2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 31R001
School Name: P.S. 001 TOTTENVILLE
Principal: GRACE SILBERSTEIN
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 1 The Tottenville School
School Number (DBN): 31R001
Beds Code: 3531001001
Grades Served: Pre-K-5
School Address: 58 Summit Street, Staten Island, N.Y. 10307
Phone Number: 718-984-0960
Fax: 718-984-3389
School Contact Person: Grace Silberstein
Email Address: gsilber@schools.nyc.gov
Principal: Grace Silberstein
UFT Chapter Leader: Dawn DePalma
Stephanie DeGaeta
Parents’ Association President: Melissa Cosentino
SLT Chairperson: Joy Mulligan and Liz 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: 31
Superintendent: Vincenza Gallasio
Superintendent’s Office Address: 715 Ocean Terrace
Superintendent’s Email Address: vgallassio@schools.nyc.gov
Phone Number: 718-420-5657
Fax: 718-420-5677

Field Support Center (FSC)
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace Silberstein</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Dawn DePalm</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Stephanie DeGaeta</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>CBO Representative, if applicable</td>
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<tr>
<td>Liz Costanzo</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Joy Mulligan</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Marianne Shenton</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td></td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Danielle Leto</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Victoria Sukharenko</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Michelle Schroeder</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Angela Sciortino</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
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<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>
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<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>
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<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>
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<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

1. What is your school’s mission statement?

In today’s society schools have been given innumerable tasks to perform. Elementary schools are among the first institutions, outside the family, to take on the task of educating the children of the future. P.S. 1 is committed to educating each child to the highest level he/she can attain. We are dedicated to imparting the skills and knowledge that will help each child live a fulfilling, productive life as a responsible citizen in our society. We value integrity, partnership, initiative, and discipline and are dedicated to excellence. The success of our mission depends on the effectiveness of teachers, parents, and administrators working together for the benefit of the children.
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.

| Our student population consists of 25% of students who have an Individualized Education Plan. Students with IEPs are mainly served in collaborative team teaching classes. In addition to providing differentiated instruction in the classroom we have provided additional intervention support that is aligned to their academic area of need. Families of students in grades 3-5 were offered an additional program after school that targeted instruction in ELA and Math. Students in grades K-2 were also provided with literacy intervention programs afterschool to support their continued academic needs in literacy. In addition to servicing students who require academic intervention, we were also able to offer an enrichment program for students in grades 3-5 during the school day. We were also able to offer an afterschool enrichment program for grades Kindergarten through grade 5. Students are engaged in STEM activities to provide them with the additional opportunities for rigorous instruction. According to the Learning Environment survey, there was a need for additional non-academic programs. As a result, we have implemented these programs for our students. We have offered the following programs: fitness, legos, drama, STEM, dance, and basketball. We have been able to offer these programs in the fall and in the spring. In order to celebrate student achievement, teachers have worked with their grade level teams to create a common criterion for students to become a “Reader, Writer, and Mathematician of the month. Students who have shown exemplary gains for the month are celebrated. Once a student has been selected, they are asked to write a letter to their class explaining what they did to earn the recognition. Their names are announced for the whole school to hear. This same protocol is in place for Science, Art, and Physical Education. The PTA has begun a school spirit initiative in which all students receive a PS 1 keychain and are awarded spirit sticks for recognition of birthdays, citizenship, and good behavior. In collaboration with the PTA we are awarding students with a spirit stick for this “success”. |

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

| Based upon our recent state test data 84% of students with disabilities are below or approaching grade level standards in ELA and 78% are below or approaching grade level in mathematics. Our ELLs are performing at 18% proficiency according to the ELA test data and all ELL students are below or approaching grade level in mathematics. Our ENL students are not reading at grade level therefore are lacking the comprehension ability to read the challenging grade level text that is expected for state exams. An increase in academic vocabulary is needed to support both our ENL students as well as our students with disabilities. |

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.

| At the center of the Framework for Great Schools is student achievement. Our school made progress in student achievement as evidenced by our MOSL data in English Language Arts. We had 71% of students meeting or exceeding standards according to our DRA data. Last year we only had 63% of students meeting or exceeding standards in DRA. According to our data we need to focus our support in our early childhood grades K-1 since we only have 65% of students meeting or exceeding standards in our DRA data. In addition our focus will be on creating meaningful rigorous instruction for our pre-k students as we have expanded our program to include two full time pre-k classes. We will work with teachers collaboratively to plan instruction that will prepare students for meeting the rigorous Common Core Learning Standards. The Pre-K teachers will work collaboratively using the instructional units designed by the DOE. We have been fortunate enough to participate in the Learning Partners Program again this school year to support this focus area. Our intended outcome is to produce collaborative, rigorous instruction to create a supportive environment for our students. Another focus area is formative assessment with a particular focus on self-assessment and peer assessment. The Learning Partnership will include our host school of P.S. 5. Through careful analysis of the common core learning standards, we noticed a significant gap in the Common Core Learning Standards in ELA and Math that our general education and special education students need to have in order to successfully master the content in order to fill in gaps. Our plan is to address the gaps in the standards as well as the deficits in pedagogy that cause so many students to struggle. Teacher collaboration and improvements to the rigor of instruction at the elementary level will ultimately have an influence on student achievement. Collaborative planning with teachers from our partner schools will help hone teacher skills and opportunities to learn and grow from one another. The design of |
This partnership is strategic because it pairs us with schools that are in close geographical proximity; similar yet diverse enough in student population and led by like-minded and motivated leaders with the work centered on the Framework for Great Schools. We are committed to establishing rigorous instruction, collaborative teaching and a supportive environment. We believe that this partnership will provide seamless vertical and horizontal alignment for schools throughout the city. We will focus on the following two areas this year:

- This school year we will continue to focus upon Mathematics. Our math test data indicated an increase of 12%. Our gains were in both general education students as well as special education students.
- In addition, we will be focusing on ELA by incorporating the Ready Gen curriculum in all grades.
## School Demographics and Accountability Snapshot for 31R001

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05</th>
<th>Total Enrollment (2017-18)</th>
<th>465</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>English Language Learner Programs (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
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<tr>
<td>Dual Language</td>
</tr>
<tr>
<td>Self-Contained English as a Second Language</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
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<tbody>
<tr>
<td># Special Classes (ELA)</td>
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<tr>
<td># SETSS (ELA)</td>
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<tr>
<td># Special Classes (Math)</td>
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<tr>
<td># SETSS (Math)</td>
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<tr>
<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td># Integrated Collaborative Teaching (Math)</td>
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<thead>
<tr>
<th>Types and Number of Special Classes (2018-19)</th>
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<tbody>
<tr>
<td># Visual Arts</td>
</tr>
<tr>
<td># Music</td>
</tr>
<tr>
<td># Drama</td>
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<tr>
<td># Foreign Language</td>
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<tr>
<td># Dance</td>
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<tr>
<td># CTE</td>
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### School Composition (2017-18)

| % Title I Population | 33.0% |
| % Free Lunch | 34.2% |
| % Limited English Proficient | 6.7% |

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

| % American Indian or Alaska Native | 0.2% |
| % Hispanic or Latino | 18.9% |
| % White | 75.9% |

### Students (2018-19)

| % of Teachers with No Valid Teaching Certificate | 0% |
| % Teaching Out of Certification | 0% |
| % Teaching with Fewer Than 3 Years of Experience | 5% |

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

| ELA Performance at levels 3 & 4 | 58.2% |
| Mathematics Performance at levels 3 & 4 | 49.3% |
| Science Performance at levels 3 & 4 (4th Grade) | 91% |

### Student Performance for High Schools (2017-18)

| ELA Performance at levels 3 & 4 | N/A |
| Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A |
| US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate (2011 Cohort) | N/A |

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

| % ELA/Math Aspirational Performance Measures | N/A |

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

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

### 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 | YES |
  - White | YES |
  - Students with Disabilities | YES |
  - Economically Disadvantaged | YES |

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

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

#### 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

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

Grade level teams collaborate to design units of study that are aligned to the CCLS. Instructional shifts are embedded into the maps/lessons and tasks. Close reading and the analysis of themes is incorporated throughout genres. Benchmark tasks have been created to monitor student progress throughout the units. Rubrics have been revised to align to the CCLS. Academic tasks are reviewed regularly to determine if revisions are necessary to the task or whether additional lessons need to be addressed in the unit to support student growth. Grade level teams meet weekly to review student work and make adjustments when necessary. Unit tests have also been revised to align to the CCLS. Lessons and tasks have been differentiated in order to promote higher order thinking skills as well as provide access for all learners. Professional development, intervisitations, and teacher team sessions are based upon the use of data and the design of the curriculum and its evaluation. According to our Quality Review we were well developed in the area of creating rigorous instruction. Across grades and subjects, we have ensured that curricula is aligned to the shifts of the Common Core Learning Standards and emphasize higher order thinking for all students. We are committed to the ongoing review of unit maps, lessons and academic tasks. The instructional shifts are embedded across grades and subjects and include strategies to promote higher order thinking for all learners.

According to the NYC School Survey as well as our last Quality Review our strengths are the use of formative and summative assessments and the way in which they are used to determine groupings and curricula revisions. This has resulted in feedback to staff and students about students’ progress towards learning goals informing strategic and timely instructional adjustments to curricula and instruction.

Curriculum Design/Data Collection - Intended outcomes

- improve student performance in ELA and Math
- improve scores of the lowest performing students
- make sure curriculum is accessible for students with disabilities
- integrate Common Core Standards
- provide opportunities for differentiation
- design rigorous tasks to support Common Core
- infuse technology
- ensure content across classrooms is consistent
- ensure scaffolding takes place year to year and is sequential
- ensures the definition of proficiency is clear to all teachers in all classes in all grades and is the same for all students
- design of multiple standardized criteria for success ensures a clear way to measure if objectives have been met
- data is collected routinely at designated intervals and used to design, improve and revise instruction
- professional development and teacher team meetings revolve around the analysis of data and the implementation of curriculum
- extensive curriculum maps and grade binders that include goals, assessments, rubrics and common core learning tasks.
- A professional development plan is in place with evidence of agendas/action plans of teacher team Meetings.

According to the NYC School Survey teachers felt they required more resources to address the common core shifts in ELA. As a result of this data, the Ready Gen curriculum was adopted for teachers to utilize to address the need. In addition, guided and independent reading materials were purchased for each classroom to supplement this curriculum. In addition, it was noted that teachers were in need of materials and resources to support the Social Studies curriculum. In order to support the need, we have adopted the Passport to Social Studies curriculum and have resources for each grade level. Additionally, the Amplify Science program has been adopted to address the science curriculum and resources have been purchased to implement this program.

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 of 2019, 75% of all students will meet or exceed standards using the DRA (Developmental Reading Assessment) tool to measure our growth in the ELA Anchor Standard RCCR.10 (Students will read and comprehend complex literary and informational texts independently and proficiently.)
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>September - October</td>
<td>Administration, Teacher Center Coach, Classroom teachers, Model Teachers ESL Teacher, IEP teacher.</td>
</tr>
</tbody>
</table>

1. Teachers will address academic vocabulary across curriculum areas to support reading comprehension.

2. Teachers will meet with their grade level colleagues to explore and plan lessons using the curriculum to meet the needs of the various learners in each class.

3. Teachers will meet the administration and the coach to plan for additional materials and resources needed to successfully implement the program.

4. Pre and post assessments will be created by teachers in collaboration with the administration and the coach.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Item analysis checklists will be created to monitor student growth.</td>
<td></td>
<td>Monthly</td>
</tr>
<tr>
<td>6. CCLS will be analyzed to ensure that all the standards are being addressed throughout the school year.</td>
<td></td>
<td>September, February, May</td>
</tr>
<tr>
<td>7. Benchmark reading assessment will be incorporated in each reading unit to monitor student progress.</td>
<td></td>
<td>Bi-Monthly</td>
</tr>
<tr>
<td>8. Teachers will participate in vertical and grade level inquiry team meetings to review and analyze student work. Student strengths and weaknesses will be determined and next steps will be identified to develop action plans for future instruction.</td>
<td></td>
<td>Monthly</td>
</tr>
<tr>
<td>9. Teachers will host and attend intervisitations on strategies such as differentiated instruction, close reading, productive struggle, gallery walks, Wilson Training, Orton Gillingham training, and Socratic Seminar</td>
<td></td>
<td>For each unit of study across grades every 6-8 weeks</td>
</tr>
<tr>
<td>10. Incorporate strategies for English Language Learners on all curriculum maps for all grades.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. IEP teacher will work with struggling students using the Item Analysis of the State ELA/Math exam to design lessons that will meet the needs of students to address the gaps in ELA.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of 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.

Classroom teachers will begin engaging families in September with curriculum night and will continue to meet with families during Tuesday family engagement times to discuss student progress.

- September 2018- Family Curriculum Night (All staff)
- October 2018- Parent Workshop- homework help (UFT)
- November 2018- Parent Teacher conferences
- December- Math parent workshop (UFT)
- January- May- monthly parent workshops focusing on Math strategies for each grade level
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.

NYSTL funding will be utilized to purchase resources and materials to align to the units of study that were developed by the teachers. Teachers will meet regularly in grade level meetings as well as in vertical team meetings to review student data aligned to each unit of study. Model teachers through our Learning Partners Group will attend professional development throughout the schools assigned to the group and provide intervisitations for colleagues modeling the best practices observed in school visits. Learning Partner funding will be utilized for sub coverage as well as per-session for planning intervisitations. Schedules will be adjusted for staff members to attend relevant intervisitations.

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

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

Part 5 – Progress Monitoring

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

By February 2019 65% of students will meet/exceed standards as evidenced by the DRA benchmark levels.

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

DRA and NYC Performance Tasks

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?

According to the Framework for Great Schools, a supportive environment is providing our school community where students feel safe, supported, and challenged by their teachers and peers. According to our Quality Review we consistently communicate high expectations for instruction and create opportunities for professional learning and support to faculty, students and families to support student progress towards college and career readiness.

Our strengths include ongoing effort to continually improve our professional learning and collaborative partnerships with parents and expectations that are preparing students for the next level connected to a path to college and career readiness. Our goal is to push students’ thinking by the use of rubrics as a guide to help them understand what is expected for specific tasks and how it relates to their learning. Students need to be provided with opportunities for self and peer assessment through teacher and peer conferring throughout lessons.

Based on current data, 49% of students met/exceeded standards in mathematics. By June 2019 using the new curriculum math maps designed during professional learning meetings, 52% of students will meet/exceed standards on the state math tests.

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 students will meet or exceed math proficiency by achieving 52% mastery as evidenced by the state test math data.
**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). |
| Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| Teachers will continue to engage in professional development with the National Training Network through the Algebra For All initiative. | Teachers and students | September 2018 - June 2019 | Administration, Classroom teachers, Coach, ESL Teacher, IEP teacher |
| Professional development will be provided by staff members attending the NTN training on using the CCLS learning progressions in Math to support teachers and students in monitoring learning and identifying next steps. | Administration, Model Teachers | September 2018-June 2019 | Administration, Classroom teachers, Coach, ESL Teacher, IEP teacher |
| Student led conferences will be held throughout the year to engage families in how to support children at home. | Teachers, students, families | March 2019-May 2019 | Administration, Teachers, Coach, Model Teachers, ESL Teacher, IEP teacher |
| Algebra for All Training | Teachers | September-June | Administration |

**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.

September PTA meeting- Presentation of Respect For All Initiatives

October 2018- Parent workshop on Bullying/Conflict

March 2019- Parent workshop on anxiety

**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.

Funding provided for professional development for administration through Learning Partners and tax levy funding. Teachers will use per-session funding as well as per diem funding to plan professional development for staff. Teachers will be invited to intervisitations and schedule adjustments will be made using funding through the Learning Partners allocation.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In February classroom teachers will administer the NYC Midyear Performance task to determine if 50% of students have achieved mastery.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Tasks for Math will be used as a source to measure student progress in math</td>
<td></td>
</tr>
</tbody>
</table>

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

Section 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>Question</th>
<th>Data Trends, Source, Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

As evidenced by the Quality Review, our school is well developed in teacher teams and leadership development. All teachers are engaged in robust and collaborative inquiry teams and professional collaborations that have resulted in well-defined systems focusing on the examination of student work, curriculum mapping, academic tasks, and assessment data. The impact of this work strong collaboration and inquiry work that have resulted in teacher leadership, strengthened instructional capacity and improved teacher practice leading to elevated student learning.

Through careful analysis of the common core learning standards, we noticed a significant gap in the Common Core Learning Standards in ELA and Math that our general education and special education students need to have in order to successfully master elementary school. We had 52% of students meeting/exceeding standards according to the ELA State Test data of 2016 and 34% of students meeting/exceeding standards in Math in 2017. Our plan is to address the gaps in the standards as well as the deficits in pedagogy that cause so many students to struggle. As we await our current testing data it is our goal to increase the percentage of students meeting proficiency levels in ELA and Math. Teacher collaboration and improvements to the rigor of instruction at the elementary level will ultimately have an influence on student achievement. Collaborative planning with teachers from our partner schools will help hone teacher skills and opportunities to learn and grow from one another. We are committed to establishing rigorous instruction, collaborative teaching and a supportive environment. We believe that this partnership will provide seamless vertical and horizontal alignment for our school.

Part 2 – Annual Goal

By June of 2019, teachers instructing all students including students with disabilities will implement targeted instructional strategies that will result in a 3% increase in students scoring at or above proficiency level as measured by the NYS ELA and Math Assessment.
## 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>Teachers and students</td>
<td>September- November Math in Focus PD September-May- monthly sessions with NTN</td>
<td>Administration, Classroom teachers, Model Teachers, ESL Teachers, and Teacher Center Coach, IEP teacher.</td>
</tr>
</tbody>
</table>

### Examples of Activities:

#### Learning Partner program
Learning Partner program will provide teachers with opportunities to work with teachers with the host school to develop instructional strategies to increase student achievement aligned to the CCLS. Teachers will use various strategies such as direct/explicit instruction and strategy instruction to increase student comprehension to improve Math scores.

| Teachers of Students with Disabilities, ESL Teacher, IEP teacher | September- October | Administration, Classroom teachers, Model Teachers, ESL Teachers, and Teacher Center Coach, IEP teacher. |

#### Grade leaders
Grade leaders will serve as a resource to provide teachers with strategies to address the needs of students with disabilities as well as English Language Learners and students needing enrichment. IEP teacher as well as other special education teachers trained in Orton Gillingham to improve decoding/fluency skills.

| Teachers | September-November | Administration, Classroom teachers, Model Teachers, ESL Teachers, and Teacher Center Coach, IEP teacher. |

#### Teachers will communicate with families
Teachers will communicate with families by offering parent workshops and by providing parents with information regarding students’ progress throughout the year.

| Teachers | September-November, January, March, May | Administration, Classroom teachers, Model Teachers, ESL Teachers, and Teacher Center Coach, IEP teacher. |

#### Vertical and grade level inquiry teams
Vertical and grade level inquiry teams and staff led professional development with choices for differentiated PD for staff.

| Teachers, Administration | Bi-Monthly | Administration, Classroom teachers, Model Teachers, ESL Teachers, Teacher Center Coach, and IEP teacher. |

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### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

September 2018 - Parents will be introduced to the curriculum for each grade level

November 2018 - Parents will meet with teachers to discuss student progress

January - Classroom teachers will host student-led conferences to share student progress

March - Parent Teacher conference meetings

May - Student Led Conferences

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.

Professional development time on Mondays as well as per-session funding as allocated through the Learning Partners program. Instructional resources such as materials for Orton Gillingham and Linda Mood Bell kits will be purchased to implement this plan.

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

<table>
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<tr>
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</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 65% of all students will meet or exceed standards as evidenced by end of reading and math assessments.

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

End of unit reading and math assessments

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

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

Part 1 – Needs Assessment

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

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

According to our Quality review, the work of the vertical and grade level inquiry teams result in positive results in action planning that determine next steps for teaching practice. As a result of the vertical team teacher inquiry work, teachers described how the results of benchmark tests not only guide more strategic groupings for student success, but also guide the curricula revisions at all grade levels.

It is our intended goal to review and revise the use of our benchmark assessments. As math curriculum maps are revised, teachers need to create benchmark assessments at two pivotal points in each unit. These benchmarks will be analyzed to determine student success toward the Common Core Learning Standards.

According the NYC School Quality Guide it was noted that teachers were in need of a program in the area of ELA to address the shifts in literacy. As a result our school has adopted the Ready Gen curriculum and has developed curriculum maps to support the teachers to develop and prepare lessons that will support instruction.

Part 2 – Annual Goal

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

By June 2019 teachers will engage in leadership roles through weekly vertical and horizontal team meetings on Mondays to develop strategic plans based on formative and summative student data.
### Part 3a – Action Plan

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

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

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</thead>
<tbody>
<tr>
<td>All students</td>
<td>September November January March May</td>
<td>Administration, Classroom teachers, Coach</td>
</tr>
<tr>
<td>Teachers</td>
<td>September November January March May</td>
<td>Administration, Classroom teachers, Coach</td>
</tr>
<tr>
<td>Parents</td>
<td>November January March April May</td>
<td>Administration and teachers</td>
</tr>
</tbody>
</table>

- Development of benchmark assessments at two points in each unit. Data will be analyzed to monitor student progress.

- Curriculum maps will include specific strategies such as visuals, concrete materials, technology, and reteach strategies for English language learners and students with disabilities. Timelines will be established for each unit in order to address all learning standards with a specific emphasis on content that has been identified as a weakness.

- Parents will be invited for workshops on various strategies throughout the school year.

### 3b – Parent and Family Engagement

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

| Monthly PTA meetings beginning in September |
Parent Engagement monthly meetings on Tuesday afternoons beginning in October
SLT monthly meetings

**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.
  - Professional development on Monday afternoons as well as scheduled meetings weekly with the vertical team.

- **Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.
  
<table>
<thead>
<tr>
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</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 50% of students will score a level 3 or higher as evidenced on benchmark task data.

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

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

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

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

Part 1 – Needs Assessment

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

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

According to the NYC School Quality guide 97% of parents were pleased with the school’s outreach in communication regarding student academic achievement. In addition, 95% of families were happy with parental involvement with regards to the amount of times that families were invited to school events as well as various celebrations highlight student successes. Our school community reported that through the school website, family letters, as well as through individual conferences with teachers they are able to monitor their child’s progress and are apprised of the learning targets and expectations for upcoming units. Furthermore, teachers highlight and share specific resources that families can use to support their child’s learning and growth.

Our priority is to provide families with parent workshops that are directly aligned to strategies that are being implemented in classrooms. For example, Kindergarten families need support in understanding the Fundations program that is used to support phonics instruction and strategies for parents to use at home to foster their growth in this area. Teachers will provide workshops throughout the course of the year that will align to units in both ELA and Math.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 parents will be invited to school for workshops at least five or more times during the year to support their child’s success towards college and career readiness and increase community involvement.
### Part 3a – Action Plan

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

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

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<tr>
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</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers will provide explicit instruction daily utilizing multi-sensory approaches in phonics instruction.</td>
<td>ENL students</td>
<td>September-June Period 1 daily</td>
<td>ENL teachers Administration</td>
</tr>
<tr>
<td>ENL/Orton Gillingham teachers will provide after school explicit instruction in phonics to increase student reading ability levels.</td>
<td></td>
<td>October-March Thursday afternoons</td>
<td>Administration, IEP teacher</td>
</tr>
<tr>
<td>Special Education teachers will provide parent workshops throughout the school year to assist parents in understanding goals and strategies to help achieve those goals.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Administration, Teachers, IEP teacher</td>
</tr>
<tr>
<td>Parent Engagement opportunities on Tuesdays to meet with teachers. Attendance will be monitored to determine interest. Reflections from parents at opportunities will assist in need and future engagement activities.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Parents will be invited for student led conferences to discuss their portfolios.</td>
<td>Parents</td>
<td>May</td>
<td>Administration/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.

Teachers will host parent workshops throughout the school year during the school day as well as during parent engagement on Tuesday afternoons. Schedule adjustments will be made for workshops being held at other times than Tuesday Parent Engagement time. Per-diem will be utilized to provide teachers with planning and presenting of parent workshops.

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

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

Part 5 – Progress Monitoring

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

February 2019- three parent workshops will be provided. Reflection data will be analyzed to determine the remaining two workshops offered. Attendance sheets will be analyzed to determine the amount of families in attendance to monitor the need to offer workshops at varying times throughout the school day.

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

Attendance sheets will be reviewed to monitor percentage of parent attendance and reflection sheets will be reviewed to monitor additional workshop offerings that parents request.

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>DRA for all grades and State ELA assessment for grades 4-5</td>
<td>Wilson Fundations, Orton Gillingham, Linda Mood Bell, and I-ready, My-On, Raz-kids, Reading A-Z, Readworks.org</td>
<td>Small group as well as one-to-one as needed</td>
<td>During the school day as well as afterschool</td>
</tr>
<tr>
<td>Mathematics</td>
<td>End of Unit Math Assessments for all grades and State Math Assessment for grades 4-5, Math inventory for grades K-1</td>
<td>Math in Focus, I-Ready, visuals, math manipulatives, math websites such as brain pop, and Appson I-PADS.</td>
<td>Small group as well as one-to-one as needed</td>
<td>During the school day as well as afterschool</td>
</tr>
<tr>
<td>Science</td>
<td>Grade 4 Science state exam and end of unit assessment data throughout the year.</td>
<td>Measuring Up, Foss, Amplify Science, hands on experiments using the scientific method, and productive struggle, the use of appropriate science tools and equipment.</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Teacher assessments and report card data</td>
<td>Trade books, repeated readings, close reading strategies, Socratic Seminar, and Passport to Social Studies Curriculum.</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>At risk counseling for students provided by the guidance counselor and the social worker as</td>
<td>Social skill building, personal social stories, peer mediation, conflict resolution,</td>
<td>Small group and one-to-one as needed</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
evidenced by teacher observations and assessment data. TCIS strategies, and character building.
## Section 7: Support for Students in Temporary Housing (STH)

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

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


### Part A: FOR TITLE I SCHOOLS

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

   | 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).

   To be determined

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
Classroom supplies, technology, school apparel, and intervention programs during and after the school day.

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.

To be determined
### 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>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

#### Part 2: All Title I Schools

**2a. Highly Qualified Teachers (HQT)**

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

N/A

**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).

N/A

#### Part 3: TA Schools Only

**3a. Use of Program Resources**

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

N/A

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

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

N/A
## Part 4: SWP Schools Only

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

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

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.

N/A

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

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

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

**Column A**

Verify with an (X)

**Column B**

Section Reference(s)

---

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></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. 1, 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><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 1 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; |
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

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

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

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

● host the required Annual Title I Parent Meeting on or before December 1 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. 1, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic
achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

**I. School Responsibilities: High Quality Curriculum**

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1\(^{st}\) 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;
I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

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

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

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

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

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

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

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

● respond to surveys, feedback forms and notices when requested;

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

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

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

● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

| Name of School: _____ | DBN: _____ |

This school is (check one):
- [ ] conceptually consolidated (skip part E below)
- [x] NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: _____

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

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____
**Part B: Direct Instruction Supplemental Program Information**

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

Begin description here: 

The goal for the After School Academy for English Language Learners is for students to be provided with a safe learning environment and to be able to take risks in learning social and academic English. The key is for educators to understand the needs of all subgroups, specifically our ELLs and to design instruction that meets their needs. Students will learn basic language and communication skills that will allow them to actively participate in their classroom. The after school program will provide specific targeted instruction using Orton-Gillingham. Using these strategies, ELL teachers can make difficult reading comprehensible by building vocabulary, decoding difficult syntax and teaching background knowledge. ELLs will also participate in a Readers’ Theater Program to help develop oral language and literacy. Students read stories that have been scripted like a play, and then act out the story together. ELLs will benefit greatly from having opportunities to read a text many times because this helps them develop fluency, vocabulary, and comprehension. In order to understand the plot of the stories, vocabulary words will be selected and a variety of activities and strategies will be used to make them comprehensible. As a culminating activity ELLs will act out the story in front of the class. Students will be encouraged to use vocal, facial, and physical expression to engage with the script and their character. Students will have opportunities to create simple props to enhance their performance.

One certified ENL teacher and one certified Common Branch teacher will working collaboratively to support our ELL population. They will utilize an integrated model for instruction. The teachers will provide direct instruction utilizing a team teaching approach. The program will consist of 30 students from Grades K to 5.

There will be two cycles planned with sessions that will run from October - April. The sessions will be held on Wednesday from 2:30p.m.-4:00p.m. The first cycle will be scheduled from October 24-December 19, 2018 and will include English Language Learners in grades k, 1 and 2. The second cycle will be scheduled February 6- April 17, 2019 and will include ELLs in grades 3, 4 and 5. Upon arrival, children will receive a light snack while being supervised. Attendance folders will be utilized to monitor student attendance each day of service. One administrator will be responsible for supervising the program.

The remainder of the Title III that was not utilized for Professional Development will be used to purchase picture dictionaries, vocabulary context cards, thematic flip books and other materials to support the program. In addition, all resources will be used to facilitate the acquisition of the English Language and address the skills of listening, speaking, reading, and writing.

All letters sent home are translated into parent’s language of choice. Parent letters regarding the program will be collected by the classroom teachers, and forwarded to the ENL teacher. The ENL teacher will be responsible for archiving the letters and for creating attendance charts for this program.
Part C: Professional Development

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

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

Begin description here: ______

The goal of the administration is to provide all members of our school community with opportunities for professional development programs that support the academic gains and English language development of all of our students including English Language Learners and immigrant students. All staff members are encouraged to attend outside professional development session offered by the district and outside agencies.

Our Staten Island Field Support Center, along with the DELLSS offers Professional Development opportunities to all teachers who work with ELLs throughout the year. On Monday afternoons during teacher workshops, the ENL teacher will be able to turnkey the professional development. The UFT Teacher Center will provide coaching support for ENL teachers in order to create a lab site for classroom teachers to observe best practices for our ENL learners. All licensed classroom teachers, service providers and paraprofessionals attend staff conferences and other professional development opportunities offered in and outside of the school building to ensure that they will able to provide support to assist all of our ELL students as they transition from one proficiency level to another. In addition to teaching our ELL population, our certified ENL teachers will provide in-school staff development and support for common-branch and special education classroom teachers, occupational/speech therapist and paraprofessionals regarding ENL methodologies and strategies, with an emphasis on the importance of providing ELLs with background knowledge and scaffolds to support their academic language proficiency needed to help ELLs and immigrant students grow and progress towards meeting Common Core State Standards. A minimum of 15% of the required Professional development for all General Education teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating Language and content instruction for English Language Learners and immigrant students. For all ENL teachers a minimum of 50% of the required PD hours will be dedicated to language acquisition in alignment with core content instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners and immigrant students.

Our pupil-personnel secretary has attended professional development workshops provided by the NYC Department of Education, which focuses on pertinent information regarding working with ELLs and immigrant and their parents during the initial registration process, accessing vital information pertaining to ELLs through ATS, and the appropriate support involved in completing the updated Home Language Identification Survey (HLIS). Staff members have attended a professional development pertaining to a “Respect for All” anti-bullying initiative. The training touches upon several issues affecting ELL and immigrant students including the need for multicultural awareness and sensitivity. One of the goals of this initiative is to help create an inclusive, welcoming school and classroom environment where children of all backgrounds can thrive.

A professional development schedule is maintained by our administration and our school staff is required to sign in at all conferences to verify attendance.

During the 2018-2019 school year, our ENL teacher will continue to attend Professional Development Sessions offered from the Borough Field Support Center. During the 2018-2019...
Part C: Professional Development

School year, our UFT Liaison and ELL specialist will also provide professional development. The following tentative topics will be covered:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Date</th>
<th>Duration</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Data Analysis Tool (EDAT)</td>
<td>November</td>
<td>Monday 1 hour</td>
<td>All Teachers of ELLs will be presented with EDAT report in order to understand the data, the various levels of ELLs, and help to address skills targeted to specific students.</td>
</tr>
<tr>
<td>Vocabulary Development</td>
<td>December</td>
<td>Monday 1 Hour</td>
<td>All Teachers of ELLs will be presented with strategies to help build academic vocabulary.</td>
</tr>
<tr>
<td>Stages of Language Acquisition</td>
<td>January</td>
<td>Monday 1 Hour</td>
<td>All teachers of ELLs will be provided with an understanding of the stages and process of language acquisition and strategies to support ELLs at different stages of Language acquisition.</td>
</tr>
</tbody>
</table>

At these professional development sessions all teachers will receive literature to further their knowledge on how to address the needs of English Language Learners. All teachers received a copy of the GO TO Strategies: Scaffolding Options for Teachers of English Language Learners by Linda New Levine, Laura Lukens, and Betty An. Professional development will positively impact the progress of English Language Learners while strengthening teacher pedagogy. Teachers will continue to gain knowledge and their repertoire of strategies to meet the needs of all students, including the ELL population. Teachers understand how essential it is to implement multiple entry points as well as scaffolds and supports in order to address various learning styles and subgroups. Providing strong student supports will lead to student achievement and an overall increase in graduation rates while also preparing students to be College and Career ready.

Part D: Parental Engagement Activities

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

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

Begin description here: ______
We are partnering with Brienza’s Academic Advantage. The following workshops will be offered:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Month</th>
<th>Duration</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Home study practices</td>
<td>November</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part D: Parental Engagement Activities

1 Hour  
This workshop will assist parents in developing home study practices for their children which will lead to academic achievement and language acquisition.

Selecting Appropriate Reading Materials and Strategies for Reading with your Child  
December  
1 Hour  
This workshop will assist parents in selecting reading materials that are age and ability level appropriate. Parents will understand techniques such as read alouds, author studies, and gathering information from what they read.

We are also partnering with Bricks 4 Kids. The following workshops will be offered to parents and their children.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Month</th>
<th>Duration</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building an educational model using LEGO bricks (e.g. Spin Art Machine)</td>
<td>November</td>
<td>1 Hour</td>
<td>The goal of each workshop is for children to play and socialize with friends while learning fundamentals of engineering and architecture in a noncompetitive setting. Children will build problem-solving skills, provide an opportunity for creative expression and foster an appreciation of how things work. Parents will be sent translated invitations from ENL teachers to notify families of the workshops.</td>
</tr>
</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
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<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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</tr>
</tbody>
</table>
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>31</td>
<td>Staten Island</td>
<td>001</td>
</tr>
</tbody>
</table>

School Name: The Tottenville School

B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Grace Silberstein</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Nicole Sini</td>
</tr>
<tr>
<td>Coach</td>
<td>Marianne Shenton</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Tamara Alfaro</td>
</tr>
<tr>
<td>Teacher/Subject Area ENL/Bilingual Teacher</td>
<td>Laura Galard</td>
</tr>
<tr>
<td>Parent</td>
<td>Stephanie DeGaeta</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Cathy Garbie</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Sabrina Giacchi</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mr. Anthony Lodico</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.

C.1. Number of certified ENL teachers currently teaching in the ENL program: 2

C.2. Number of certified bilingual teachers not currently teaching in a bilingual program: 0

C.3. Number of teachers who hold both content area/common branch and TESOL certification: 2

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>431</td>
<td>40</td>
<td>9.28%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

<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>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>DL</td>
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Part III: Assessment Analysis

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

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

   The assessment tool used to assess the early literacy skills of our ELLs is the DRA. The DRA assesses letter and sound recognition, decoding skills, reading fluency and comprehension. We also administer assessments during the middle and end of our units of study. From the data collected, we can gain insight into the literacy needs of our ELLs. The data that is collected helps teachers scaffold their instruction and reach students at all levels. The students will be placed in small guided groups based on their individual needs.

   The DRA data from June 2017 shows:
   - In Grade 1: 2 ELLs are below grade level; 1 ELL is approaching grade level; 3 ELLs are on grade level.
   - In Grade 2: 5 ELLs are below grade level; 3 ELLs are on grade level.
   - In Grade 3: 3 ELLs are below grade level; 2 ELLs are approaching grade level; 2 ELLs are on grade level.
   - In Grade 4: 5 ELLs are below grade level; 1 ELL is on grade level.
- In Grade 5: 1 ELL is below grade level; 3 ELLs are approaching grade level; 1 ELL is on grade level. Although some of our ELLs are in need of additional support based on their DRA levels, they have made progress overall as shown by their NYSESLAT scores. From analyzing the EDAT data, our instructional focus should be on writing and speaking in Grades K-5. This will be provided by classroom teachers, ENL teachers and additional service providers.

2. What structures do you have in place to support this effort?
   The ENL collaborator works with the classroom teacher during the administration of these assessments. Schedules are created to assess students with the classroom teacher. Teacher team meetings are scheduled to analyze findings and plan targeted instruction. Based on teacher team meetings, teachers noticed a need to strengthen decoding skills, phonemic awareness, vocabulary development and writing skills for all grade spans but especially our ELL population. Lessons with scaffolds are planned according to the data to reach the students at the various ability levels. Students are placed in small groups based upon the data collected.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The English Language Learner Baseline Assessment is being used to identify areas of need for ELLs in Grades 3-5. This assessment is administered twice a year; once in the Fall and then again in the Spring. It provides teachers with detailed information about their students’ strengths and needs in English language development and serves as a resource to help plan individual and group instruction. It assesses students’ ability to engage with academic language that is embedded in content in all four modalities. This allows teachers to track the progress our ELLs have made and help determine the level and type of instructional supports students need in order to engage with discipline-specific and grade-level academic content.
   All students in Grades K-5 are administered NYC Performance Tasks (beginning of year and end of year) in ELA and Math. These tasks are designed to promote knowledge of students, facilitate alignment to an instructional focus and develop a culture of collaborative professional learning. Teacher created formative assessments are also administered in ELA and Math for each unit of study. Once the results of these assessments are available, teachers will reflect on and adjust their instruction to meet all student needs.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Summative and formative data is gathered and then teacher team meetings including the ENL teacher, classroom teachers, IEP teacher, literacy coach and administration occur to discuss the findings. These meetings can take place throughout the year during common preps and teacher team meetings when the data is available. The ENL teacher and classroom teachers can then use the data to place children into appropriate groups where instruction will be provided with scaffolds and differentiated to meet the student’s needs. This data also gives us insight into the progress made in each of the four modalities. We can notice common trends, strengths and weaknesses. The data from the ELL Periodic Assessment allows us to track the progress students are making throughout the year in grades 3-5. This allows us to target our instruction where our students need it the most and to continue the practices that are successful.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
   Our school uses data to guide instruction for ELLs within the Response to Intervention framework. Our first step begins during administration of the Home Language Identification Survey when the student enters a NYC Public School for the first time. The ELL student also takes part in an RTI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If the student is below benchmark level or at risk, they will receive targeted instructional support in coordination with language services. The next step in implementing the RTI model is to strengthen our core classroom instruction so that all students have ongoing high quality opportunities to learn. Providing students with rigorous academic content, linking their background knowledge, making everyday connections to the world and teaching through conversations helps students meet their needs as learners. For ELL students who are not showing sufficient progress, documentation will be analyzed to develop appropriate instructional interventions. Such documentation includes: an explanation of how instruction was differentiated to address native and second language concerns and cultural differences, a description of the type of ENL instruction being received, an understanding of whether or not native language support was needed and if so to what extent, and an identification of the instructional areas that need more intense intervention and if ENL support was needed to ensure...
the student benefited from the intervention. Our teachers monitor student progress to determine how they are responding to the instructional interventions. This monitoring allows them to make educational decisions about changes in goals, instruction, and/or services, as well as whether to consider a referral for special education services. Language development and background are an important factor that is considered when looking at an ELL student. If a student demonstrates persistent difficulties despite the additional support and interventions, an evaluation will be conducted.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS).

   After analyzing our EDAT report which includes detailed information such as NYSESLAT proficiency and progress, ELA/Math performance and progress, disability classification, SIFE status, years of service, etc. we can help plan and evaluate our ELL programs. The data collected from the 2017 NYSESLAT give us insight into planning our instruction for the upcoming school year. This data allows the ENL teacher to plan effective and engaging instruction that targets areas of weakness to help promote students language growth. The ENL teacher works collaboratively with the classroom teachers to share the findings and provide coherent instruction. From our 2017 NYSESLAT results, we noticed our students made progress from one proficiency level to the next. Students that stayed at the same proficiency level were students who are currently receiving special education services mandated by their IEP (Individualized Educational Plan). These children will be provided specific targeted small group instruction. In grades 3-5 the data collected from the state ELA and Math tests will serve as an additional planning tool. The following are the results from the 2017 ELA:
   - Grade 3: 4 ELLs scored a level 2; 1 ELL scored a level 3
   - Grade 4: 4 ELLs scored a level 1; 1 ELL scored a level 2
   - Grade 5: 2 ELLs scored a level 2; 1 ELL scored a level 3

   The following are the results from the 2017 Math exam:
   - Grade 3: 1 ELL scored a level 1; 4 ELLs scored a level 2; 1 ELL scored a level 3.
   - Grade 4: all 5 ELLs scored a level 1
   - Grade 5: 2 ELLs scored a level 1; 1 ELL scored a level 2.

   From this data, we offer additional support during AIS instruction using targeted strategies based on their areas of weakness.

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

   When test scores become available, the ENL teachers work closely with school administration to review the data and make adjustments to our program where needed. This data includes scores from the ELA/Math exams, NYSESLAT and NYSITELL. We analyzed the NYSESLAT and NYSITELL results and adjusted our programs to meet the mandated number of minutes as well as provide additional AIS support services as needed. To disseminate these findings, the ENL teacher works collaboratively with school leadership and classroom teachers during our common preps (once a week) and during teacher team meetings on Mondays. This gives everyone the opportunity to share ideas about the additional support that is needed to advance students across all academic areas. The ENL teachers support classroom teachers by offering ELL strategies that they can apply in their teaching.

---

**Part IV: ELL Programming**

**Programming and Scheduling Information**

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

   In our Freestanding ENL program, instruction is provided through Integrated and Standalone ENL. Integrated ENL
instruction uses the push-in model where the ENL teacher works collaboratively with the general education classroom teacher. If students are at the Entering, Emerging, Transitioning and Expanding proficiency levels, they receive 180 minutes of integrated ENL. Our co-teaching model enhances student understanding of English while learning classroom content. The classroom teacher delivers whole class instruction while the ENL teacher supports them by offering ENL strategies that will build the English language and vocabulary skills needed for success. The ENL teacher also provides individualized instruction, mini-lessons and conferences for individuals or small groups. Progress will be monitored with assessments, running records, conferences. Standalone ENL instruction uses the pull-out model for our entering and emerging ELLs. Our entering and emerging students are homogeneously grouped and receive their additional 180 minutes in Stand Alone ENL. Both the ENL and classroom teacher work together to plan engaging lessons that are Common Core aligned and help promote student achievement. In all grade levels our school uses heterogeneous grouping with students of mixed proficiency levels. Teachers can then differentiate and group their students based on their specific needs and levels. For at least 2 years from the school year in which they exist ELL status, our Commanding students will receive 90 minutes per week of integrated ENL services/ small group support that monitor and support the child’s language development and academic progress. Progress monitoring will occur in November, January and June. If progress is not made by January, then students will be scheduled for integrated ENL services for the remainder of the year. Evidence of progress will be monitored with assessments, running records, conference notes and writing samples.

b. TBE program. If applicable.
   b. Our school does not have a TBE program.

c. DL program. If applicable.
   c. Our school does not have a DL program.

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)?

Our school administration ensures the mandated number of instructional minutes is provided according to proficiency levels by keeping a copy of our ENL program card. We have two ENL teachers on staff. One is TESOL certified and the other is certified in both TESOL and Common Branch which ensures the requirements for standalone and integrated ENL minutes are met. Administration works closely with the ENL teachers when setting up a program schedule. Classes on each grade level are organized strategically where ELLs are placed in the same room when appropriate to ensure that the mandated number of instructional minutes is provided. Student data from the NYSESALT and NYSITELL is also examined to ensure that the required instructional minutes are met based on their proficiency levels. All entering students will receive 360 minutes per week of ENL services with 180 of those minutes being standalone ENL and the other 180 minutes integrated ENL/ELA. Our emerging students also receive 360 minutes per week broken down into the appropriate amount of time for standalone and integrated ENL/ELA instructional minutes. Transitioning and expanding students receive a total of 180 minutes per week with the appropriate breakdown between standalone and integrated services. All Commanding students receive 90 minutes of integrated ENL/ELA instruction per week. During the ELL students ELA periods, the ENL teachers push in and co-teach to ensure students are receiving their mandated minutes of service. During our integrated and standalone models, home language support is provided with translated materials, dual language dictionaries, staff who speak the same language and peer support from students who speak the same language. ELLs and former ELLs are also programmed in STARS according to the ENL services they receive ( Stand-alone ENL /Integrated ENL ) and mandated minutes they are entitled to.

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.

Classroom teachers, service providers, content area teachers, special education teachers and ENL teachers work collaboratively to ensure that core content is effectively delivered. Teachers use a variety of resources and materials intended to address the diverse needs of our ELL population, in order to make language and content comprehensible. Classroom libraries have a variety of leveled books from many genres to support learning across the content areas. Throughout the content
areas, the use of visuals (such as maps, charts, and pictures), graphic organizers (such as KWL charts and Venn diagrams) helps teachers in making content and language accessible to our ELL students. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre-teaching important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ENL strategies. There is the additional use of bilingual dictionaries, books and photo collections translated in several languages word-to-word dual language glossaries offered in math, science and social studies, Buddy System, paraprofessional’s language assistance to support our ELLs in their native language.

The ENL program incorporates several approaches and methods to make content comprehensible and to enrich language development. Prominent among the teaching approaches is the Natural Approach. In the Natural Approach, teachers provide language input that learners can understand. Comprehension is facilitated by using visual aids, gestures, commands for physical actions (e.g. Total Physical Response), sentence expansions, open-ended sentences, prefabricated phrases, and native language support. Native language support is facilitated through a student buddy system (children of same language assist an ENL in various subject areas). Content area instruction will be presented using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach, as well as Total Physical Response methodology will be employed in the ESL instructional program. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they need.

Our school has implemented the ReadyGen reading program, which is aligned to the Common Core State Standards. This program has scaffolds for instruction to support ELLs built into each reading and writing lesson and provides suggested activities to support our learners. It also contains a Scaffolded Strategies Handbook which provides teachers with additional support for ELLs and struggling readers. Our school has implemented Math in Focus, which is aligned to the Common Core State Standards. This program incorporates differentiated instruction and activities. Additionally, each lesson includes suggestions for instructional strategies to support English Language Learners.

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

ELLs that are new admits to our school that have a home language of Spanish and score below proficiency level on the NYSITELL are administered the Spanish LAB. This assessment is administered by the ENL teacher and a Spanish interpreter within the first ten days of initial enrollment; to determine language dominance. All ELL students in grades 3-5 are required to take the New York State Mathematics and Science exams. ELLs may take the mathematics and science test in English or an alternative language - whichever better meets their linguistic needs. Currently, the New York State Department of Education offers each of these exams in Chinese (Traditional), Haitian Creole and Spanish. The Mathematics exams are also available in Korean and Russian. When possible, arrangements are made for the test to be translated orally into other languages for ELLs whose first language is one for which a written translation is not available from the New York State Department of Education. In all classrooms including ENL standalone model and Integrated ENL/ELA models, students are given native language reading materials when available. Instructional materials and books are standards-based and age appropriate. Students native language written work samples and oral responses may be analyzed by the classroom teachers (ENL teachers, classroom teachers, Special Education teachers) with assistance from paraprofessional that are fluent in the child’s home 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

We have no SIFE students currently enrolled and have not in the past. Students with Interrupted Formal Education (SIFE) are ELL students born in a country other than the United States who enter the English Language School System in grade 3 or above, have had two years less schooling than their peers in their native countries, and function at least two years below expected grade level in reading and mathematics. If a child is admitted to the school and there are indications that the student has had an interruption or inconsistency in their formal schooling the SIFE identification process will be followed. A qualified pedagogue will administer the SIFE Oral Interview Questionnaire. The interview will be conducted in English and in the
student's home language by a qualified translator/interpreter. If the results of the SIFE Oral Interview Questionnaire indicate the student is a potential SIFE the Multilingual Literacy SIFE Screener (MLS) will be administered in the student’s home language by a qualified pedagogue. Interview notes, academic and assessment history, and work samples are to be collected and maintained in the student’s cumulative record folder. If the results of the MLS indicate the student is a SIFE, a writing screener will be administered to determine the student’s basic writing skills in his or her home or primary language. If SIFE status is determined, the school will place this student, if possible in a classroom that has another child whom speaks the same language. We will also place this student in the appropriate ENL group to make sure required minutes are met. The student will be able to use the English they have and also increase their proficiency through targeted small group instruction in their classroom as well as with the ENL teacher. Both the classroom and ENL teacher will work closely to incorporate language building skills, real world photographs/objects and individualized instruction to meet their needs. Resources are available on the NYSED website for schools to use with their SIFE students. These resources include: the SIFE Oral Questionnaire and Guidance, the Multilingual Literacy SIFE Screener (MLS) assessment portal and guidance, a Writing Screener, a Frequently Asked Questions document and a SIFE Identification flow chart. They are also releasing a SIFE ELA Foundational Low Literacy Curriculum to meet the needs of our SIFE students.Newcomer: Newcomers, participate in our Freestanding ENL program where they receive the mandated number of minutes based on their proficiency levels. When possible they are placed in classes with students who speak the same native language. In all classrooms leveled reading programs are used and small group instruction is implemented to focus on particular strategies or skills that build language development. Our students take part in the Wilson Fundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. In addition, some staff members are trained in Orton Gillingham and incorporate their practices in their daily teaching as well. Technology is incorporated throughout the day by use of smartboards, laptops and i-pads. There are also many software programs used in the classroom that can be used at home. Students are given the opportunity to participate in after school programs in ELA and Math. Developing: Our developing ELLs participate in our Freestanding ENL program where they receive the mandated number of minutes based on their proficiency levels. From looking at our NYSESLSLAT data, our developing students require additional support in reading and writing. They receive their mandated integrated ENL minutes and work in small groups. The ENL teacher collaborates with the classroom teacher to create goals for these students. We use individualized data to create assessments and practice exams for these students. Programs like MYON and Reading A-Z allow our students to build reading skills and vocabulary while working at their own level. Students can also log in at home to use the materials and resources with their families. Students may also receive services in our AIS program where targeted instruction is designed to strengthen their literacy, math and content area skills.Long term: We currently do not have any students that have been continuously enrolled in an ENL program for 7 or more years. However, if we did they would receive instruction based on their areas of need. The classroom teacher and ENL teacher would analyze their data and work together to create targeted lessons that address their areas of weakness. Small group instruction would include scaffolding techniques to ensure they are successful in completing required tasks.Former ELLs up to two years after exiting ENL status: Our former ENL students are entitled to 90 minutes of integrated ENL instruction and are eligible for certain specified testing modifications for 2 years after they pass the NYSESLSLAT. The ENL teacher works collaboratively with the classroom teacher to discuss any areas of weakness or concern. Commanding ELLs will receive 90 minutes per week of integrated ENL services/ small group support that monitor and support the child’s language development and academic progress. Progress monitoring will occur in November, January and June. If progress is not made by January, then students will be scheduled for integrated ENL services for the remainder of the year.Evidence of progress will be monitored with assessments, running records, conference notes and writing samples.

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?

We use different instructional programs to target specific needs of our ELL-SWDs. "Visualizing and Verbalizing” and “Talkies” are two programs that the ENL teacher and some classroom teachers use to develop language comprehension. The students learn how to connect to and interpret meaning for both oral and written language. These programs enhance the ability to recall facts, understand main idea, infer, conclude, predict and evaluate. Our classrooms are set up with programs and apps for our Smartboards and I-pads that allow all of the ELL subgroups to improve their language skills through the use of technology. Some programs implemented in the classroom are Raz Kids, Learning A-Z and MYON. Students can log on to these programs to view content based materials at their individualized levels. These programs also offer materials in Spanish which helps support
their native language. The content areas are also taught using hands on activities in addition to a variety of visuals. Administration and teachers work together to ensure that ELL-SWDs are receiving all services that are mandated on their IEPs. Scheduling is done strategically to guarantee all mandated minutes are met and that students are placed in the appropriate program based on their level of proficiency. The ENL teacher collaborates with special education teachers to plan engaging lessons that are aligned to the standards and provide appropriate support to help students meet their grade level goals. Our teachers use programs like Readers Theater where ELLs can role-play and practice speaking and reading in English. The Common Core Companion is used when planning instruction to ensure accommodations are made for our ELL-SWDs.

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?

To guarantee that our ELL-SWDs needs are met within the least restrictive environment; ICT classes and SETTSS programs are in place. These programs allow the maximum amount of time in the general education setting. The School Based Support Team along with the IEP team carefully review the ELL-SWDs IEP. Students are then placed in the appropriate setting mandated by their IEP. This ensures they receive all mandated services and accommodations. As per the individual student’s IEP, some ELL-SWDs are placed in an ICT class. ELL-SWD students are programmed in ICT classes where they are mainstreamed with the general population and receive further academic, social and linguistic support, which offers them opportunities to learn in the least restrictive environment. The ENL teacher works with other related service providers as well as the classroom teacher to ensure students receive all mandated services without conflict. These students may also receive additional support from our AIS and SETSS providers. Targeted small group instruction is designed to strengthen their literacy, math and content area skills.

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.

Targeted intervention programs are provided for our Newcomers in Grades K-5 as well as ELLs in testing grades in English. Small group instruction is implemented for guided reading, writing and math. Programs such as Lindamood Bell help students learn how to connect to and interpret meaning for both oral and written language. It enhances the students’ ability to recall facts, understand main idea, infer, conclude, predict and evaluate. The components of the program are utilized during small group instruction to target reading and listening comprehension, memory, oral vocabulary, critical thinking and writing. The Orton-Gillingham Reading program also targets students individual literacy needs. Through this approach students get individualized instruction to help them in reading, spelling and writing. Trained pedagogues are implementing the program with struggling ELLs daily. We have a School Enrichment Model program for all students in grades 3-5. This program allows students to study one content related topic (science/social studies) in depth for ten weeks. ELLs in Grades 3-5 are also invited to attend after school programs for literacy and math. In the lower grades Fundations is used for whole class and small group instruction. The Orton-Gillingham approach is also used in small group instruction to target our Newcomer’s needs. New ELL students are encouraged to use their native language as often as needed to aide in the transfer of language skills. Tools such as picture dictionaries, bilingual dictionaries, and translated resources can help students build oral and written skills in English.

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

Our school is currently using the ReadyGen Literacy Program. This literacy program is correlated to Webb's Depth of Knowledge (DOK) levels of reading, the Common Core State Standards and the Wilson Fundations program already in place. The program is utilized in Grades K-5 and has a component geared specifically for ELLs. ReadyGen gives our ELL students the accessibility to complex texts and tasks. Our ENL students will be supported through the use of modeling, scaffolding and close reading strategies. Integrated intervention is included for skills improvement and intensive remedial instruction when needed. The Scaffolded Strategies Handbook provides teachers with additional support for ELLs and struggling readers. Based on data and trends from the NYSESLAT and ELA, we have found that a percentage of our students struggle with reading and writing. This year will be implementing the Orton-Gillingham reading approach and strategies to support our students in these areas. Using these strategies, ELL teachers can make difficult reading comprehensible by building Tier 2 vocabulary, decoding difficult syntax and teaching background knowledge. Beginning in September of this year our school will also be
departmentalized in grades 4 and 5 for English Language Arts and Math. ELL teachers will plan and program our students accordingly.

10. If you had a bilingual program, what was the reason you closed it?
No bilingual program has been available.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students, including ELLs, are given the opportunity to attend after school programs that are offered in our school. Letters are sent home to notify parents of the after school programs, what they include and the dates they will be given. These letters are sent home in the student’s native language and phone calls home explaining the program further are made if needed.
After school programs currently offered at our school are UAU, test prep, literacy, Orton-Gillingham and enrichment and the Title III after school Literacy program. If a student is unable to pay for a program the school will work with the family to give the student the opportunity to attend. The programs we select will provide enriched learning experiences and higher learning standards for all children. Programs will have high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students’ interests, learning styles, and preferred modes of expression. During the school day, all students in grades K-5 participate in various music, dance and art programs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our English Language Learners receive constant exposure to technology in the classroom through the use of SmartBoards, laptop computers, visual aids and I-pads. I-pads and computers have programs and applications set up to support ELLs language growth. One of the programs we use is MYON. It is an online based literacy program that can be used by students in class or at home. This program offers content based E-books for students to read on various different levels. This helps build academic vocabulary and background knowledge for content based subject areas. All of our students, including our ELLs receive an individual code for this program. Other programs implemented in the classroom are Raz-Kids and Learning A-Z. These programs offer content based E-books in differentiated reading levels as well as in Spanish to aid in native language support. Teachers can use these programs on their Smartboards so children have enlarged visuals. They can also pick appropriate resources based on their topics of study. Each classroom library is stocked with many leveled books in an assortment of genres to ensure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. Content areas are taught in English using ENL strategies. The use of bilingual dictionaries, picture dictionaries, photo collections with multilingual translations, thematic flash cards, as well as word-to-word dual language glossaries are offered across the content areas to provide native language support.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Our school has a Freestanding ENL program model. We currently do not offer a Dual Language or Bilingual program. To keep our parents up to date and informed on school news, notices are sent home in their preferred language of communication. We understand the importance of offering many opportunities for ELLs to use their native language as a foundation of English language acquisition and development. Although instruction is provided in English in our Freestanding ENL program, newcomer ELL students are encouraged to use their home language when needed. If possible they are paired with another student that speaks the same language. This student can help support them throughout the day and help ease the transition into classroom expectations and activities. Books in their native language are also available for the students to borrow and take home. They are also encouraged to use their native language for writing. Dictionaries and/or translators can assist in translating the piece into English. Materials and resources for math can also be sent home in the child’s native language. In addition, students in Grades 3-5 are entitled to take state assessments in Math and Science in their home language. The Math, Science and Social Studies assessments are translated into the following languages: Chinese, Haitian Creole, Korean, Russian and Spanish. In the event that a student’s home language is not available (Arabic, Albanian, and Sinhalese), arrangements will be made for an interpreter to translate the test orally.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Students receive all required services and resources by grade, age and English ability. All classroom materials are aligned to the students current reading levels, content area and proficiency level as an ELL. The ENL teacher receives curriculum maps that are aligned to the Common Core Standards for each grade as well as resources. The ENL teacher works with the classroom teacher to create entry points for all learners. Small group instruction with scaffolded lessons and strategies such as sentence starters, graphic organizers, front loading of vocabulary, etc. to ensure all students are successful in meeting grade level tasks.

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?
Currently our school does not share a building.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELL students that have attended Pre-K in our school are introduced to the ENL teacher before the beginning of the school year. They have the opportunity to meet with the ENL teacher and receive summer activities that can offer English language support. Parents of newly enrolled ELLs are invited to attend workshops where interpreters will be provided if needed. We have a kindergarten orientation for parents to welcome them to the school and curriculum meetings for all grades. The ENL teacher also holds an ELL Parent Orientation at the beginning of the school year or when new admits arrive. During parent engagement time on Tuesdays, teachers meet with parents to discuss their child’s language development. On our school website, parents can see upcoming activities, the curriculum for the year by grade and all school notices. Parents receive a welcome packet at the beginning of each school year with information regarding school policies and procedures. The PTA invites all parents to their meetings where they are afforded opportunities to ask questions and receive information and assistance. Our parent coordinator is also available to assist parents that may have questions or concerns about the upcoming year. Families of students who are ELLs/SWDs are contacted by the Special Education Support Staff members to provide an opportunity for questions and answers.

17. What language electives are offered to ELLs?
19. Our school does not currently offer any language electives.

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

Our school does not have a dual language program.

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Professional Development and Support for School Staff

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

The goal of the administration is to provide all members of our school community with opportunities for professional development programs that support the academic gains and English language development of all of our students including English Language Learners and immigrant students. All staff members are encouraged to attend outside professional development session offered by the district and outside agencies to ensure that they will be able to assist our ELLs and immigrant students in all academic areas.

Our Staten Island Field Support Center, along with the DELLSS offers Professional Development opportunities to all teachers who work with ELLs throughout the year. On Monday afternoons during professional development the ENL teachers also collaborate with the UFT Teacher Center for Professional Learning to provide classroom teachers, service providers and
paraprofessionals with professional development to ensure that they understand the stages and process of language acquisition, along with the various cultural and native language transfer factors that can impact the process. Additionally, the UFT Teacher Center will provide coaching support to ENL teachers in order to create a lab site for all teachers to observe and do inter-visitations. Another goal is provide staff with support in understanding ENL methodologies and strategies, with an emphasis on the importance of providing ELLs with background knowledge and scaffolds to support their academic language proficiency needed to help ELLs and immigrant students grow and progress towards meeting Common Core State Standards. Bloom’s Taxonomy across the stages of language acquisition is also provided to support our ELLs language acquisition. Professional development will positively impact the progress of English Language Learners while strengthening teacher pedagogy. Teachers will continue to gain knowledge and their repertoire of strategies to meet the needs of all students, including the ELL population. Teachers understand how essential it is to implement multiple entry points as well as scaffolds and supports in order to address various learning styles and subgroups. Providing strong student supports will lead to student achievement and an overall increase in graduation rates while also preparing students to be College and Career ready. A professional development schedule is maintained by our administration and our school staff is required to sign in at all conferences to verify attendance.

During the 2018-2019 school year, our ELL coordinator and ENL teachers will continue to attend Professional Development Sessions offered. In the fall the ENL teacher team will present the English Language Learner Data Analysis Tool (EDAT) to the staff in order to help teachers understand the data, create an understanding of the various levels of English Language Learners, and help to address skills targeted to specific students. All teachers received a copy of the GO TO Strategies: Scaffolding Options for Teachers of English Language Learners by Linda New Levine, Laura Lukens, and Betty An.

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.

To meet the 15% of total hours of ELL professional development for all teachers, the workshops listed above are set up on Monday afternoons. Training sessions are also offered to help teachers incorporate ELL strategies in their classrooms. The ENL teacher also attends additional ENL meetings offered throughout the year to reach the 50% of total hours. Some of these meetings include workshops held by the UFT Teacher Center and Borough Field Support Center. These meetings include topics such as: New ENL Progressions, Scheduling & Programming for ELLs, Differentiating Instruction and Assessment for ELLs and ELL students with disabilities. The ENL teacher also attends professional development for ELL related topics such as: the ELL Identification process, NYSESLAT/NYSITELL testing training/updates, and LAP and LTI assistance. Records for professional development activities are kept in the ELL Critical Documents Binder with the agenda and attendance.

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?

Our school provides for individual meetings with parents of ELLs throughout the school year to discuss the goals of the program, their child’s language development progress, their child's English language proficiency assessment results and language development needs in all content areas. On Tuesday afternoons the ENL teacher can meet with parents during our set parent involvement time. Communication logs are maintained by all staff members. The ENL teacher can hold individual conferences, set up meetings or sit in on parent meetings with classroom and content area teachers. Meetings with parents can be set up as needed to discuss student language development progress, assessment results, and individual goals. We also hold student led conferences each spring. These conferences allow our students to showcase their work from the year. If translation is needed, the Translation and Interpretation Unit can be used for any conference or meeting scheduled throughout the school year. School-based staff can also be utilized for interpretation as well.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our 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 and Parent Association. ELL Parents are invited to attend many academic and social activities that take place at our school such as:

- Publishing parties: Teachers invite parents to visit the classroom to read their child’s published writing piece at the end of a unit. This helps to foster an environment where the school partners with families to reach the expectations of the Common Core and those set by the school community.
- Holiday fairs: Special assemblies where students perform.
- PTA meetings: Open school week.
- Class trips.
- Curriculum conferences: Parents are invited to additional parent meetings twice a year, once at the beginning of school in September and once towards the end in May. These meetings allow parents to articulate with their child’s teacher, to go over the curriculum and student expectations during each unit.

Our Parent Coordinator serves as a liaison between the school and families. Our parent coordinator is always available to answer any questions that parents might have. The parent coordinator ensures that all parents receive information about upcoming events and ways to become involved in their preferred language. The parent coordinator arranges interpreters to be available for our academic and social activities that take place. The Translation and Interpretation Unit is available for staff to utilize for individual conferences. Translation services can assist staff in translating documents that contain critical information for parents. Outside vendors are hired for interpretation when needed.

Our parent coordinator arranges for different agencies to provide workshops and services to support our ELL parents. One organization, Health Plus/Blue Cross, comes to the school to speak to parents about receiving health insurance for themselves and their children. They also offer workshops on various health topics. Our school also partners with our local library. Teachers work with the library to have content related materials set aside for parents to have easy access. This allows parents to access materials to use with their children at home that aligns with the topics covered in class. Our library also offers many parent workshops on technology as well as free English classes. Information on these classes are sent home to parents in their home language. We are currently in the process of creating an adult ENL class which will be offered to all ELL parents in our school community. This program will be available to help parents with communication skills. Dates and times will be determined based on the number of parents attending. We are also currently looking into an outside organization to provide ELL PDs to support our parents and help build stronger ties.

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.
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, Grace Silberstein, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** PS 1 The Tottenville School  
**School DBN:** 31R001

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace Silberstein</td>
<td>Principal</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>Nicole Sini</td>
<td>Assistant Principal</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>NA</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>Laura Galard</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>Stephanie DeGaeta</td>
<td>Parent</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>Caroline Nicolosi/ ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>NA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>Marianne Shenton</td>
<td>Coach</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>Tamara Alfaro</td>
<td>School Counselor</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>Anthony Lodico</td>
<td>Superintendent</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>Sabrina Giacchi</td>
<td>Other School Psychologist</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>Cathy Garbie</td>
<td>Other Parent Coordinator</td>
<td></td>
<td>9/05/18</td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>9/05/18</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 31R001  School Name: P.S. 1 The Tottenville School  Superintendent: Vincenza Gallas

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>Cathy</td>
<td>Garbie</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Caroline</td>
<td>Nicolosi</td>
<td>ENL Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

1. Our school uses various data and methodologies to assess language preferences of our parent community. Part II of the Home Language Survey is used to determine our parents preferred language of communication in both oral and written form. The RAPL report can be run in ATS to determine the adult preferred languages in our school community. Information can also be obtained from the student emergency contact cards, parent surveys, and data provided by the ENL teachers.

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>Albanian</td>
<td>2</td>
<td>0.4</td>
<td>2</td>
<td>0.4</td>
</tr>
<tr>
<td>Arabic</td>
<td>7</td>
<td>1.41</td>
<td>7</td>
<td>1.41</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>0.6</td>
<td>3</td>
<td>0.6</td>
</tr>
<tr>
<td>Luganda</td>
<td>1</td>
<td>0.2</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
<td>0.2</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Sinhalese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Spanish</td>
<td>35</td>
<td>7.03</td>
<td>38</td>
<td>10.64</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.

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
<th>Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School handbook</td>
<td>September</td>
<td>We use DOE translated copies</td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Announcements</td>
<td>Sept/Nov/March/May</td>
<td>We use DOE intranet templates for covered languages; we use translation vendor for non-covered languages when needed</td>
<td></td>
</tr>
<tr>
<td>Parent Curriculum conference</td>
<td>September</td>
<td>We use DOE T &amp; I Unit for translation into covered languages, using translation vendor for non-covered languages</td>
<td></td>
</tr>
<tr>
<td>ELLs Entitlement/Non-entitlement/continuation letters</td>
<td>September</td>
<td>We use DOE Intranet template(s)</td>
<td></td>
</tr>
<tr>
<td>New York State testing dates</td>
<td>March-May</td>
<td>We use DOE T &amp; I Unit for translation into covered languages, using translation vendor for non-covered languages</td>
<td></td>
</tr>
<tr>
<td>Emergency Contact Cards</td>
<td>September</td>
<td>We use DOE translated copies</td>
<td></td>
</tr>
<tr>
<td>School Calendar</td>
<td>September</td>
<td>We use DOE translated copies</td>
<td></td>
</tr>
</tbody>
</table>
I. Individualized Education Plan (IEP)

We use DOE T & I Unit for translation into covered languages, using translation vendor for non-covered languages.

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/March/May</td>
<td>We use the DOE over the phone interpretation service as well as the translation vendor service.</td>
</tr>
<tr>
<td>Initial ELL Parent Orientation</td>
<td>September</td>
<td>We use the DOE over the phone interpretation service as well as the translation vendor service.</td>
</tr>
<tr>
<td>Parent Curriculum Conference</td>
<td>September</td>
<td>We use the DOE over the phone interpretation service as well as the translation vendor service.</td>
</tr>
<tr>
<td>Parent Curriculum Conference</td>
<td>November/March/May</td>
<td>We use the DOE over the phone interpretation service as well as the translation vendor service.</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>Annually/Re-evaluations, Initials</td>
<td>We use the DOE over the phone interpretation service as well as the translation vendor service.</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.

To reach limited-English-proficient families in the event of a school emergency our school has safety procedures in place. Teachers have safety folders that contain the emergency contact cards of all students. They also have the contact information for the Translation and Interpretation Unit available if needed. The languages available are Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu. In the event that a language spoken is not available by the staff, parent volunteers will be available to assist. Parents are provided with a school handbook at the beginning of each school year. This handbook provides information for parents in their home language regarding emergency procedures as well as school safety and other pertinent school information.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The Language Access Coordinator will be available to turnkey language access information and resources to the staff to ensure everyone is familiar with the goal of Chancellor’s Regulation A-663. Staff meetings will be held to ensure that all staff members are aware of how to use translation services such as the Translation and Interpretation Unit.

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.)

To make limited-English Proficient parents aware of their right to receive information translated signage are posted on the bulletin board located at the main entrance of the school. The Parent’s Bill of Rights is also available in the main office. The parent coordinator is aware of all translation needs in the school and is available to provide notices home in the family’s preferred language of communication. Parents can also access the school website for up to date information.

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?

To gather feedback from parents, our school uses the parent survey as well as information received during individual parent meetings. LEP parents can complete a survey regarding the language assistance they have received throughout the year and offer any suggestions they have to enhance the services.