2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 11X021
School Name: P.S. 021 PHILIP H. SHERIDAN
Principal: JOYCE COLEMAN
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 21
School Number (DBN): 11X021
BEDS Code: 11X021
Grades Served: Kindergarten- Fifth Grade
School Address: 715 East 225th Street, Bronx, New York 10466
Phone Number: 718-652-3903
Fax: 718-231-2556
School Contact Person: Joyce Coleman
Email Address: jcolema@schools.nyc.gov
Principal: Ms. Joyce Coleman
UFT Chapter Leader: Nicole Manning
Parents’ Association President: Joann Figueroa
SLT Chairperson: Joyce Coleman
Title I Parent Representative (or Parent Advisory Council Chairperson): Alrick McLeod
Student Representative(s): N/A
CBO Representative: N/A

District Information

Geographical District: 11
Superintendent: Dr. Jeremy Kabinoff
1250 Arnow Avenue, Bronx, New York 10469
Superintendent’s Office Address: jkabinoff@schools.nyc.gov
Superintendent’s Email Address: 718-519-2620
Fax: 718-519-2626

Field Support Center (FSC)

FSC: District 11
Executive Director: Rudy Rupnarain

2018-19 CEP
Executive Director’s Office Address: Zerega Avenue
Executive Director’s Email Address: rrupnar@schools.nyc.gov
Phone Number: N/A Fax: N/A
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>Joyce Coleman</td>
<td>*Principal or Designee</td>
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<tr>
<td>Nicole Manning</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Joann Figueroa</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Flora Tomanelli</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Alrick McLeod</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>N/A</td>
<td>Student Representative</td>
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<td>(optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>N/A</td>
<td>Student Representative</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable/</td>
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<tr>
<td>Lauren Sakho</td>
<td>Member/Teacher</td>
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<tr>
<td>Qiana Jones-Taylor</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<td>Yvette Peartree-McFarlane</td>
<td>Member/Teacher</td>
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<td>Member/</td>
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<td>Member/Teacher</td>
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<td>Donna Fergusin</td>
<td>Member/Parent</td>
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<td>Jessica Colon</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<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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<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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<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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<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>
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<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>
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The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td>We will provide differentiated professional opportunities to engage all stakeholders: parents, staff and students. Through ongoing inquiry work we will use data to address instructional and curricular issues. We will work collaboratively teams to review and refine curriculum and practices to address all learners.</td>
</tr>
</tbody>
</table>
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.

The Phillip H Sheridan School is an elementary school with 711 students from grades K-5. The school population comprises of 65% black, 28% Hispanic, 2% White, 5% other. The student body includes 20% special education students and 11% English Language Learners. Boy’s account for 57% of students enrolled and girl’s account for 43% students enrolled. The average attendance rate for the school year 2016-2017 was 90.6%.

The school has established partnerships with the Boy Scouts, which provide activities that support student social development. The school has a long-standing partnership with MMCC, which provides an expanded learning program after school and during vacations. In addition the school has a full time instructional coach, CKCC program, and PBIS. We have also implemented the following academic initiatives to improve academic instruction in literacy; Expeditionary Learning (3,4,5), Superkids (K,1,2), Wilson and Fountas and Pinnell, and Imagine Learning for ENL students.

- Administrators maximize resources to integrate the use of technology, make programming decisions, to provide intervention to students and have developed effective partnerships that provide students with access to increased learning opportunities. School Leaders Instructional coach plan ongoing professional development opportunities for staff and provide frequent feedback to families regarding student social growth and academic progress, fostering a culture of high expectations for all members of the school community. The instructional coach meets with grade teams one time a week to discuss and revise curricula and assessment. Grade teams also have a common preparation period every day.

- Our school strengthens teacher pedagogy by providing effective instructional feedback and supports. Deepen teacher skill in the use of assessment data to measure student progress, and ensure students are aware of next learning steps.

  The instructional team has established a safe environment that supports student and adult learning through the implementation of behavior intervention programs which include, PBIS, CKCC, and climate and culture. These programs promote student’s personal, social and academic development, teacher’s professional growth and family engagement.

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

Continuous implementation of the Imagine Learning online reading program for ELL’s, SWD’s and struggling readers.

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.

The school made progress in informal tracking and aligning activities to the overall aim/objective. The school’s areas of focus include 1E Danielson: designing coherent instruction in lesson planning; 3C Danielson: student engagement; engaging students in higher order thinking during group work.
### School Demographics and Accountability Snapshot for 11X021

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 707
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 107
- **# SETSS (ELA)**: 35
- **# Integrated Collaborative Teaching (ELA)**: 23
- **# Special Classes (Math)**: 108
- **# SETSS (Math)**: 35
- **# Integrated Collaborative Teaching (Math)**: 23

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 19
- **# Music**: 24
- **# Drama**: 35

#### School Composition (2017-18)
- **% Title I Population**: 91.0%
- **% Attendance Rate**: 90.0%
- **% Free Lunch**: 88.4%
- **% Reduced Lunch**: 2.4%
- **% Limited English Proficient**: 10.0%
- **% Students with Disabilities**: 18.7%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.6%
- **% Black or African American**: 64.6%
- **% Hispanic or Latino**: 27.7%
- **% Asian or Native Hawaiian/Pacific Islander**: 2.4%
- **% White**: 1.6%
- **% Multi-Racial**: 3.5%

#### Years Principal Assigned to School (2018-19)
- **16.2**

#### % of Teachers with No Valid Teaching Certificate (2015-16)
- **0%**

#### % Teaching with Fewer Than 3 Years of Experience (2014-15)
- **3%**

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 26.4%
- **Mathematics Performance at levels 3 & 4**: 21.8%
- **Science Performance at levels 3 & 4 (4th Grade)**: 72%

#### 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
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **In Good Standing**: Yes
- **Local Assistance Plan**: N/A
- **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
  - **Black or African American**: NO
  - **White**: N/A
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: NO

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **American Indian or Alaska Native**: N/A
- **Black or African American**: NO
- **White**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: NO

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **American Indian or Alaska Native**: N/A
- **Black or African American**: YES
- **White**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: YES

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Multi-Racial**: 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
  - **Black or African American**: N/A
  - **White**: N/A
  - **Multi-Racial**: 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
  - **Black or African American**: N/A
  - **White**: N/A
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

● Our strength is informal tracking and aligning the activities to the overall aim/objective.
● The school’s areas of needs include 1E Danielson: designing coherent instruction in lesson planning; 3C Danielson: student engagement; engaging them in higher order thinking during group work; math including misconceptions, problem solving, and fractions and in ELA guided reading and skills group.

Part 2 – Annual Goal

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

By June 2019, 85% of classroom teachers will design coherent instruction (1E & 3C) by producing clear and sequenced lessons to advance student learning, plan for groups with differentiation and cognitively engaged students.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| Teacher program will include a new K-2 ELA program called Superkids and grades 3-5 will have a new program called Expeditionary Learning, a Science, and Social Studies Scope and Sequence and Passport. In grade teams, teachers will | All teachers | Weekly, September 2018 – June 2019 | Principal, assistant principals, coaches, teachers |
| Our school based Wilson Specialist will provide AIS to our SWD’s in need of the Wilson Program. Imagine learning will be used with our ENL students. | SWD teachers, ENL | Monthly, September 2018 – June 2019 | SWD teacher |
| The Instructional Coach will provide workshops to staff, parents on the curriculum. Grade teams will work on strengthening 1E and 3B through lesson planning and looking at student work. | Parents/Guardians, students | September 2018 – June 2019 | Instructional Coach and teachers |
| Teachers will use BLOOMS, DOK, LPT, Jigsaw, Four Corners, think pair share, turn & Talk, Popsicle sticks, differentiation, discussion prompts, exit slips, and additional materials and resources in their planning. | all teachers | Sept. 2018 – June 2019 | Administration, coach, teachers |

### 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.

Our instructional coaches, parent coordinator, and test coordinator will provide workshops to families.

### 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.

*Master schedule programming to allow two periods a week of common planning time for all teachers*

*Instructional Coach to provide professional development*

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

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

1. Administrative observation of implementation of the new Superkids curriculum (K-2) and the new Expeditionary Learning (3-5) aligned to Common Core, Science and Social studies

2. Go Math BOY/MOY/EOY, chapter tests, and PBA's

3. Fountas and Pinnell 3x a year

4. ELA and Math item skills analysis

5. Superkids progress tests and writing assessments

6. EL writing assessments

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

- Fountas & Pinnell, Rubrics, Checklists, Exit Slips, Go Math BOY, MOY, and EOY, MATH Performance Tasks, Math chapter tests, Superkids Progress Testing, and writing pieces with rubrics

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

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>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</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you</td>
<td>We are in our 9th year of implementing our PBIS program. We have seen our OORS incidents</td>
</tr>
<tr>
<td>are supporting the whole child?</td>
<td>drop every single year since implementation.</td>
</tr>
<tr>
<td></td>
<td>We will continue to find different ways to meet the needs of individual students</td>
</tr>
<tr>
<td></td>
<td>emotionally and socially including CKCC and Climate and Culture.</td>
</tr>
</tbody>
</table>

**Part 2 – Annual Goal**

| Goal                                                                 | By June 2019, the school will continue to implement a plan to identify and develop systems |
|---------------------------------------------------------------------|------------------------------------------|------------------------------------------|
| Indicate your school’s 2018-19 goal for improving student outcomes  | for students and provide them with appropriate emotional supports that meets their       |
| and school performance that addresses this element of the Framework  | individual needs and ensures success in performance and well being including a tier 2     |
| for Great Schools–Supportive Environment. Your goal must be        | check in and check out system.                                                          |
| responsive to the identified priority need(s) indicated in Part 1,  |                                                                                         |
| and be written as SMART—Specific, Measurable, Achievable, Relevant, |                                                                                         |
| and Time-bound.                                                    |                                                                                         |
|                                                                     | By June 2019, the school will continue    |
### 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>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Monthly, September 2018-June 2019</td>
<td>CKCC external coach, Principal, Assistant Principal, coach, teachers</td>
</tr>
<tr>
<td>All teachers &amp; students</td>
<td>September 2018-June 2019</td>
<td>Network culture and climate support specialist, SWD classroom teachers</td>
</tr>
<tr>
<td>Parents/Guardians of all students</td>
<td>October 2018-June 2019</td>
<td>Administrators, teachers, parent coordinator</td>
</tr>
</tbody>
</table>

- Teacher programs will include one period a week of CKCC instruction and ongoing PBIS support. Teachers will incorporate culture and climate unit of study.

- PBIS Committee and CKCC coach will work with administration to ensure that CKCC lessons are being utilized and implemented. Network culture and climate support person will continue to work with teachers in the classroom.

- Parent involvement programs will include CKCC and climate and culture workshops to promote social and emotional development.

### 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.

PTA meetings, workshops, family activities

### Part 4 – Budget and Resource Alignment

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

- *Instructional Coach to provide professional development*
- *PBIS/CKCC staff to provide professional development to staff*
- *Funding for CKCC curriculum*
- *Funding for culture and climate specialist to provide professional development when needed*

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

**Part 5 – Progress Monitoring**

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

The number of incidents that fall into the emotional and social needs of students will have decreased by mid-year.

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

DORS data, feelings barometer, guidance conferences, student surveys, SAVE interventions, green form data (office referral form), traffic light, PAWS O METER

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

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

Part 1 – Needs Assessment

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.

● Teachers have to plan for misconceptions in order to informally track student learning for real time data in order to differentiate grouping to maximize student learning.

Part 2 – Annual Goal

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

By June 2019, Classroom teachers grade K-5 will transition from a procedural approach to a conceptual approach in order to improve the teaching and learning process of mathematics.
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Principal, assistant principals, coaches, teachers</td>
</tr>
</tbody>
</table>

Teacher Teams will receive PD on how to run an effective teacher team and looking at student work and assessments in Math. Teacher Teams meet once a week for one period with the instructional specialist.

Teaching Teams will look at and utilize Go Math chapter tests, BOY/MOY/EOY, PBA’s, and informal tracking checklists to plan for misconceptions and differentiate instruction, devise next steps in order to respond to the learning needs of students and measure impact.

Parent workshops will include the GO Math curriculum, how to help with math homework, and NYS mat tests.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers and students</td>
<td>September 2018-June 2019</td>
<td>administration, teachers, coach</td>
</tr>
<tr>
<td>Parents/Guardians of all students</td>
<td>October 2018-June 2019</td>
<td>Administrators, Teachers, parent coordinator, instructional coach</td>
</tr>
</tbody>
</table>

Teacher will continue to use tracking for misconceptions and real time data to formulate groups. They will use materials, resources, and manipulative to aide in the teaching & learning process for students.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</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 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.

Workshops, PTA Meetings, Family Activities, Parent Teacher conferences, family night, progress reports

**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.

* Master schedule programming to allow teachers to meet as teams on a weekly and daily basis.

* Professional development will be provided on Monday afternoons.

* Funding for program consultants to come in for professional Development.
*Instructional coach on staff to lead grade meetings and provide professional development.

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

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

**Part 5 – Progress Monitoring**

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

- Administrative observations of teacher implementation of teacher team protocols
  - cycles of observations and feedback
- Samples of student work and assessments and Fountas & Pinnell Assessment (Oct./Nov., Feb./March, May)
  - Superkids Progress Tests
  - Go Math BOY/MOY/EOY, chapter tests, PBA's
  - Writing assessments in Superkids and EL

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

Looking at student work protocol with next steps, rubrics, observations with feedback and support.

**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.

- We use evidence based systems to examine and improve on our school wide goals and practices including state scores, observations, teacher feedback
- Need to articulate the vision and mission of the school and our school-wide goals to our community, so that all staff members are aware of the school’s vision, mission, and goals

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, all members of the school community will share in the school’s vision and mission and be able to articulate school-wide goals including the PAWS pledge.
### 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: | 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? |
|---|---|---|---|
| - 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). | Teachers | Monthly, September 2018 – June 2019 | September 2016-June 2017 |
| During Teacher Team meetings, grade conferences and faculty conferences, administration will articulate school wide goals, mission, and vision of the school to all staff | SE and SWD teachers | September 2018-June 2019 | Principal, Assistant Principal and Instructional Coach and IEP coordinator |
| IEP coordinator will work directly with grade teams in making sure SWD’s and ELL student teachers understand the school wide goals and vision | Parents/Guardians of all students | September 2018-June 2019 | Principal, Assistant Principal and Instructional Coach and parent coordinator |
| Parent workshop meetings will include a discussion on the school wide goals and vision of the school | | | |

### 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.

Workshops, PTA Meetings, Family Night

### 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.

- Master schedule programming which allows for teacher teams to meet with administration and instructional coach

- Funding for IEP coordinator

- Funding for Instructional Coach

- Funding for Parent Coordinator

**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

**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.

- Administrative observations and notes of all meetings with grade level teams

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

- Observations with feedback, 1:1 conferences, minutes with next steps, classroom environment checklist

**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.

- We provide many workshops for parents on many different topics that pertain to their child’s education.
- We need more ways to entice parents to attend all of the workshops we have to offer.
  - We will continue to have school performances and dances for parents, families, and the community.

Part 2 – Annual Goal

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

By June 2019, the school will increase parent engagement and involvement by 5% and provide parents with the information needed to become involved and support the education of their children.
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>parents/guardians</td>
<td>Sept. 2018-June 2019</td>
<td>Teacher, admin, IC, PC</td>
</tr>
<tr>
<td>parents/guardians</td>
<td>Sept. 2018-June 2019</td>
<td>Teacher, admin, IC, PC</td>
</tr>
<tr>
<td>parents/guardians</td>
<td>Sept. 2018-June 2019</td>
<td>Teacher, admin, IC, PC</td>
</tr>
</tbody>
</table>

Teachers will utilize Tuesday afternoons and periods during the school day to meet with parents. Teachers will develop with their students’ invitations to all parent events.

The ESL teacher provided a workshop to parents on how to help their children at home become better readers. Our IEP teacher provides a workshop to parents about students with disabilities. The test coordinator will provide testing workshops for parents.

Parent involvement programs will include PTA meetings, workshops, mother and son and father and daughter dance.

---

**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.

| MMCC |

---

**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.

- Master schedule programming that allows grade teams to meet
- Funding for Instructional Coach
- Funding for parent coordinator

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

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

---

**Part 5 – Progress Monitoring**
<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>● Teachers will have a deadline for handing things in and done digitally</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>observations with feedback, attendance record of parents/guardians seen</td>
<td></td>
</tr>
</tbody>
</table>

| 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>A child who scores two years or below grade level on Fountas and Pinnell baseline assessment</td>
<td>K– Kindervention, 1 &amp; 2– award reading 3, 4,5 – Wilson</td>
<td>Small group and one on one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>A child who scores 35% or below on Go Math Beginning of the Year Assessment</td>
<td>Grades 2,3,4 – math triumphs</td>
<td>Small group and one on one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Science</td>
<td>Beginning of the year assessment</td>
<td>Use of Non-Fiction based text</td>
<td>Whole Class &amp; Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Beginning of the year assessment</td>
<td>Use of Non-Fiction based text</td>
<td>Whole Class &amp; 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>Students who have 5 or more referrals (OORS) at any given time.</td>
<td>Guidance Counselor/Social Worker</td>
<td>One on one or in a group</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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

### Part A: FOR TITLE I SCHOOLS

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

   | 123 |

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

   - uniforms, books, school supplies, coats, bookbags, etc...

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

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

   | N/A |

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N/A</strong></td>
<td></td>
</tr>
</tbody>
</table>
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.

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

School administration will work with DHR to ensure that all teachers are highly qualified, from partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

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).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives.
- Integrate professional development for mono-lingual and bi-lingual/ESL staff into ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support.

Involve parents in their children’s education through greater collaboration with teachers and other school staff, and increased engagement in the school’s education program.

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).
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.).

Our school addresses the needs of preschool children by aligning our curriculum to the new common core standards. In addition, we conduct numerous parent workshops revolving around the standards, math and ELA programs and how to help their child transition to kindergarten academically and socially.

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.

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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>687,848.00</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>183,207.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>11,200.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>x</td>
</tr>
</tbody>
</table>
**Explanation/Background:**

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

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

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

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

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

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

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

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

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

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

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEPT 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.

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### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS21X**, 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.

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

**PS21** will support parents and families of Title I students by:

- provide workshops for parents on Fountas & Pinnell levels assessment.
- discuss progress of student via progress reports 4x a year and parent teacher conferences in Nov., March, May
- 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

Parental Involvement and School Quality

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

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

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

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

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

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

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

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
● provide opportunities for parents to help them understand the accountability system, e.g., ESSA State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

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### 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.

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### School-Parent Compact (SPC)

School-Parent Compact (SPC)
PS21X in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1\textsuperscript{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;

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

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

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: PS21x Philip H. Sheridan</th>
<th>DBN: 11x021</th>
</tr>
</thead>
</table>

This school is (check one):

- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
</tr>
</tbody>
</table>

Total # of ELLs to be served: __________

Grades to be served by this program (check all that apply):

- ☒ K  - ☒ 1  - ☒ 2  - ☒ 3  - ☒ 4  - ☒ 5  
- ☐ 6  - ☐ 7  - ☐ 8  - ☒ 9  - ☒ 10  - ☐ 11  - ☐ 12
## Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Total # of teachers in this program: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: ____</td>
<td></td>
</tr>
<tr>
<td># of content area teachers: ____</td>
<td></td>
</tr>
</tbody>
</table>

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: ____

As indicated in analyzed data from Fountas & Pinnell, NYSESLAT, EDAT, NYS ELA and math scores indicate the need to direct our focus on reading and writing skills. The after school extended day program will service ELL students at all levels in grades K-5 from October until May after the NYSESLAT exam. There will be approximately 22 sessions for the two programs. The programs are to support our ELLs needs across grade levels. The first program is for students in grades K-3 (SIFE or non-SIFE students in grades 4-5 who meet the criteria) who are newcomer ELLs and need extra support in foundational reading skills and topical support in assimilating to the United States. The identified students will be at the entering/emerging levels and/or have arrived in the United States within the past 3 years. This newcomer program will account for students who need to meet grade level standards all the while becoming accustomed to a new country and possibly first experience in school. Their sessions will be supported through the Wilson fundations program and Reading A-Z program which provides foundational and guiding reading skills for ELLs as well as vocabulary program for ELLs that includes weather, school, colors, sports, health and other topics. The program will be taught by one certified teacher with Common Branch certifications with an ENL teacher rotating in for at least 45 minutes to provide language support. Depending on need, a second certified Common Branch teacher might be needed. This program will be offered on Wednesdays from 2:30-4:00. The second program is for students in grades 2-5 at all proficiency levels including students who scored at the commanding level. This program will target about 55 ELL students in language/literacy and mathematics (problem solving) skills in both receptive and expressive English. The program will be taught in English, and using supplemental high interest materials as the core of instruction. Native language support will be provided in the forms of bilingual dictionaries, glossaries, and student buddy system. The instructional program will be taught by three certified teachers with Common Branch certifications and two certified ENL teachers. Students will be divided into three groups by NYSESLAT grade bands, 2, 3-4, 5. The ENL teachers will rotate for 45 minutes in each group to provide language support. One ENL teacher will meet with the newcomer group for at least 45 minutes and rotate to the 2nd grade group to provide language support. While the second ENL teacher rotates between the 3-4 grade group and the 5th grade group for at least 45 minutes each to provide language support. The three teachers will plan lessons and differentiate instruction that is consistent with ongoing assessment. Additionally, the children will be exposed to a variety of multicultural folktales, folklore and activities through the use of Readers' Theatre. Each week one student from grades 3-5 will visit the newcomer group to read a story towards the end of the session. This will facilitate community building, confidence in the reader and listening skills among the newcomer group. This program will be offered on Wednesdays from 2:30-4:00 and meet for approximately 30 sessions from October until after the NYSESLAT exam in May. This year will be the third year of the family English group which provides English instruction through Rosetta Stone software. This program will be offered on Wednesdays during the ELL after school program from 2:30-
Part B: Direct Instruction Supplemental Program Information

4:00 so that parents could work on their English at the same time as their children. We had another 15 family members sign up this year and we anticipate the same interest again. Due to high interest and motivation from the participants, we will begin the sessions earlier in the school year when the Title III extended day program begins. In addition, we select the version of Rosetta Stone that allows participants to use the program at the library, mobile devices and at home, if possible. The estimated make up of the groups are:

Newcomer group:
Kindergarten: TBD
Grade 1: 6
Grade 2: 7
Grade 3: 4
Grades 2-5 groups:
Grade 2: 7 Transitioning: 3
Expanding: 4
Commanding: TBD
Grade 3: 12
Transitioning: 7
Expanding: 5
Commanding: TBD
Grade 4:
Emerging: 2 Transitioning: 5
Expanding: 6
Commanding: TBD
Grade 5: Transitioning: 5
Expanding: 3
Commanding: TBD

The language instruction will be in English with native language support as described above. All communication with parents will be translated in their native language. Attendance and all student assessments will be kept on file.

Currently, the total cost of the program for 6 providers at 22 sessions total, each for 1.5 hours will be $12,008.70. We are allocated $12,366.00.

For the addition of a 23rd session, if possible, the school will complement the remaining cost of the program ($545.85) using other funding sources.

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: _____

All teachers including those participating in the Title III program participate in weekly school based professional learning and grade level meetings (45 minutes) as well as professional development sessions on Mondays (80 minutes) in an effort to strengthen core instruction in literacy and math. Some of the topics that will be discussed are: 1. Using Data: Fountas and Pinnell, EDAT and math chapter tests 2. ELL Professional Development Workshops in SIOP
Part C: Professional Development

strategies, writing language objectives, working with ELLs who have IEPs, new language progressions and Targets of Measurement for the NYSESLAT exam. Using data to communicate with parents about student progress: progress reports, and parent teacher conferences. In addition, ENL teacher attends professional development workshops outside the school offered by the following agencies:• BFSC and DELLS—turnkeys to the teachers in the Title III program

The ENL coordinator distributed a needs survey to classroom teachers to see what type of professional development they would like in order to support their ELLs. Using that data, the ENL coordinator will plan professional development sessions in conjunction with the Bronx Field Support Center and other outside resources. The sessions will positively impact the ELL's because the teachers will use what they have learned in their instruction with the students. In addition, teachers will have a better understanding of how to serve their ELLs in their classrooms as a part of the general education population. They will also become more comfortable with congruency between the NYSESLAT Targets of Measure, CCLS, and the language progressions. Teachers will also see parallels between ENL instruction and general common core branch education.

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:

Many of our ELL parents are hesitant to come to the school and are uninformed about education in the United States. Therefore, in order to assist them in being more familiar with and to help them help their children our ELL parents will be offered workshops throughout the year in the library. The ENL teacher will create fliers, keep the agendas, attendance, and notes from the meetings. Anticipated workshops include New York City Public Library services, navigating the DOE, educational rights of immigrant families, and supporting your child in ELA and math. The ENL teacher also anticipates coordinating special workshops during parent engagement Tuesdays with cluster teachers for parents and students. Such workshops might include exercise activities, science experiments, music appreciation, cultural art projects and using the library. The ENL teacher hopes to host at least 1 parent engagement Tuesday session a month for ENL families to encourage parent/teacher partnerships. Parents will be notified via fliers, monthly newsletters and special announcements that are translated into the parents preferred languages. In addition, all letters to parents are in English and their preferred home language according to ATS. The ENL teacher communicates to parents via the app "Remind" that safely sends text messages to parents in their preferred language and allows for both parties to safely exchange text messages. We have staff members who will interpret meetings. Based on anticipated attendance, we will plan for interpretation services for families. We plan to have families "RSVP" to have an anticipated attendance. And as needed, staff members use the language line from the translation and interpretation unit to communicate with parents over the phone.
**Part E: Budget**

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

<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>NA</td>
<td>NA</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>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Travel</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>NA</td>
<td>NA</td>
</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 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
<td>Philip H Sheridan</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Teacher/Subject Area</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyce Coleman</td>
<td>Rosa Leoncini</td>
<td>Q. Jones-Taylor</td>
<td>E. Curro general education</td>
<td>R. McKenna</td>
<td>M. Bellamy general education</td>
<td>L. Bryant, Speech Provider</td>
<td>________________</td>
</tr>
<tr>
<td>Coach</td>
<td>________________</td>
<td>________________</td>
<td>________________</td>
<td>________________</td>
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<td>________________</td>
</tr>
<tr>
<td>ENL Teacher</td>
<td>________________</td>
<td>________________</td>
<td>________________</td>
<td>________________</td>
<td>________________</td>
<td>________________</td>
<td>________________</td>
</tr>
</tbody>
</table>

**C. Teacher Qualifications**

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>---</td>
</tr>
</tbody>
</table>
D. Student Demographics

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>694</td>
<td>Total number of ELLs</td>
<td>69</td>
<td>ELLs as share of total student population (%)</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):

- Transitional bilingual education program (TBE)
  Yes ☒ No ☐

- Dual language program (DL)
  Yes ☒ No ☐

- Freestanding ENL
  Yes ☒ No ☐

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   - Fountas & Pinnell Reading Assessments
   - SuperKids English Language Arts (ELA) end of unit and progress tests for grades K-2
   - GoMath beginning of year (BOY), mid year (MOY), end of year (EOY) and end of chapter tests for grades K-5
   - Performance based assessments for grades 3-5
   - ELA Core curriculum Expeditionary Learning for grades 3-5
   - Diagnostic, formative and summative assessments for grades 3-5
2. What structures do you have in place to support this effort?
   - Deadlines include October, March and June for Fountas & Pinnell -BOY, MOY, EOY exams for GoMath
   - Administrative follow up through emails and grade level meetings
   - Annual review meetings, triennials for students with disabilities
   - SuperKids assessments are after each unit
   - Diagnostic assessments are given prior to each unit
   - Formative assessments are given in the middle of the unit and the summative assessments are given at the end of the unit.

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?
   - Fountas & Pinnell Reading Assessments
   - SuperKids ELA end of unit and progress tests for grades K-2
   - GoMath beginning of year, mid year, end of year and end of chapter tests for grades K-5
   - Performance based assessments for grades 3-5
   - ELA Core curriculum Expeditionary Learning for grades 3-5
   - Diagnostic, formative and summative assessments for grades 3-5
   - ELL Periodic Assessments
   - NYC performance tasks (MOSL tests)
   - NYS ELA and Math tests for grades 3-5
   - NYS Science test for grade 4
   - NYSESLAT test for grades K-5
   - Students who receive Response to Intervention (RTI) are assessed frequently to measure progress

4. What structures do you have in place to address interventions once the summative data has been gathered?
   - NYS ELA and Math tests for grades 3-5
   - Students are recommended for RTI services based on their scores from the tests above and other school performance.
   - Students who are two or more grade levels below in reading are recommended for RTI.

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.]
   - Classroom teachers can group children according to assessment scores. Based on the data from the RTI provider, the RTI committee determines whether they should receive Tier III or continue the Tier II services. Students receive Tier II and Tier III instruction in 6 week cycles at which time service providers report on student progress.

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].
   - NYSESLAT, state ELA and Math tests
   - ELL Data Analysis Tool
   - RLAT data from ATS

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   - Data is copied and shared to ENL teachers to inform planning for the program. When applicable, the ENL teacher will attend grade level and data meetings.

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.
      During the 2017-2018 school year, we will launch a pilot program of kindergarten and 5th grade integrated ENL services. The general education students will be grouped as an ENL cohort in one class per grade. The ELL-SWDs will receive integrated services in their assigned classes but will join the cohort during standalone services. Starting in kindergarten will allow for continued growth of the integrated program each year as a new group of students enter the school. In addition, an integrated model with the 5th grade students will begin to prepare the students as they enter middle school the following year.

   b. TBE program. If applicable.
      Paste response to questions here:

   c. DL program. If applicable.
      Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The school ensures that the mandated number of instructional minutes is met minimally according to the part 154.2 ENL units of study and if the schedule allows, students at the entering and emerging levels will receive extra minutes of instruction.

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.
   During integrated instruction, the ENL and classroom teacher will co-teach using the models of co-teaching which may vary from day to day depending on a variety of factors. The classroom teacher will prepare the overall theme/goals of the lesson and then the ENL teacher will write language objectives which will be used for the entire class. Working together, the two teachers will design a lesson that meets the content and language objectives with multiple entry points and differentiated instruction for ELLs. The ENL teacher will be able to provide support in terms of vocabulary, finding meaning through language within a text and targeted, specific instruction for ELLs. The goals of the lesson will also be Common Core Learning Standards (CCLS) aligned and then further aligned with the NYS Targets of Measure which stem from CCLS. The ENL teacher will be a co-teacher for all students, not only the ELL students so every student will benefit from a targeted, language approach even during math instruction. The integrated approach will allow for SIOP methods and more scaffolds to be applied within each lesson to strengthen the core content for ELLs. The standalone instruction will reflect the ELA content in the classroom while meeting the NYS Targets of Measure. The standalone instruction will model the classroom lesson plan set up with a mini lesson, guided practice and independent practice with opportunities for small group, independent and whole group activities. There will be language and content objectives during the standalone instruction as well. These objectives will again reflect the ELA content but with more specific goals for ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   We work with the testing coordinator to ensure that all state and city exams are ordered in the students home languages.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE: The needs of SIFE students will be considered when differentiating instruction because depending on a variety of factors, since these students have very limited and interrupted education. With this in mind, teachers will be flexible with instruction for SIFE students. The instruction will also be tailored to meet their needs. For example, if a teacher had a 5th grade SIFE student who reads on a kindergarten level, they would provide the student with materials related to the content but not at grade level. If this student had to do research on the Statue of Liberty, but cannot read a grade level article on the topic, the teacher would provide the student with pictures or videos as a way to research. They would also be provided with the support of a newcomer student in terms of reading support. SIFE students also need time and flexibility since they have many other factors going on in their lives such as adjusting to school, a new country and learning a new language. These factors need to be considered for SIFE students.

b. Newcomer: Newcomer students need many scaffolds, sentence frames, modeling and visuals in their instruction. Newcomers need multiple entry points to support learning at many levels. Newcomer ELLs, especially younger newcomer ELLs pick up a lot of information as they spend the day in school so at any given lesson the teacher might not be aware that their newcomer has background knowledge in this topic. They also need reading support since they are not yet literate in English. Like SIFE students, newcomer ELLs need time since they too are adjusting to so many new things at once.

c. Developing: Developing students still need some scaffolds, sentence frames for more difficult language structure, some modeling and some visuals. They too also need multiple entry points during instruction. Developing ELLs need all the supports mentioned before but they also need to be challenged. By challenging developing ELL students while using scaffolds, modeling, sentence frames etc, it allows students to learn these skills so when they are challenged independently they can apply these skills. Developing students also need to be constantly growing their vocabulary and reading books to support their language growth.

d. Long term: Long term ELLs might be long term for a variety of reasons so it would be wise of the ENL and classroom teacher to look into the reasons why this student is a long term ELL. By doing some research about the student, it could provide valuable insight to the students instructional needs. For example, there might be a 2nd grade student who is reading at a kindergarten level and not making the progress they should be making. By looking at the ELL Data Analysis tool, the teachers can see that this student has been held over twice because of excessive absences totaling up to two years of missed instruction. Knowing this information can help the ENL and classroom teacher understand what this student needs and how to reach their goals. These students also need to be challenged so that they can meet grade level standards.

e. Former ELLs up to two years after exiting ELL status: These students may be former ELLs but they will still need support accessing the content area material. These students have learned differently from their non-ELL peers because they were juggling learning English and content area material. Former ELLs should receive some support such as sentence frames, modeling or small group instruction. The skills they learned as an ELL should continue to be reinforced in the classroom setting. They should also be paired up with ELL students to act as either a language buddy or an extra support in the classroom.

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?

Teachers of ELL-SWDs utilize multiple entry points, sentence starters, jigsaw and differentiated groups to provide access to academic content areas and accelerate English language development. They also use centers to provide targeted instruction for students who are at different levels or need help in certain skills. They use programs such as Imagine Learning, Reading A-Z and other apps on the iPad to help meet their goals.

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

In the beginning of the year, all related service, RTI and ENL providers meet to coordinate schedules so that ELL-SWDs are not being pulled from the classroom at the same time or too many times during the day. We also try to target our standalone instruction for the areas that ELL-SWD need help. For example, the reading RTI providers will pull students during ELA instruction and the math RTI providers will pull students during math instruction. The ENL provider will take students for
standalone instruction during ELA instruction. In addition, the ENL teachers attend all IEP meetings to provide progress reports for each ELL-SWDs. The ENL teacher also reviews the IEP goals so that they are aware of the students goals for the year.

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.
   Wilson Reading Program
   Award Reading
   Math Triumph
   Kindergarten "Kindervention" Program for ELLs

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We are considering adding a RTI like program for newcomer and SIFE ELL students. This instructional time will be used to target ELLs who may be in a grade level where the initial reading skills (alphabet, letter sounds, blends etc.) are not a part of the ELA curriculum, like grades 2-5 or after the beginning of 1st grade. This will allow these students to receive reading instruction in a small group setting. Students for this program will be determined by the ENL teacher and the data from the Fountas & Pinnell beginning of the year tests.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   All ELLs are invited to all programs offered at the school. The ENL teacher also encourages students and families to attend programs offered at the school. ELLs are also invited to the general education Saturday Academy program and the ELL after school program.

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.
   Imagine Learning
   Reading A-Z
   MyON
   NYSESLAT Finish Line for New York ELLs

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Home language support is given through dictionaries, translator apps, bilingual apps, and through the program Imagine Learning where students receive instructions in their native language. Students are also paired in language buddy pairs to support each other in the home language.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Resources are differentiated by age/grade level, needs and student abilities. All teachers including classroom, cluster, speech, counselor, ENL, special education, use visuals, technology, multi modal centers in order to reach all students by their age, grade level, need and student abilities. In addition, students are grouped by their age and grade level, then further differentiated by needs and student abilities.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The ENL teacher is present during the initial registration process to complete the HLIS and informal interview. After that is completed, the ENL teacher will bring the student and parent/guardian to meet the teacher and visit the classroom. Sometimes this is done after registration, other times it is done on the first day of school for the student. In addition, the main office staff provides parents/guardians with all the pertinent paperwork that families need, i.e. calendars, event fliers, dismissal information etc. On the first day of school for the student, the ENL teacher takes the student on a tour of the building with a buddy from their classroom. During the tour, they learn where the cafeteria, bathrooms, water fountains, main office and other importation locations in the school are located. In addition, during the tour new students are able to meet teachers and staff so they can recognize familiar faces. The ENL teacher invites the family to attend the parent orientation to complete the parent survey. Lastly, all ELLs are invited to all activities as they happen throughout the year.

17. What language electives are offered to ELLs?

N/A

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

N/A

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**Professional Development and Support for School Staff**

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

We distributed an ELL needs survey to classroom teachers that addressed professional development needs. Based on the surveys returned, classroom teachers would like better understanding of the ELL targets of measure and how they relate to the common core standards, writing language objectives and determining language vs. learning disabilities. Based on these results, we plan to invite members from the Bronx Field Support Center (BFSC) to provide training during the Monday professional development time. In addition, the ENL teacher will coordinate with the school psychologist and school counselor to provide training on how to determine language or learning disability. We have also offered a per session workshop for teachers to attend on the educational rights of immigrant families which reviews immigrant rights within the United States education system. We plan to offer this workshop again each year for those teachers who did not sign up before. Lastly, the ENL teacher attends the monthly ELL liaison meetings offered by the BFSC and attends workshops provided by the Department of English Language Learners (DELLS) office and BFSC. The ENL teacher also participates in online professional development courses as well.

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.

The ENL teacher attends workshops and meetings offered by the DELLS office and BFSC. All workshops and meetings lead towards the 50% of total hours for ELL-specific professional development. The ENL teacher forwards the payroll secretary all notices regarding meetings or workshops where they will be absent from the school day. The ENL teacher also keeps all agendas from each meeting in a professional development folder. All teachers will receive ELL-specific professional
Parental Involvement

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

The school provides annual individual meetings with parents of ELLs after the NYSESLAT in the spring. The ENL teacher provides a variety of opportunities for parents to meet such as different days with times in the morning or afternoon. The ENL teacher also makes herself available for a phone conference if an in person one is unavailable. The ENL teacher reviews areas of growth and areas of improvement. They also review a language rubric that assesses students language at multiple points through the year to measure targeted skills over time. Parents are notified of these meetings through letters in their preferred home language and through Remind.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   - ELL Family English group on Wednesdays and Thursdays
   - Chaperone on class field trips
   - ELL specific parent engagement time on Tuesdays at 2:30 such as special extracurricular activities with their students in the cluster/special area classes
   - Encouragement to join the PTA and work with the parent coordinator to recruit more ELL parents

Additional Information

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

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Joyce Coleman, 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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyce Coleman</td>
<td>Principal</td>
<td></td>
<td>06/08/17</td>
</tr>
<tr>
<td>Rosa Leoncini</td>
<td>Assistant Principal</td>
<td></td>
<td>06/08/17</td>
</tr>
<tr>
<td>Parent</td>
<td>Parent Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Curro</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/08/17</td>
</tr>
<tr>
<td>Parent</td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P. Power</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/08/17</td>
</tr>
<tr>
<td>M. Bellamy</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/08/17</td>
</tr>
<tr>
<td>Q. Jones-Taylor</td>
<td>Coach</td>
<td></td>
<td>06/08/17</td>
</tr>
<tr>
<td>Parent</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. McKenna</td>
<td>School Counselor</td>
<td></td>
<td>06/08/17</td>
</tr>
<tr>
<td>Parent</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. Price</td>
<td>Other Special Education Teacher</td>
<td></td>
<td>06/08/17</td>
</tr>
<tr>
<td>Parent</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 11X021  School Name: P.S. 21 The Philip H. Sheridan Scho  Superintendent: Jeremy Kabinoff

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>Emily</td>
<td>Curro</td>
<td>ENL Teacher/ LAC</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Alexxis</td>
<td>Stone</td>
<td>School Aide/LAC</td>
<td>Yes</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.

We gather data from the information listed on part III of the home language identification surveys, ATS reports such as the RCPL and crosscheck that data with information listed on student emergency contact cards. In conjunction with the parent coordinator, we plan to conduct a parent language needs survey at the beginning of the year. We want to know if parents know their rights to interpretation and translation, if they have been offered interpretation and translation services and what we can do to help them make language more accessible at the school. This will be distributed to parents during the first month of school in their preferred language.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>27</td>
<td>3.31</td>
<td>28</td>
<td>3.44</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>.25</td>
<td>2</td>
<td>.25</td>
</tr>
<tr>
<td>Wolof</td>
<td>2</td>
<td>.25</td>
<td>2</td>
<td>.25</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>2</td>
<td>.25</td>
<td>2</td>
<td>.25</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.

Spanish 14.48% 118 Families: Written and Oral

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School Night (Date TBD)</td>
<td>1 week prior or week of</td>
<td>T&amp;I unit document translation services 2 weeks prior via email translation request</td>
</tr>
<tr>
<td>Rosh Hashanah School Closing Notice</td>
<td>September/October</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Columbus Day School Closing Notice</td>
<td>October</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Election Day No School for Students Notice</td>
<td>November</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Event</td>
<td>Month</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Winter Recess</td>
<td>December</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Dr. MLK Jr. Day School Closing Notice</td>
<td>January</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Lunar New Year and Midwinter Recess (including president’s day)</td>
<td>February</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>March</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Spring Recess (including Good Friday and Passover)</td>
<td>March/April</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>May</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Memorial Day School Closing (5/28)</td>
<td>May</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Anniversary Day (Students will not be in attendance) (6/7)</td>
<td>June</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Clerical Day (Students will not be in attendance) (6/11)</td>
<td>June</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Eid al-Fitr</td>
<td>June</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Last Day of School</td>
<td>June</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, templates</td>
</tr>
<tr>
<td>Picture Day</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior via email translation request</td>
</tr>
<tr>
<td>Event</td>
<td>Timeframe</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>PTA Book Fairs</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>Musical performances/shows</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>Before/After school programs</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>Father/Daughter Valentine's Day Dance</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>Field Trip Forms</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>Parent workshops/parent coordinator activities</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>Report Cards</td>
<td>1 week prior</td>
<td><strong>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, school report cards</strong></td>
</tr>
<tr>
<td>Progress Reports</td>
<td>Date of distribution TBA</td>
<td>T&amp;I unit documents on NYCDOE Intranet, school support, translated documents, school report cards</td>
</tr>
<tr>
<td>Kindergarten moving up ceremony</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>Kindergarten orientation for new families</td>
<td>1 week prior</td>
<td><strong>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</strong></td>
</tr>
<tr>
<td>5th grade graduation ceremony</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>5th grade special graduation events (trips, dances, field day etc)</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>NYCDOE school surveys</td>
<td>Date of distribution TBA</td>
<td>Delivered in school’s preferred languages</td>
</tr>
<tr>
<td>IEP/annual review/triennial meeting notices or requests</td>
<td>1 week prior</td>
<td><strong>ESIS generated letters in parents preferred languages</strong></td>
</tr>
<tr>
<td>Promotion in doubt letters</td>
<td>1 week prior</td>
<td>T&amp;I unit documents on NYCDoe Intranet, school support, translated documents, parent notification letters</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>100th Day/perfect attendance</td>
<td>1 week prior</td>
<td>T&amp;I unit document translation services 2 weeks prior to distribution date via email translation request</td>
</tr>
<tr>
<td>New student registration packet (including proof of address, residency affidavit, health forms, emergency cards etc)</td>
<td>Pre made packets in schools preferred languages and replenished as need</td>
<td>T&amp;I unit documents on NYCDoe Intranet, school support, translated documents, required school forms/surveys, policies &amp; procedures or health forms</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
</table>
| Parent Teacher Conferences | 4 times a year, September, November, March, May | • Staff who can act as interpreters  
• Language Line service (24/7 service that will help you communicate with families in over 200 languages.) |
| IEP/Annual Review/Triennial Meetings | Scheduled by school psychologists/IEP teacher/Special Education Teacher | • Interpreter from “The Big Word”  
• Language Line service (24/7 service that will help you communicate with families in over 200 languages.)  
• Staff who can act as interpreters |
| 1:1 staff, parent coordinator, teachers etc. meetings with parents | As it happens | • Staff who can act as interpreters  
• Language Line service (24/7 service that will help you communicate with families in over 200 languages.) |
| New student registration | As it happens | • Staff who can act as interpreters  
• Language Line service (24/7 service that will help you...
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We would utilize the language line provided by the translation and interpretation unit in the event of a school emergency. We have the desk aid document for the language line within reach for any staff member using the phones in the main office and other common areas. In addition, we encourage all teachers to communicate to families using the app Remind which provides safe text message exchanges that are automatically translated to the parents preferred language when they register. This also allows for families to communicate back to the teacher using text messages. Remind generates instructions for families to sign up in their preferred languages. Lastly, we also encourage the medical office to utilize the language line and to download all pertinent health forms in the schools’ preferred languages for family members.

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.

As a part of the professional development time on Mondays, the ENL teacher, language access coordinator or a member from the translation and interpretation unit will provide a training for staff members on how to utilize the translation and interpretation services. This training will be given once a year and teachers always know they can reach out to the ENL coordinator or language access coordinator for more information. We also will make a translation and interpretation 101 documents for ease of access for teachers. Mid year, the ENL teacher and language access coordinator will provide a “translation and interpretation refresher” training during a professional time on Mondays. In addition, all staff members are given the language line desk aid with a note including the instructions for a conference call. This is distributed annually and laminated for all staff members. All staff members know they can conference with the ENL teacher or the language access coordinator if they are any issues reaching the language line or communicating with a parent.

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..)

All parents who have a preferred oral or written language other than English will be sent a Parent Guide to Language Access and “I speak...” card. The school has the multilingual welcome poster in the main lobby for parents to see once they enter the building. In addition, the security desk and the main office both have the language identification guide to determine the parents’ language if staff cannot identify it. The ENL teacher has offered an “Educational Rights of Immigrant Families” workshop that reviews immigrant related school issues for parents. The
workshop also covers language rights of parents. For all new limited-English proficient parents, at the time of registration the ENL teacher has a prepared envelope with the parent guide to language access, “I speak...” card as well as a copy of the policy that describes parent’s right to translation and interpretation in the parents’ preferred language.

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?

For selected meetings such as parent teacher conferences and an IEP/Annual Review/Triennial meeting, a short parent survey in the parents’ preferred language would be given to parents to gather feedback on the services received. During the middle and at the end of the year, a more detailed parent survey in the parents’ preferred language would be sent home to gather feedback to improve for the rest or the upcoming year. The ENL teacher, language access coordinator, parent coordinator and main office staff would discuss their interactions with translation and interpretation and how to improve in the future. This would happen after the middle and end of the year surveys have been received. In addition, we would distribute a staff survey for staff members to provide feedback on their experiences with language services. This will also be sent during the middle and end of the year.