director: Marlene Wilks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82-01 Rockaway Blvd.</td>
</tr>
<tr>
<td></td>
<td>Ozone Park, NY 11416</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:mwilks@schools.nyc.gov">mwilks@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number: 917-520-6743</td>
<td>Fax: 718-642-57798</td>
</tr>
</tbody>
</table>
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>Tracy Keane</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Kelly Thompson</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Andriana Espada</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable/</td>
<td></td>
</tr>
<tr>
<td>Michelle Costanzo</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Michelle Rehs</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Christine Caban</td>
<td>Member/Para Professional</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>Harry Azcona</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Peter Manzo</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Guiseppa McGrane</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Natassia Singh</td>
<td>Member/Parent</td>
<td></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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At PS 377, our mission is to empower all students to be critical thinkers, problem solvers and compassionate leaders, who embrace cultural differences, encourages others to meet their potential and develops their own self-awareness. Through collaborative efforts of parents, the community, staff and students we will develop a culture of analytic thinking, social intelligence and a love of learning which will assist in creating future leaders who will make a difference in today’s society.</td>
</tr>
</tbody>
</table>

2018-19 CEP 9
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 377 is a brand new school that opened its doors in September 2017 in the Centerville section of Ozone Park, New York. We will be a 3K through 5 school but currently we have four classes of 3K, six classes of Pre-K, three classes of Kindergarten and first grade. At PS 377, we believe that all students have the capacity to lead and aspire in their school community and beyond. Each student has the power within themselves to see and reach their own potential to be successful in a changing world. As a school community, we will respect one another, put forth our very best, take responsibility for our actions, and find the positives in everyday life.

The implementation of the “Leader In Me” transformational process has been an area of accomplishment that PS 377Q is most proud of. This initiative has created a culture of leadership, trust, and community. We have incorporate the Seven Habits of Effective People into all elements of our school culture. This includes student curriculum, school-wide events, parent workshops, and staff professional development. We were extremely gratified by the social-emotional growth that our students have made. Students have acted as leaders. They have grown in confidence, and autonomy. Pre-Kindergarten and Kindergarten students currently lead the school during morning announcements and have identified ways that they are a leader. Furthermore, they have created school-wide displays and videos that share elements relating to the Seven Habits.

The parents and staff have also embraced the “Leader in Me” philosophy. Parents have participated in interactive workshops and have been a driving force behind the school’s success. The staff have also created lessons that incorporate the habits with literacy skills being learned. Furthermore, a Book of the Month has been integrated into the curriculum. The school has also provided professional development that bridges the elements of the “Leader In Me” process with the best practices for teaching and the Danielson Framework for teaching.

PS 377Q has also begun a partnership with Columbia University's Teacher's College. We have successful implemented the TC Reading and Writing Program in Kindergarten as well as the New York City DOE units of study in Pre-Kindergarten. Furthermore, the students participate in Common Core aligned math lessons as prescribed by New York State Education Department on the Engage NY website.

The Integration of the Arts into the PS377Q curriculum has been a highlight for our school. Students and their families have the opportunity to appreciate and create various art forms throughout the year. Students have explored various mediums and have produced pieces of art that highlight their individuality and skill. Furthermore, the children’s work was celebrated during our first Annual Art Show that transformed our gymatorium into a spectacular Museum of Art. Furthermore, the visual arts also provided an avenue for the parent-school connection. Families participated in Paint Night and experience that joy of creativity. Drama and music was also incorporated into our curriculum, were students acted as performers and as the audience in many theatrical performances.

Throughout this school year, we have seen our school grow and flourish. We believe this is due in part to our amazing school community and the journey we are taking with the “Leader In Me” and our Teacher's College Family.

Expectations for the children and teachers:

Students are expected to be active participants in their learning. Through questioning and discussion, students will explore various centers and learn to think creatively to solve problems. To foster independence students will reflect on their own learning, as well as, have opportunities to share their ideas and offer feedback to one another. Students will be expected to contribute to an environment of safety, respect and trust by learning to appreciate the differences of others and to celebrate the accomplishments of everyone.
Teachers’ responsibilities will be to make learning experiences investigative and fun-filled for children so they see school as a place where there is excitement and joy in learning. While accomplishing this the teachers will utilize a backward design model for planning, organizing and implementing instructional aligned to the Common Core State Standards. Through goal setting and actionable feedback, we will assess and monitor the progress and make the revisions necessary to insure every student is learning. Not only will we provide parents with information regarding their child’s academic and social emotional progress, but we will also encourage and welcome parental involvement as partners in supporting student learning.

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

26% of our population are students with special needs. The classification of our students include hearing impairment, Speech/Language Impairment, Learning Disability, and autism. Many of our students are in need of a Committee on Special Education and guidance counselor services. We have a team on call who visits on a need basis. The Special Ed Liaison will prepare for and attend IEP meetings of children initially referred to special education. Our Guidance Counselor is here 1 days per week and counsels children and leads parent workshops. 25% of our population is English Language Learners and they range from entering to expanding and Commanding.

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.

**Area of Celebration:**

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

It is our belief that PS 377 made the most progress in the creation of a supportive environment where students feel safe, supported and challenged. Our school has implemented initiatives and inclusive opportunities throughout the school year. The "Leader In Me" transformational process was introduced and the school community was involved in events that celebrated the accomplishments and unique contributions of all the members of the school community. Student-led conferences were conducted twice a year and parents were invited to collaborate with their teachers during Topic Tuesday events. Students were also highlighted during morning announcements and on the school-wide "Leader In Me" video. Overall, a culture of trust and support has been established at PS 377.

**Area of focus:**

**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.

Public School 377Q will continue to focus their attention on providing rigorous instruction, which includes rich discussions and lessons that promote critical thinking and problem solving. It is our goal to develop the students' ability to evaluate their own work, provide feedback to their peers and support their opinions and views. The staff will also focus on continuing to develop assessment strategies and ensure that the data collected drives instruction.
## School Demographics and Accountability Snapshot for 27Q377

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>141</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.0%</td>
<td>54.6%</td>
<td>4.3%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.8%</td>
<td>9.9%</td>
<td>25.5%</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

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

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

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

<table>
<thead>
<tr>
<th>N/A</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
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</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>US History Performance at Levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>4 Year Graduation Rate</th>
<th>6 Year Graduation Rate (2011 Cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</table>

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

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

<table>
<thead>
<tr>
<th>No Recognition</th>
<th>In Good Standing</th>
<th>Focus District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>Focus School Identified by a Focus District</td>
</tr>
</tbody>
</table>

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

#### Elementary/Middle School

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

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

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

#### High School

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

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

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

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

Part 1 – Needs Assessment

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.

1. During the 2017-2018 school year, PS 377Q has successfully implemented the Teacher’s College Reading and Writing program as well as the Fundations Program. Students have participated in instructional lessons that are tailored to their individual needs and curriculum has been developed to provide an entry point for all learners.

2. Based on Mid-year data, it was noted that the students in Kindergarten struggled to retell stories, which impacted their ability to move past a level A on the Teacher’s College Running Records. By March 2018, 66% of the children in Kindergarten were reading at a Level A or below. In response to this data, teachers provided direct instruction relating to retelling of a story and provide individualized instruction in small groups.

Part 2 – Annual Goal

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

By June 2019, through the implementation of the Teacher’s College Reading and Writing Program, 75% of students in Kindergarten and Grade 1 will demonstrate an increase of three to four independent reading levels in the TCRWP Running Records.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All Kindergarten teachers and Grade 1 students | September 2018- June 2019 | Principal, TC consultant, Assistant Principal |
| Partner with Teachers College Reading and Writing Project for additional support. Teacher’s College educational consultant will work with our teachers on a monthly basis to provide in-depth professional development in implementing the curriculum in a workshop model, aligned to the rigor of CCLS, while meeting the needs of individual children. The goals for the professional development will fluid and be driven by the feedback given by the teachers. | All Kindergarten teachers and Grade 1 students | September 2018- June 2019 | Principal, TC consultant, Assistant Principal |
| Designate two lead Literacy teacher to be lab-sites to act as a Model Classroom for other teachers. In order to support the lab-sites, teachers participate in TC “study groups” for additional PD and support. The Lead Teachers will also turn-key the information back to the rest of the school community. | All Kindergarten and Grade 1 teachers | September 2018- June 2019 | Principal, TC consultant, Assistant Principal |
| Engage all teachers in cycles of frequent observation and walk-throughs. Through the cycles of observation, provide teachers with actionable feedback to improve instructional practices. With the support of the TDEC, analyze trends in the observation data to provide teachers with quality and relevant professional development to further support teachers | All Kindergarten and Grade 1 teachers | September 2018- June 2019 | Principal, Assistant Principal, TDEC |
| Data will be collect and analyzed based on TC assessments (Primary Assessments & Running Records) and instructional decisions made at weekly data/inquiry team meetings that will be held on Tuesday afternoons. | All Kindergarten and Grade 1 teachers | November 2018- June 2019 | Principal, Assistant Principal, Professional Learning team leads |
| As Subgroup teams (ESL & SE Team), collect, analyze and make instructional adjustments, based on TC assessments with a special focus of meeting the needs of our subgroups. | | | |

### 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.
At least three parent workshops will be held by administration, teachers, and staff throughout the year to help parents understand rigorous instruction and The Common Core in order to support their children at home. Teachers will also be encouraged to meet individually with parents to reflect and discuss on practices that can be used at home to meet the individual needs of their child.

- Strategies to increase parent involvement include
- Parent coordinator conducts monthly parent workshops
- Parent outreach on Tuesdays from 2:20-3:00
- PTA meetings
- The PS 377 website and the Parent Square Platform will be utilized to foster communication between the teacher and the home.
- To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement
- Utilizing the NYCDOE translation and interpretation services
  - Literacy Events will be held to foster a love of literacy and provide helpful tools for parents to work with their children.

**Part 4 – Budget and Resource Alignment**

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

- **Human Resources** - Teachers College Staff Development Coach to support Administration and Teachers in the implementation of TCRWP.

- **Instructional Resources** - Per-session and per-diem to attend outside professional development and school visits to collaborate with colleagues within the district and across the city at Teacher’s College.

- **Schedule Adjustments** - Common Planning Daily, Weekly individual meetings with Administration and monthly staff development days with our TC coach

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

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<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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### Part 5 – Progress Monitoring

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

By February 2019, 75% of students continuously enrolled at PS 377 from October 1, 2018 will be reading at a Level A or above in Kindergarten and have increased at least two levels in Grade 1 according to TCWRP Running Records.

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

Teachers College Running Records Assessment

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

1. PS 377 has incorporated the Stephen Covey "Leader In Me" transformational process into all elements of the school culture and curriculum and this has contributed to positive results according to school surveys and the "Leader In Me" Measurable Action Survey.

2. In order to sustain and nurture a positive school culture in our newly established organization, this goal was created. According to a Mid-Year Parent Survey, 100% of the parents felt that children were developing leadership skills and had gained independence and autonomy. It was also noted that parents requested that the school vary the times for workshop being held to accommodate parents with conflicting schedules. Parents also suggested that notices be sent digitally rather than in paper form.

3. The students of PS 377 will be immersed into the Leader In Me philosophy. Students' diverse needs and unique qualities will be met and celebrated through targeted instruction and meaningful events throughout the school year.

Part 2 – Annual Goal

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

By June 2019, the staff will foster a positive school culture by providing ongoing training to children and families based on the Leader in Me philosophy to ensure all children have the opportunity to build a strong culture of student empowerment and self-discipline, so that students take responsibility for their own education and success. This will be measured by achieving at least an 85% positive response rate on the Supportive Environment category on the NYC School Survey.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>July 2018-August 2019</td>
<td>Administrators, Leader in Me staff developer, Assistant Principal</td>
</tr>
<tr>
<td>Administrators, Assistant Principal, Teachers, Para-professional</td>
<td>October 2018-June 2019</td>
<td>Administrators, Leader in Me staff developer, Assistant Principal</td>
</tr>
<tr>
<td>Students</td>
<td>December 2018-June 2019</td>
<td>All staff</td>
</tr>
<tr>
<td>Students</td>
<td>October/November 2018-2019</td>
<td>All Staff</td>
</tr>
<tr>
<td>Students/Staff</td>
<td>October 2018-April 2019</td>
<td>All Staff, Lighthouse Team, Administrators</td>
</tr>
<tr>
<td>Assistant Principal, Lighthouse Team Members</td>
<td>Nov. 2018, Jan. 2019, Mar. 2019, May 2019</td>
<td>Assistant Principal, Lighthouse Team members</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

October 2018-June 2019: Bi-Monthly workshops on The 7 Habits of The Leader in Me will be conducted to describe the 7 Habits and share student activities with families. Key Personnel: Leader in Me Parent Engagement Action Team, Administration, Lighthouse Team

January 2019-June 2019: Surveys will be administered to parents at the MOY and EOY to assess the impact of the 7 Habits on student behavior and student learning. Key Personnel: Lead teachers of the Leader in Me Parent Engagement Action Team, Administration, Parent Coordinator

January 2019: Begin to establish TLIM (The Leader in Me) Parent Lighthouse Action Team Key Personnel: Lead teachers of the Leader in Me Parent Engagement Action Team, Administration, Parent Coordinator, TLIM Coach and Consultant

Part 4 – Budget and Resource Alignment

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

● **Human Resources** - Franklin Covey consultant to support Administration and Lighthouse team in the implementation of Leader in Me.

● **Instructional Resources** - Per-session and per-diem to attend outside professional development and visit other Leader in Me schools.

● **Schedule Adjustments** - Weekly lighthouse Meetings and Weekly Leader in Me PD and Common Planning to implement the Leader in Me program.

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

Part 5 – Progress Monitoring

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

By February 2019, parents will complete a parent survey to assess the impact of the 7 Habits on student behavior and student learning.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
The Leader in Me Implementation rubric and parent surveys

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

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

Part 1 – Needs Assessment

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

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.

---

1. The school’s strengths relative to this Framework element is the continued support and professional development provided to teachers relating to Questioning and Discussion, as well as Danielson 3d: Assessment in Instruction. The Monday professional developments and teacher inter-visitations were strategically planned to close gaps in teacher practice and provide differentiated support.

2. According to Data collected from Advance, it was noted that the level of effectiveness in Danielson 3d: Using Assessment In Instruction was inconsistent. Data showed that 10 times out of the 16 times that this indicator was assessed, the result was a rating of Developing. It was also noted that only one teacher had received a highly effective rating for 3D.

Part 2 – Annual Goal

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

By June 2019, 80% of all of our teachers will have successfully incorporated best practices and strategies shared in professional development workshops and observation feedback sessions resulting in an effective or highly effective end of year MOTP rating in the area of 3D: Using Assessment in Instruction as measured by the Danielson Framework for Teaching.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of the Year Professional Development will be provided on the Danielson Framework for teaching and how it connects to our school wide learning targets and mission and vision of our school.</td>
<td>All Teachers</td>
<td>August 2018-September 2018</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>During our Initial Planning Conference, teachers will identify one goal connected to our instructional focus. Teachers will collaborate with administration on an action plan to achieve their goals as well as a plan for monitoring their progress.</td>
<td>All Teachers</td>
<td>Initial Planning Conferences Month of Sept. 2018</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>Observation feedback will include feedback related to our instructional focus and 3D. Using Assessment In Instruction and include actionable next steps related to student achievement.</td>
<td>All Teachers</td>
<td>Ongoing Feedback October 2018-June 2019</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>Teachers will be participate in cycles of inter-visitations and offer peer support.</td>
<td>All Teachers</td>
<td>Fall, Winter and Spring Inter-visitation cycles</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>Best practices will be shared among staff to support students with special needs, ELL learners, and students who are identified as struggling with discussion and language development.</td>
<td>All Teachers</td>
<td>Outgoing for September 2018-June 2019</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>In Teacher Teams, the staff will analyze data collected and create action plans relating to next steps for individual students and classes as a whole. Staff members will also reflect on educational research and literature relating to best practices relating to assessment.</td>
<td>All Teachers</td>
<td>October 2018-June 2019</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>Teachers will create child-friendly rubrics and checklists to use when self-assessing and giving feedback to their peers.</td>
<td>All Teachers</td>
<td>November 2018-February 2019</td>
<td>Teachers and Administration</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.

- Parents will be informed of our instructional focus for the year and will be provided with strategies to support skills at home by administration.
- Monthly newsletters will highlight curriculum that is being taught and provide parents with strategies that can be practiced at home.
- Parent workshops on Literacy and Math highlighting best practice techniques to try at home to develop the child's ability to assess their own work and make improvements.

Part 4 – Budget and Resource Alignment

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

- **Human Resources** - Teacher Development Coaches to support Administration and Teachers in the implementation of Advance.
- **Instructional Resources** - Professional Literature to support continued learning and growth. Per-session and per-diem to attend outside professional development and school visits to collaborate with colleagues within the district and across the city.
- **Schedule Adjustments** - Common Planning Daily and Weekly individual meetings with Administration

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

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

Part 5 – Progress Monitoring

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

By February 2018, 70% of teachers will have successfully incorporated best practices and strategies shared in professional development workshops and observation feedback sessions resulting in an effective or highly effective rating in the area of 3D. Using Assessment in Instruction as measured by the Danielson Framework for Teaching on formal and informal observations completed to this point.

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

Observation ratings in the area of 3D: Using Assessment In Instruction using the Danielson Framework for Teaching Rubric.

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>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. According to a mid-year survey that was conducted relating to effective school leadership, 100% of the those surveyed believed that administration had created a positive culture that supported the growth of students and staff. In addition, the School Survey results indicated that 100% of the people surveyed believed that school leaders ensured program coherence and instructional leadership. As well as, 97% of those surveyed attested to the fact that the school leader demonstrated inclusive leadership and 98% believed that teachers were included in decision making.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. This goal will address the school’s need to sustain a culture of growth for students and professionals as the school expands and grows.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, school leader will ensure teachers will have successfully incorporated best practices and strategies shared in professional development workshops and observation feedback sessions resulting in an effective or highly effective rating as measured by 85% positive response on the Effective School Leadership category on the NYC School Survey.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>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>All staff</td>
<td>September 2018-June 2019</td>
<td>Administration and teachers</td>
</tr>
<tr>
<td>All staff</td>
<td>September 2018-June 2019</td>
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</tr>
<tr>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Administration and teachers</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Administration and teachers</td>
</tr>
<tr>
<td>SWD and ELL students</td>
<td>September 2018-June 2019</td>
<td>Administration and teachers</td>
</tr>
</tbody>
</table>

A year long school wide Professional Learning Plan will be devised to reflect differentiated professional learning opportunities. This plan will be revised and updated by the Staff Development Team as necessary.

Administration will review Advance data continuously throughout the 2018-2019 school year identify instructional gaps in order to differentiate and modify professional learning activities based on teacher needs.

Inter-visitations and other professional learning opportunities will be made available to teachers based on need determined by observations utilizing Danielson’s Framework for Teaching, as well as by teacher request for additional support.

Administration will give verbal and/or written feedback which will include research based strategies to instructionally support SWDs, ELLs and the students identified as the lowest third.

Students with Disabilities will be provided with support from a licensed Special Education teacher and English Language Learners will be provided PIPO support from an ENL specialist.

### 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.

September 2018-June 2019 School Leadership Team members and Parent Teacher Association (parents and school staff) will be utilized to analyze and communicate the purpose of the Learning Environment Survey and to describe ways school leadership is promoting teachers' professional growth and ways to support students 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.

- **Human Resources** - Teacher Development Coaches to support Administration and Teachers in the implementation of Advance.
• **Instructional Resources**- Professional Literature to support continued learning and growth. Per-session and per-diem to attend outside professional development and school visits to collaborate with colleagues within the district and across the city.

• **Schedule Adjustments**- Common Planning Daily and Weekly individual meetings with Administration

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

### Part 5 – Progress Monitoring

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

By February 2019, there will be at least an 85% positive response rating on an effective leadership survey that was created for the PS 377 staff. Staff will provide feedback regarding the school leaders ability to manage the school and provide support for all members of the school community.

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

Advance MOTP and school-created Mid-Year Reflection analysis

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

| 1. PS 377 has incorporated the Stephen Covey "Leader In Me" transformational process into all elements of the school culture and curriculum and this has contributed to positive results according to school surveys and the "Leader In Me" Measurable Action Survey. One hundred percent of our parents surveyed believed that the school works to create a sense of community through the use of the "Leader In Me" program. They also believed that the school promotes family and community involvement. |
| 2. Due to the fact that PS 377 is a new school that is growing and welcoming new families, this goal and action plan was created to help out positive school culture flourish. |

#### 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, P.S. 377 will foster a welcoming environment for families and maximize the use of community resources, including partnerships with The Leader in Me, to build strong family and community ties resulting in 85% positive responses on the Strong Family-Community Ties Element on the NYC School Survey. |

### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the onset of the school year, use “Meet the Staff Night” as a vehicle to convey the importance of Leader in Me as a school wide initiative for all parents/guardians of all students</td>
<td>Parents</td>
<td>September 2018</td>
<td>Administration and Teachers</td>
</tr>
<tr>
<td>The 7 Habits of the Leader in Me will be introduced to parents through workshops to provide an overview of each habit.</td>
<td>Parents</td>
<td>October/November 2018</td>
<td>Lighthouse Team Members</td>
</tr>
<tr>
<td>The 7 Habits of the Leader in Me will be reinforced through a monthly newsletter that includes examples of how parents can reinforce the 7 habits at home.</td>
<td>Parents</td>
<td>Monthly 2018-2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Student Led Conferences will be established to support parents in having their students share their goals and identify what they are still working on to become a life long learner.</td>
<td>Parents</td>
<td>November, March and May</td>
<td>Administration and Teachers</td>
</tr>
<tr>
<td>Establish &quot;Team Up&quot; Tuesday with parents to visit their child's classroom and have their child show them what they do in class during centers and class time.</td>
<td>Parents</td>
<td>January - June 2019</td>
<td>Administration and Teachers</td>
</tr>
<tr>
<td>The Parent-Teacher Association will continue to network with families and the school in order to provide support and build a positive school culture.</td>
<td>Parents</td>
<td>September 2018 - June 2019</td>
<td>Parent-Teacher Association Cabinet</td>
</tr>
<tr>
<td>Parent Workshops will be conducted at various times during the year to provide parents with helpful tools to support student growth academically, emotionally, and ethically.</td>
<td>Parents</td>
<td>October 2018-June 2019</td>
<td>Administration and Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

N/A

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
**Human Resources** - Franklin Covey consultant to support Administration and Lighthouse team in the implementation of Leader in Me.

- **Instructional Resources** - Per-session and per-diem to attend outside professional development and visit other Leader in Me schools.

- **Schedule Adjustments** - Weekly lighthouse Meetings and Weekly Leader in Me PD and Common Planning to implement the Leader in Me program and develop a plan of action to include parents.

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

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

**Part 5 – Progress Monitoring**

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

By November and February, at minimum 20% of parents will be trained in the Leader in Me program and have an understanding of the Seven Habits of Effective People. By February 2018, a minimum of 50% of families will participate in a Student Led Conferences during the fall and spring.

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

Parents surveys and attendance sheets

**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>Students scoring low on the TCRunning records individual student assessments as well as Letter ID, SoundID and Concepts about Print.</td>
<td>Double dose of Leveled Literacy Invention (LLI) Individual reading guidance during guided reading time.</td>
<td>Small groups: Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving literacy.</td>
<td>During the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students scoring below level on classroom assessments and exit slips.</td>
<td>Re-teach model during math centers while incorporating hands on mathematical games.</td>
<td>Small groups: Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving math.</td>
<td>During the school day.</td>
</tr>
<tr>
<td>Science</td>
<td>Teacher's College individual student assessment.</td>
<td>Extra time will be devoted to content instruction Frequency based on identified needs.</td>
<td>Reduced Student Teacher ratio enabling small group and individualized instruction based on assessed needs.</td>
<td>During the school day.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Teacher's College individual student assessment.</td>
<td>Extra time will be devoted to content instruction Frequency based on identified needs.</td>
<td>Reduced Student Teacher ratio enabling small group and individualized instruction based on assessed needs.</td>
<td>During the school day.</td>
</tr>
</tbody>
</table>
**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**

(Since we are a new school this year, we only have a guidance counselor one day a week and an "on-Call" social worker and psychologist)

Guidance Services are used to improve conflict resolution skills of our students. Counseling is provided during school hours in small group or individual settings depending upon the student’s needs and the situation. This is to help our students develop knowledge and understanding of themselves and others.

<table>
<thead>
<tr>
<th>Leader in Me</th>
<th>One to one</th>
<th>During the school day as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Resolution</td>
<td>small group</td>
<td></td>
</tr>
<tr>
<td>Behaviour Therapy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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

#### Part A: FOR TITLE I SCHOOLS

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

   | N/A |

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

   N/A

#### 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).

   Four students are currently in temporary housing and attending PS 377Q.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
We will provide an enriched and accelerated curriculum which may include counseling, pupil services, and mentoring services. In addition, we provide uniforms, book bags, books, provide payments for trips and other school supplies and transportation.

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

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

Indicate with an “X” your school’s 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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

At PS 377:

All recruited teachers will be appropriately certified and highly qualified MATH and ELL teachers.

The Principal will work closely with Human Resources in order to follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.

Mentors are assigned to support struggling and un-qualified teachers.

The school’s professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place weekly on Mondays, and designated professional development days.

Professional development will be on-going at weekly grade conferences, and as needed to be provided by the lead teachers.

The Principal in collaboration with Human Resources will work to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.
### 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).

Professional development (PD) is given in order to ensure teachers are using the latest strategies or methods to achieve success and meet all goals. PD is coordinated by the administration and a curriculum teams, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assisting teachers’ individual needs for professional development. The PD will take place on days as prescribed by the DOE guidelines and professional development days. PD will be on-going at grade conferences.

Professional Development will include:

- Alignment with school goals, state and district standards and assessments, and other professional learning activities including formative teacher evaluation
- Include best practices and staff developer days with our TC consultant
- Focus on core content and modeling of teaching strategies for the content
- Inclusion of opportunities for active learning of new teaching strategies
- Provision of opportunities for collaboration among teachers
- Inclusion of embedded follow-up and continuous feedback

### Professional Development Long Term Goals

- Improve student learning and achievement by promoting high quality classroom instruction
- Use Danielson’s Component Rubrics to self-assess practices in each domain
- Support teacher growth through the ADVANCE
- Promote educational leadership among collaborative groups /teacher teams
- Provide opportunities and resources that support professional development activities initiated by an individual staff member or group of staff members
- Reflect on and shift daily practices as well as the planning and implementation of Common Core aligned units
- Use a shared understanding of Danielson's framework to identify areas on which to focus and actively pursue professional growth

### Part 3: TA Schools Only

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

Targeted Assistance program will allow us to offer academic support to the Kindergarten and first grade children to enhance our students’ education through small group instruction by the Special Education or ELL personal.

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).

To help maximize instruction in the classroom, many of our Tier II and Tier III service providers (AIS and ESL) will follow the push-in method where they collaborate and often re-teach certain topics in a small group setting.

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

At PS 377, we will include teachers in the decisions regarding the use of academic assessments by having a MOSL committee that will determine the assessments that will be used for State and Local measures. These decisions will provide information to staff, and improve the achievement of individual students and the overall instructional program. Teachers will meet periodically to be staff developed in understanding the meaning of test results and will use test data to drive instruction. Teachers will have many opportunities to discuss assessments particularly at the following:

- Professional development day planning
- Monday and Tuesday professional development
- Grade Conferences
- Teacher Team meetings and inquiry meetings

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\(^2\). On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

\(^2\text{Explanation/Background:}\)

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>
</tr>
</thead>
<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. P.S. 377, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 377 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
</tbody>
</table>

2018-19 CEP
Parental Involvement and School Quality

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

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

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

Encouraging School-Level Parental Involvement

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

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

**School-Parent Compact (SPC)**

P.S. 377, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

*Support home-school relationships and improve communication by:*

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

• ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
• notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
• arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
• planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
• initiating the Parent Square platform, which allows for communication between the home and school in a timely fashion.

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

- 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.
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>27</td>
<td>Queens</td>
<td>377</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Tracy Keane</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td>Graziella Esposito</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mary Barton</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification</th>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers</td>
<td>1</td>
<td>Currently teaching in the ENL program</td>
</tr>
<tr>
<td>Bilingual</td>
<td>N/A</td>
<td>Teachers currently teaching in a bilingual program</td>
</tr>
<tr>
<td>Foreign</td>
<td>N/A</td>
<td>Language/world language teachers providing home language arts (HLA)</td>
</tr>
<tr>
<td>TESOL</td>
<td>N/A</td>
<td>Extension and TESOL certification</td>
</tr>
<tr>
<td>Self-contained</td>
<td>N/A</td>
<td>Teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
</tr>
</tbody>
</table>

D. Student Demographics

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

A. ELL Programs

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>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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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?

   Our school uses the NYSITELL, NYSESLAT, Teachers College Reading and Writing Project, Go Math Fall/Spring Benchmarks, EngageNY Exit Slips, Fundations, teacher-created exit slips for all subjects, and Passport to Social Studies Pre-Assessments to guide instructional planning for our ELLs. The data received from each individual allows us to provide the supports needed for our ELLs in terms of all four modalities (listening, speaking, reading, and writing). When the students enter the school year, they are given the NYSITELL, which provides us with the students' proficiency levels when entering the particular program, which then allows us to provide the appropriate supports the child may need depending on his/her level, and allows us to differentiate appropriately. This information is also provided by our pre-assessments and benchmarks, given at the beginning of the year. GoMath Benchmarks are given to each student to gain insight about the students' skills in math. With these assessments, the teacher is able to provide the student with what he/she needs, and is able to appropriately guide instructional planning for our ELLs. At the end of the year, the students are given the NYSESLAT, which provides us with important information about the students' growth throughout the year.
2. **What structures do you have in place to support this effort?**
   
   All staff at P.S. 377 work together to create an environment that supports all students. As a grade level, the teachers work together to provide the best supports for their students. Within our school, Google Drive is used as a place to keep all documents used throughout the school year, such as assessments, benchmarks, worksheets, etc. Each and every person of the school is an active member in creating an environment that supports the growth of each and every student.

3. **What structures do you have in place to support this effort?**
   
   All staff at P.S. 377 work together to create an environment that supports all students. As a grade level, the teachers work together to provide the best supports for their students. Within our school, Google Drive is used as a place to keep all documents used throughout the school year, such as assessments, benchmarks, worksheets, etc. Each and every person of the school is an active member in creating an environment that supports the growth of each and every student.

   **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?**

   P.S. 377 uses the NYSITELL and the NYSESLAT to identify baseline, progress and areas of need for our ELLs.

4. **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?**

   P.S. 377 uses the NYSITELL and the NYSESLAT to identify baseline, progress and areas of need for our ELLs.

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

   Once the summative data has been gathered, each grade comes together to discuss specific student goals and what we can do as teachers to achieve those goals. Groups are formed within the classroom based on their levels in the class.

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

   Once the summative data has been gathered, each grade comes together to discuss specific student goals and what we can do as teachers to achieve those goals. Groups are formed within the classroom based on their levels in the class.

7. **How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]**

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

   Once the summative data has been gathered, each grade comes together to discuss specific student goals and what we can do as teachers to achieve those goals. Groups are formed within the classroom based on their levels in the class.

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8. **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.]**

   Once the summative data has been gathered, each grade comes together to discuss specific student goals and what we can do as teachers to achieve those goals. Groups are formed within the classroom based on their levels in the class.

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

   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.

   In our school, our ENL teacher is in the classroom all day with a General Education teacher. She is able to provide the appropriate supports needed to our ELLs all day. Within the freestanding ENL program, students are grouped heterogeneously. The levels range from Entering-Expanding. Instruction is delivered as required under CR Part 154.2. Our entering students receive 360 minutes of ENL instruction per week, where 180 minutes is integrated ENL instruction (ELA), and 180 minutes are standalone ENL instruction. Our emerging students also receive 360 minutes of ENL instruction per week, with 90 minutes being standalone ENL instruction, and 180 minutes being integrated ENL instruction. Our transitioning students receive 180 minutes of ENL instruction per week with 90 minutes being integrated ENL instruction, and 90 minutes being standalone ENL. Our Expanding students receive 180 integrated minutes per week. Lastly, our commanding students receive 90 minutes of integrated ENL instruction a week.

   b. TBE program. *If applicable.*

   N/A

   c. DL program. *If applicable.*

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

   ENL instruction is delivered as required under CR Part 154.2. Our entering students receive 360 minutes of ENL instruction per week, where 180 minutes is integrated ENL instruction (ELA), and 180 minutes are standalone ENL instruction. Our emerging students also receive 360 minutes of ENL instruction per week, with 90 minutes being standalone ENL instruction, and 180 minutes being integrated ENL instruction. Our transitioning students receive 180 minutes of ENL instruction per week with 90 minutes being integrated ENL instruction, and 90 minutes being standalone ENL. Our Expanding students receive 180 integrated minutes per week. Lastly, our commanding students receive 90 minutes of integrated ENL instruction a week. The ENL teacher is in the classroom all day with a General Education teacher, therefore she is able to provide the appropriate supports for all ELLs throughout the day, ensuring the number of instructional minutes is provided according to proficiency levels.

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.

   Core content is delivered in English. When it is possible, translations are provided for our students by bilingual staff or translators.

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

   In the beginning of the school year, our Spanish-speaking students take the Spanish LAB to test for Spanish proficiency. Throughout the year, the students are provided with translations in their native language when needed. The students can also access the Go Math and EngageNY worksheets/assessments in their native language.

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

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

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

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

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

10. If you had a bilingual program, what was the reason you closed it?
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   - Leveled small group instruction
   - BrainPopJr/BrainPopESL
   - Wilsons Fundations
   - Teachers College Reading and Writing Program
   - Passport to Social Studies Core Curriculum
   - Go Math/EngageNY
   - Differentiated worksheets and assessments
   - Leveled Library
   - Visuals
   - Translations
   - Promethean Boards
   - FOSS Science Kits

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

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   N/A

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).
   When new students enter the building, they are immediately given a tour and introduced to staff members so they become comfortable with the environment. The parents are then introduced to the teachers, so they have some time to ask questions if necessary.

17. What language electives are offered to ELLs?
   English/ENL

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

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

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

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   P.S. 377 is committed to developing strong parent-teacher relationships.

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

Additional Information

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Graziella Esposito</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>School Counselor</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

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

DBN: 27Q377  School Name: P.S. 377  Superintendent: Jennifer Amber

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>Michelle</td>
<td>Costanzo</td>
<td>Assistant Principal</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   Data is collected from the Home Language Identification Survey. This survey allows us to assess the language preferences of the parent community. Along with this, we also use the student emergency contact cards to collect information.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bengali</td>
<td>1</td>
<td>0.35</td>
<td>1</td>
<td>7.69</td>
</tr>
<tr>
<td>Spanish</td>
<td>10</td>
<td>3.42</td>
<td>10</td>
<td>7.69</td>
</tr>
<tr>
<td>English</td>
<td>281</td>
<td>96.23</td>
<td>281</td>
<td>84.62</td>
</tr>
</tbody>
</table>

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

   English

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

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class trip forms</td>
<td>Varies</td>
<td>We plan to translate through the DOE T&amp;I Unit.</td>
</tr>
<tr>
<td>Reminder Messages</td>
<td>Varies</td>
<td>We will use Parent Square to translate daily messages to families</td>
</tr>
<tr>
<td>School wide memos/newsletters</td>
<td>Varies</td>
<td>Will have bilingual staff members translate memos. We will use DOE translation DOE services for languages that are not represented in our staff.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>Sept/Nov/Mar/May</td>
<td>We will use over-the-phone interpreters as necessary, or bilingual school personnel.</td>
</tr>
<tr>
<td>Initial ELLs Parent Orientation</td>
<td>September</td>
<td>We will bring on-site interpreters from the vendor agency.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>At Various Times During the Year</td>
<td>We will use bilingual school personnel to translate for parents</td>
</tr>
</tbody>
</table>

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

Bilingual staff members and over-the-phone translation services will be used during school emergency. Parent Square will also be used to keep parents updated of ongoing events.

**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 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 by holding Professional Development meetings to inform the staff. The staff will be able to ask questions, as well as receive resources to help them become aware of the goal. Along with this, each staff member will be made aware of the language services available for the parents.

**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.)

Our school will make limited-English Proficient parents aware of their right to receive information by posting translated signage for the parents to see as they enter the school. Brochures and letters will also be shared with the parents so they are made aware of the different language services available to them.

**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?

At the end of the year, the parents will be asked to complete a survey about the language services they receive. From their responses, we will be able to implement additional resources where needed, and improve our language services.