2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 10X032
School Name: P.S. 032 BELMONT
Principal: REBECCA LEW
Comprehensive Educational Plan (CEP) Outline

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Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 32/The Belmont School</th>
<th>School Number (DBN):</th>
<th>10X032</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
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<tr>
<td>Grades Served:</td>
<td>Pre -K - 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>690 East 183rd Street, Bronx, NY 10458</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-584-3645</td>
<td>Fax:</td>
<td>718-584-3869</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>RebeccaLew</td>
<td>Email Address:</td>
<td><a href="mailto:RLew2@schools.nyc.gov">RLew2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Parents’ Association President:</td>
<td>KeishaPolono</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Candace Vargas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
<td></td>
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<tr>
<td>CBO Representative:</td>
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### District Information

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<thead>
<tr>
<th>Geographical District:</th>
<th>10</th>
<th>Superintendent:</th>
<th>MaribelHulla</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1 Fordham Plaza</td>
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<tr>
<td>Superintendent’s Office Address:</td>
<td></td>
<td>1 Fordham Plaza</td>
<td></td>
</tr>
<tr>
<td>Bronx NY 10458</td>
<td></td>
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<tr>
<td>Superintendent’s Email Address:</td>
<td></td>
<td><a href="mailto:mhulla@schools.nyc.gov">mhulla@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718.741.5852</td>
<td>Fax:</td>
<td>718.741.7098</td>
</tr>
<tr>
<td>Field Support Center (FSC)</td>
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</tbody>
</table>
### Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Lew</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jimmy Vasilopolous</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Keisha Polonio</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Liliana Enciso</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
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</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Helene Sorkin</td>
<td>Member/UFT/Chair</td>
<td></td>
</tr>
<tr>
<td>Danielle Colangelo</td>
<td>Member/CSA</td>
<td></td>
</tr>
<tr>
<td>Debi Maulucci</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Iris Elmore</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Negron</td>
<td>Member/Parent</td>
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<tr>
<td>Nancy Pichon</td>
<td>Member/Parent</td>
<td></td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

### The Six Elements of the Framework for Great Schools

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

### The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>PS 32 Mission Statement</strong></td>
</tr>
</tbody>
</table>

We believe that a great education is one that works in partnership with its families and community to develop students to their fullest intellectual, creative, social-emotional, and physical capacities. PS 32’s mission is to provide and support challenging and rigorous educational opportunities to ensure academic excellence for all students in a safe and caring learning environment. Engaging in rigorous and challenging common core aligned curriculum guided...
by data, and research-based instructional practices, ensuring that all students are on the path to being college and career ready.

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PS 32x Arts Mission Statement

Our goal is that every student will develop an appreciation of the arts. Through theater, dance, music, poetry, and visual arts, students will also broaden their understanding of the content areas. The arts will provide students with the opportunity to share their talents and their achievements with the community. The arts help create well-rounded, engaged students because the arts empower children to be creative and imaginative individuals.

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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.

Master Schedule/Budget: Strategic and creative scheduling and budgeting reflect our philosophy around culture and climate, curriculum development, instruction, teacher teams, social/emotional development, student centered learning, engagement, group activities, programs, the arts, and family engagement. The school culture is centered around professional learning that has directly impacted student performance and progress demonstrated in multiple data points over time. Our core values are evident based on the time and money we invest in rigorous curriculum, student engagement, professional learning, the arts, and family engagement.

Strong Teacher Teams: Grade-level Teacher Teams have a common preparation/planning period every day to meet. This is in addition to the weekly PLC (Professional Learning Community) meeting, which is strategically scheduled, providing teacher teams with three consecutive periods (i.e. prep, prep, lunch) to engage in professional learning (i.e. analyzing student work, reviewing data, planning and revision of curricula, designing assessments, setting goals). The PLC block/structure is designed to offer teams more than just the 45 minute period required. This is also often used by grade-level teacher teams, instructional coaches, and administrators. Lead teachers are appointed for each grade-level and facilitate each PLC meeting.

Clear Expectations and Communication: A clear vision is communicated to all stakeholders including staff, students, and families. Our vision, short and long-term, are the actions we take to ensure we are achieving our mission above. All staff members, not only classroom teachers, are valued and share in this vision. This is reflected in everyday school life as evidence by school wide practices, i.e. Monday Message, memos/emails, staff appreciation, feedback (not solely Advance, variety of methods). Most important to highlight is the community that shares in this vision and makes contributions to our vision. Expectations of how we believe children learn best and what we value most in an educational setting are clearly communicated to all PS 32 community members. We use Google Drive as a platform for communication to share all meeting agendas and school resources.

Arts/Enrichment Activities
Integration: All programming (internal or external) is fully integrated and supports the curriculum. Our work in the arts reflects what we value as a community and how we believe students learn best.

- Art teacher & room (Internal)
- Music teacher/program & room, including keyboards (Internal): early childhood chorus “Young Voices” and upper grade chorus “Young Voices United”
- Modern Band/Guitar (Internal, Grades 4/5)
- DreamYard: Dance, Theater, Visual Arts
- Dancing Classrooms: Ballroom Dance (Grade 4 Only)
- Bronx Dance Theater (Grade 5 Only)
- Little Flower Yoga
- Gardening and Sustainability
- Enrichment/Programs (Provided by internal staff, during school day, after-school, Saturdays) Swimming (pool in building), Dance, Percussion, Chess, Cheerleading, Girls Basketball, Boys Basketball, Student Government, Soccer

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

**Students with Disabilities**

- 240 students
- 26% of school population
- Historically there has been an increase in the number of students referred to special education.
- Need for more Tier 1 strategies, differentiated options built into units of study and daily lesson plans for students with disabilities

**English Language Learners**

- 130 students
- 15% of school population
- Need for more Tier 1 strategies, differentiated options built into units of study and daily lesson plans for ELLs

**Students in Temporary Housing**

- 150 students
- Need for more Tier 1 strategies, differentiated options built into units of study and daily lesson plans.
- Further guidance intervention to support students experiencing trauma.

*Data as of June 2018

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 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.
We have made progress in the element of Strong Family and Community Ties over the past year. More families attended and volunteered at community events such as the Harvest Festival, Winter Celebration, Princess Gala, Spring Festival, Spring BBQ, student-led conferences, performances, and celebrations of student work.

We will continue to focus on all areas of the Framework for Great Schools paying particular attention to Rigours Instruction and Effective School Leadership. We will specifically be focusing on providing rigorous math instruction.
### School Demographics and Accountability Snapshot for 10X032

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 819
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 115
- **# SETSS (ELA)**: 36
- **# Integrated Collaborative Teaching (ELA)**: 72
- **# Special Classes (Math)**: 21
- **# Integrated Collaborative Teaching (Math)**: 71

#### Demographic Information
- **Types and Number of Special Classes (2018-19)**:
  - # Visual Arts: 41
  - # Music: 26
  - # Drama: N/A

#### School Composition (2017-18)
- **% Title I Population**: 99.0%
- **% Free Lunch**: 98.9%
- **% Limited English Proficient**: 17.0%
- **% Black or African American**: 21.7%
- **% Hispanic or Latino**: 74.8%
- **% American Indian or Alaska Native**: 0.5%
- **% White**: 2.2%
- **% Multi-Racial**: 0.7%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.5%
- **% Black or African American**: 21.7%
- **% Hispanic or Latino**: 74.8%
- **% White**: 2.2%

#### Years Principal Assigned to School (2018-19)
- **3.54**

#### % of Teachers with No Valid Teaching Certificate (2014-15)
- **21%**

#### Average Teacher Absences (2014-15)
- **7.8**

#### Science Performance at levels 3 & 4 (2016-17)
- **69%**

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 22.7%
- **Mathematics Performance at levels 3 & 4**: 15.1%

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP) (2016-17)</th>
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<tbody>
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<td>American Indian or Alaska Native</td>
<td>N/A</td>
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<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
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<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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#### Mathematics (2016-17)

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP) (2016-17)</th>
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<tbody>
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#### Science (2016-17)

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP) (2016-17)</th>
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<tbody>
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<td>American Indian or Alaska Native</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Graduation (2016-17)

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

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

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

1. As we look at PS 32’s Math endline data for 2017 and 2018 we see that our Kindergarten, 1st and 2nd Grade students score very high compared to our 3rd, 4th, and 5th Grade students, as evidenced by the chart below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018 Endline Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>87%</td>
</tr>
<tr>
<td>1st</td>
<td>70%</td>
</tr>
<tr>
<td>2nd</td>
<td>78%</td>
</tr>
<tr>
<td>3rd</td>
<td>35%</td>
</tr>
<tr>
<td>4th</td>
<td>42%</td>
</tr>
<tr>
<td>5th</td>
<td>20%</td>
</tr>
<tr>
<td>Overall (K-5)</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017 Endline Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.2%</td>
</tr>
<tr>
<td>1st</td>
<td>65.0%</td>
</tr>
<tr>
<td>2nd</td>
<td>69.5%</td>
</tr>
<tr>
<td>3rd</td>
<td>40.4%</td>
</tr>
<tr>
<td>4th</td>
<td>15.4%</td>
</tr>
<tr>
<td>5th</td>
<td>12.5%</td>
</tr>
<tr>
<td>Overall (K-5)</td>
<td>49%</td>
</tr>
</tbody>
</table>

2. Our 3rd, 4th, and 5th Grade students score much lower than our K-2nd grade students on the Math Endline assessment. Please see data below. We have also analyzed that our scores drop drastically as our 2nd graders go to 3rd grade, as seen below. Our NY State Math Exam data shows that we improved 3% overall on the 2018 State Math
Exam. However, this is still below the district and city average. We also that our 5th grade students overall made very little progress and most of our students scores dropped. We also saw little to no progress made by our English Language Learners and Students with Disabilities. Please see data below.

**2018 New York State Math Performance Level by Grade**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels 3 and 4s – 21%</td>
<td>Levels 3 and 4s -15.2%</td>
<td>Levels 3 and 4s -8.5%</td>
</tr>
<tr>
<td>Level 2s – 25.9%</td>
<td>Level 2s – 26.5%</td>
<td>Level 2s – 19.2%</td>
</tr>
<tr>
<td>Level 1s – 53.1%</td>
<td>Level 1s – 58.3%</td>
<td>Level 1s – 72.3%</td>
</tr>
</tbody>
</table>

**2017 New York State Math Performance Level by Grade**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels 3 and 4s - 16%</td>
<td>Levels 3 and 4s -14%</td>
<td>Levels 3 and 4s -13%</td>
</tr>
<tr>
<td>Level 2s - 31%</td>
<td>Level 2s - 35%</td>
<td>Level 2s - 33%</td>
</tr>
<tr>
<td>Level 1s - 53%</td>
<td>Level 1s - 52%</td>
<td>Level 1s - 54%</td>
</tr>
</tbody>
</table>

**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, 35% of all students in Grades 3-5 will be on or above grade-level as evidenced by the math endline assessment.
### Part 3a – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: | Target Group(s) | Timeline | Key Personnel
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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).</td>
<td>All Classroom Teachers and Enhancement Teachers</td>
<td>September 2018 - June 2019</td>
<td>Core Instructional Team: Administrators, Instructional Coaches, Mentors, Curriculum Planning Team</td>
</tr>
</tbody>
</table>

#### Teacher Practice

- At least 90% of classroom teachers will participate in one or more observation and feedback cycles during a math lesson.
- Each teacher team will have a math facilitator - that person will be responsible for hosting lab sites, turn keying professional learning around math, be the liaison between the team and administration regarding math, and will guide the implementation and planning of lessons and units of study.
- Incorporate student engagement protocols learned during Professional Learning workshops - support for this is added every Monday to our staff Monday Message.
- Number Talks - incorporate Number Talks into the daily Math block
- Professional Learning around Go Math and integration of Engage NY and Number Talks will continue.
- Teachers and Instructional Coaches attend Professional Learning opportunities at the Bronx Borough Field Support Center - continue to facilitate workshops/lab sites/intervisitations with teacher teams.

#### Instruction

- New York City Scope and Sequence and Framework used to plan units of study.
- Incorporate Engage NY Units of Study, iReady, and Number Talk activities to support and extend present Go Math Units of Study.
- Work supported by Cluster teachers and AIS providers - Math pull out and push-in model for students needing AIS.
- Collaborative and comprehensive units of study. Evidence: CCLS alignment in objectives/tasks/assessments.
- Assessment: Creating and using meaningful assessments, which are aligned to CCLS.

- All students, all student subgroups with special attention to: SWD, ELLs
- September 2018 - June 2019
- Core Instructional Team: Administrators, Instructional Coaches, Mentors, Curriculum Planning Team, Classroom Teachers Grade-level Teacher Teams, Special Education Team, Bilingual/ESL Team, Enhancement Teachers

- Service Providers Academic
• Use of School Net, Assessment Binders, and Google Docs will be used to track and organize data. Data will be analyzed and analysis will be used to plan lessons, small group instruction, and units of study.
• Protocols will be used to check for understanding throughout a lesson.
• Continue Professional Learning around Assessment (with an emphasis on conferring and feedback) as related to Math Lessons
• Differentiation: Multiple entry points and supports for students to ensure all tasks/learning is appropriate for all students. Supports evident in unit plans, lesson plans adapted from unit plan, flexible student groups, tools/resources used, tasks/activities, process and products vary for students.
• Incorporating, studying, and deconstructing real world math problems.
• Small Group targeted instruction will continue.
• Teachers continue to turn-key learning and implement learning from workshops attended through the Bronx Borough Field Support Center.
• Continue gardening curriculum with outside consultants to incorporate math instruction/concepts.

Assessment Overview

• Baseline, Mid-line, End-line: Assessments created and adapted in math - analyzed, and adjustments made to units of study, individual student goals, grade-level, and school-wide goals created. Strengths and next steps determined at each level and evaluated during three points in the school year.
• Diagnostic Assessment (“Show What You Know) in Go Math
• Chapter assessments and checkpoints: Diagnostic, Formative, Summative
• Daily assessment/checking for understanding: A variety of strategies used.
• State Examination Data (Math) assists in creating targets and long-term goals for students.
• Student work process/products (student notebooks, folders)
• Checklists, criteria, rubrics
• Questioning: Use of essential and guiding questions to plan for explicit teaching, facilitation of student engagement and conversation, encourage student to student questioning, strategic facilitation, conferring, small group questioning. In addition: scaffolding questions towards more complex thinking/tasks, quality of on the spot teacher questioning, wait time, student time to think/reflect before responding, use of student

All students, all student subgroups with special attention to: SWD, ELLs
September 2018 - June 2019
tools and resources. Focus on inquiry into discussion protocols.

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.

Family Engagement

- Family Workshops (How can I further enrich my child at home? Gearing up for the NYS Exams, Using Raz Kids at home, Setting up and using Class Dojo, reviewing the Next Generation Learning Standards, etc.)
- Open classroom (parent visits classrooms during the school day to observe instruction in action)
  - Student-led Math activities for parents during Back to School Night and Parent Teacher Conferences
- Communication via Class Dojo, school website, memos, monthly newsletters, emails, phone calls, and scheduled meetings
  - Student Led Conferences every Tuesday afternoon during 40 Minutes Parent Engagement
  - Class Dojo
  - Monthly Newsletters
  - Progress Reports
  - Parent/Teacher Conferences
  - Updates on school website
  - Letter home outlining Math Carnival – criteria and expectations
  - Chapter/Unit Assessments sent home for review
- Providing Resources
  - Providing families with field trip opportunities (planning, itineraries, transportation, resources to enhance)
- Staff facilitated field trips for families - Museum of Mathematics and the Hall of Science (adults only to enhance parent understanding and involvement)

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.

- Priority: Instructional Coaches, Math Team, Lead Teachers, Grade-Level Teams, and Enhancement Teacher Team (Clusters)
- Secondary Focus: Special Education Team and Bilingual/ESL Team Flexibility in Master Schedule
- Discovery Education
- Algebra for All
- Allocating budgetary funds for an Algebra for All consultant (8-10 visits)
- Allocating budgetary funds to purchase necessary math manipulatives
- Allocating budgetary funds for Math Team per session
- After School Programming (Arts, Enrichment Activities)
- After School Programming (January-June ELLs K-5 Only)
- Saturday Programming (Arts, Theme based projects Grades 2-5)
- Saturday (January-May Grades 3-5 Only)
- All program resources, per session activities for teachers including instructional coaches and administrators. Bilingual/ESL licensed teachers for ELL academic and NYSESLAT support
- School Leadership Team
- Parent Association
- Adoption of Amplify Science K-5 - cross walking Math and Science

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, 30% of all students in Grades 3-5 will be on or above grade-level as evidenced by the math midline assessment.

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

Baseline, Midline, Endline Math Assessment

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

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

Part 1 – Needs Assessment

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

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

At PS 32 we strive to establish a classroom and school culture where students feel safe, supported, and challenged by teachers and their peers. As evidenced by the 2017-2018 School Quality Guide, 72% of staff responded positively in the area of "Peer Support for Academic Success", 73% positive responses in the area of Safety, and 84% of positive responses in the area of "Social Emotional". Our 2017-2018 Advance Data also illustrates that All of our teachers have received an overall rating of Effective or Highly Effective in Domain 2 of the Danielson Rubric. Further illustrating that our teachers are creating an environment of respect and rapport and managing student behavior well.

Our priority needs revolve around Classroom Behavior with an overall score of 67% on the 2017-2018 School Quality Guide. Only 64% of teachers expressed that students listen carefully when a teacher gives directions and only 59% of teachers say students behave well in class even when the teacher isn't watching.

To ensure that these areas are addressed and that we are supporting the whole child the following are in place:

- The School Initiative Team (SIT) will continue to meet weekly to discuss the SEL needs of the entire community and carry-out and create resources for all stakeholders.
- A school-wide behavior expectation and modification plan will continue (Class DoJo, School Behavior Matrix, POWER, celebrations)
- Monthly Core Values celebrated across the PS 32 community.
- Continue RULER training and implementation school-wide.
- Continue Morning Meeting to build community and relationships among all students and staff - school wide initiative every morning.

Part 2 – Annual Goal

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

By June 2019, 100% of students and staff will adhere to all P.O.W.E.R. protocols (our social-emotional curriculum and philosophy) resulting in a 3% decrease in Level 4 and 5 student incidents on the 2018-2019 OORS Data Index.
## 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>All Staff</td>
<td>September 2018 - June 2019</td>
<td>Administration, school psychologist, social worker, guidance counselor, and instructional coaches, teachers, paraprofessionals, and school aides.</td>
</tr>
</tbody>
</table>

Teachers on each grade level, the administration, and support staff will receive training on the second phase of the P.O.W.E.R. program and turn key to all staff members.

- Provide teachers with professional development in RULER curriculum. - Teaches will incorporate RULER lessons into curriculum.

- Unroll Charters, Mood Meters, Meta Moment, and Blue Print Strategies in all classes - Utilize charters, meta moment, mood meters, and blue print protocols in all classes and during recess periods. - Provide teachers with social-emotional lessons on a regular basis.

### Professional Learning

#### Professional Learning Cycle Topics:

- Engaging all Learners by providing multiple entry points
- Integrating Tier I interventions into daily lesson/unit plans.
- Professional Learning around Conferring and Feedback.
- Use of I-ready school wide - Professional Learning around the use of and analysis of data gathered.
- ENL strategies
  - Use of the New Language Arts Progressions from Engage New York and WIDA (World Class Instructional Design and Assessment) to scaffold CCLS based on language proficiency
<table>
<thead>
<tr>
<th><strong>Classroom Environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Creating an environment with visual and physical supports</td>
</tr>
<tr>
<td>- Expectations for classroom environment – checklist created with resources and suggestions on how to differentiate the classroom environment</td>
</tr>
<tr>
<td>- Classroom library set up to accommodate multiple entry points and interests</td>
</tr>
<tr>
<td>- Archived charts to support students (teacher binders) - used as a continued resource</td>
</tr>
<tr>
<td>- Summer Institute for Teachers led by Instructional Coaches to support instruction and set-up of classroom environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students with Disabilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using differentiated curriculum to support units of study</td>
</tr>
<tr>
<td>- Scheduling</td>
</tr>
<tr>
<td>o Academic Intervention Services</td>
</tr>
<tr>
<td>o Push-in/Pull-out model for related service providers</td>
</tr>
<tr>
<td>o Aligning Enhancement Periods to meet the needs of students</td>
</tr>
<tr>
<td>- Use of technology to engage and promote student learning – aligned to units of study</td>
</tr>
<tr>
<td>- I-ready is continued to be used and additional licenses purchased</td>
</tr>
<tr>
<td>- Invitation to after school and Saturday programming for targeted students based on the state and school data (Saturday Program includes an arts and movement</td>
</tr>
<tr>
<td>- Arts programming will continue to support and advance the curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>English Language Learners/Former English Language Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using differentiated curriculum to support units of study</td>
</tr>
<tr>
<td>- Scheduling</td>
</tr>
<tr>
<td>o Academic Intervention Services</td>
</tr>
<tr>
<td>o Push-in/Pull-out model for ESL teacher</td>
</tr>
<tr>
<td>o Aligning Enhancement Periods to meet the needs of students</td>
</tr>
<tr>
<td>- Use of technology to engage and promote student learning – aligned to units of study</td>
</tr>
<tr>
<td>- I-Ready and Raz Kids to be used</td>
</tr>
</tbody>
</table>
Invitation to after school and Saturday programming for targeting programming based on the state and school data

- Arts programming to support and advance the curriculum
- Providing a Bilingual Library
- Implementation of new CR Part 154 initiatives

PS 32 POWER

- Developing teacher/staff awareness
- How to fully integrate into the classroom
- Planning Parent Workshops around social/emotional expectations
- School-wide use
- Use and implementation of a feelings barometer in each classroom
- Use of Class DoJo - track behavior and communication tool used with Parents/Families.
- Morning Meeting
- Responsive Classroom

All Staff, Students, Families
September 2018 - June 2019
Administration, teachers, mentors, instructional coaches, paraprofessionals

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.

Present P.O.W.E.R. methodology at PA meeting.

Parent Engagement Event that focuses on one or more anchor tools

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.

- Priority: Instructional Coaches, Grade-Level Teams, and Enhancement Teacher Team (Clusters)
- Secondary Focus: Special Education Team and Bilingual/ESL Team Flexibility in Master Schedule
- After School Programming (Arts, Enrichment Activities)
- After School Programming (January-June ELLs K-5 Only)
- Saturday Programming (Arts, Theme based projects Grades 2-5)
- Saturday (January-May Grades 3-5 Only)
- All program resources, per session activities for teachers including instructional coaches and administrators. Bilingual/ESL licensed teachers for ELL academic and NYSESLAT support
- Raz Kids
- School Leadership Team
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
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<tr>
<td>X</td>
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</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 80% of students and staff will adhere to the P.O.W.E.R. protocols (our social-emotional curriculum and philosophy) resulting in a 1.5% decrease in Level 4 and 5 student incidents as evidenced by OORS data.

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

Framework for Great Schools Report, Advance Observation Data (2a and 2b), OORs Data Reports, SEAT Assessment.

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

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Question</th>
<th>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 action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

As a school we increased .7 points in the area of Collaborative Teachers on the 2017-2018 School Quality Guide. The following data, from the School Quality Guide, illustrates that we increased in the areas of Peer Collaboration, Quality of Professional Development, and School Commitment. See data below.

**2017-2018 School Quality Guide Data**

**Collaborative Teachers: 4.32**

- Cultural Awareness and Inclusive Classroom Instruction 93%
- Innovation and Collective Responsibility 78%
- Peer Collaboration 96%
- Quality of Professional Development 85%
- School Commitment 89%

**2016-2017 School Quality Guide Data**

**Collaborative Teachers: 4.25**

- Cultural Awareness and Inclusive Classroom Instruction 93%
- Innovation and Collective Responsibility 83%
- Peer Collaboration 94%
- Quality of Professional Development 84%
- School Commitment 86%

**Priority Needs**

Observations conducted by Administration showed a pattern of a need for more Professional Learning around assessment and feedback. As illustrated below by our overall Advance Data.

**2017-2018 Advance Data Overall Scores**

**Overall Advance Data 2017-2018**

3b - 3.08
Furthermore, as we look at our instructional focus, "If teachers are engaged in professional learning cycles around student discourse, students will develop the necessary critical thinking skills, problem solving skills, and independence needed, resulting in an increase in student achievement in all content areas." and the need for further professional learning in Math Instruction, much of our Professional learning will focus on math activities throughout all classrooms and new units of study in math instruction (focusing on counting and Number Talks). Our Math Committee will also continue to work, in vertical teams, on instruction across the grades, student discourse, and pedagogy. In ELA, our teacher teams will be planning and integrating discussion protocols throughout the our ELA units and we are looking at the types of questions we are asking students to ensure we're incorporating rigorous questions that our aligned to the Common Core Assessments. Please see NY State ELA Exam Data below which illustrates the need for further work in this area.

### 2018 New York State ELA Performance Level Data

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3s and 4s - 20.3%</td>
<td>Level 3s and 4s - 26.4%</td>
<td>Level 3s and 4s - 21.7%</td>
</tr>
<tr>
<td>Level 2s - 40.6%</td>
<td>Level 2s - 45.6%</td>
<td>Level 2s - 29%</td>
</tr>
<tr>
<td>Level 1s - 39.1%</td>
<td>Level 1s - 28%</td>
<td>Level 1s - 49.2%</td>
</tr>
</tbody>
</table>

**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, 100% of staff will work collaboratively and productively in horizontal and vertical teacher teams resulting in a 0.1 increase on the 2018-2019 New York City School Survey in the area of Collaborative Teachers.
### Part 3a – Action Plan

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

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

#### Profesional Learning Mondays: Professional Learning Mondays are focused around our instructional focus - "If teachers are engaged in professional learning cycles around student discourse, then students will develop the necessary skills to reflect, self-assess, self-monitor, and transfer learning to all academic areas that will greatly enhance student learning and result in an increase in student achievement thereby preparing students to be college and career ready."

- Analysis and work around the text - *The Next Steps in Guided Reading, Teacher's College Reading and Writing Project, Go Math, Engagement New York, Discovery Education*
- PL Mondays differentiated based on need
- Time for reflection built into each learning cycle
- i-Ready

#### PLC (Professional Learning Communities): PLC is considered the “grade meeting” and occurs once a week with the potential of meeting for the 3 consecutive periods (prep, prep, lunch). PLC’s vary depending on grade-level focus, data, and needs. PLC content varies but are commonly used for CCLS integration and task creation/adaptation, unpacking and revising units of study, daily lessons, looking at data and student work, planning, and other specific grade-level needs.

#### Common Planning: Common planning refers to the common period/prep shared on a grade-level each day (for some 3-4 days a week) in which teachers engage in conversation, reflection, and/or revision of units of study and/or daily lesson plans. This time can be both formal and informal, including lunch-time
conversations. The focus is generally around planning, including sharing ideas, resources, etc.

**Calendar Days:** Each grade-level and/or teams in community, have Calendar Days based on need. Calendar Days are scheduled for grade-level teams, lead teachers, and the special education team. Calendar Days this school year have focused on:

- Looking at Student Work
- Baseline data analysis, planning for instruction, unit/lesson revisions
- Development of grade-level, teacher, and student goals
- Unit Process/Products: Looking at student work, “norming” work using rubric and exemplars, highlighting strengths and next steps, revising current and future units of study.
- Data analysis, goal revisions, planning accordingly, unit/lesson revision

**Learning Walks**

- Environment: Team effort, followed up by administrator meeting, grade-level feedback letter and teacher self-reflection
- Feedback, Part 1 (To be continued however followed up during PLC’s, meetings with coaches and administrators, feedback from coaches and administrators)
- Instruction: What do tasks/activities look and sound like in the classroom? Identifying depth and rigor in the execution of lessons and tasks we are engaging students in.

**Lab-sites/Inter-visitations**

- Guided Reading/Strategy Groups
- Conference notes/conferring with students
- Mini-Lesson Support
- Discussion Protocols/Fish-bowling
- Teacher’s College 100 Schools Writing Project learning

**Professional Learning Mondays and Tuesdays**

- Teams review and analyze individual class and grade data.
- Teams create individual student goals and grade goals.
• Questioning: continue to work on improving the quality and rigor
• Continue learning and integration of Discussion Protocols and Guided Reading - prior focus of Professional Learning Mondays
• Instructional Focus around Conferring and Feedback – Professional Learning Cycles

Study Groups

• Topics determined by teacher’s interests and needs; focus directly impacts their teaching and student learning · Opportunities to implement strategies discussed · Individual and group reflection on implementation

New Teacher Meetings

• Topics determined by teacher’s interests and needs; focus directly impacts their teaching and student learning.

Enhancement Teacher Meetings

• Meet monthly to discuss current units of study and how they can enhance and support units of study.
• Included in Mondays and Tuesdays Professional Learning.
• Discuss and create monthly newsletter for staff.

Differentiated Professional Learning

• One-to-one teacher development/small group provided by administration, instructional coaches, and mentor depending on need (model lesson, teacher-teacher observation and feedback, inter-visitations, lab sites). This work is vertical and horizontal.
• One-to-one meetings with IEP teacher to ensure quality in student’s IEPs, including the impact in classrooms on student learning. Special Education team professional development follow-ups are also addressed/ discussed. Opportunities for mentor to observe classroom practices.
Researched-Based Framework: Improving Teacher Practice and Student Learning

Our instructional practices have been most influenced by the work and research of Charlotte Danielson (Evaluation Rubric), Lucy Calkins, Jan Richardson, Carl Anderson, Fountas & Pinnell, Ruth Culham (6+1 Traits of Writing), Benjamin Bloom (Bloom’s Taxonomy), Norman Webb (Depth of Knowledge), LCI (Learning Center Initiative), UDL (Universal Design for Learning), and Teacher’s College Reading & Writing Project.

The Danielson framework provides specific criteria regarding instructional practices. The research has influenced and changed how we engage in conversations with teachers and teams, and given us descriptive and common language used in the development of teacher learning which will directly impact student learning and progress. Before the implementation of the rubrics, for teacher development, it was important for our learning community to become familiar with the ideas and language of the rubrics, which have been used in providing feedback, both orally and in writing.

N/A

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.

- Student-let conferences
- Coffee with Ms. Lew
- Instructional Sit-ins - families are invited to observe a lesson in their child’s classroom

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.

- Priority: Instructional Coaches, Grade-Level Team Teams, and Enhancement Teacher Team (Clusters)
- Secondary Focus: Special Education Team and Bilingual/ESL Team
- Flexibility in Master Schedule
- Per session opportunities for Instructional Coaches and Curriculum Team members
- School Leadership Team
- Teachers: Assessment Binder, Units of Study, Lesson Plans
• All documents, including data/analysis/student work etc., have revisions, which are evident.
• Alignment and cohesiveness in unit of study process/templates/documents, expectations (gap analysis in order to adjust and revise), expectations around use of technology (iPads, Smart Boards, laptops, desktops, computer lab, library)
• Raz Kids
• I-Ready
• Teachers College Reading and Writing Calendar Days

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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<thead>
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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title II, Part A</th>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, 100% of staff will work collaboratively and productively in horizontal and vertical teacher teams as evidenced by the Teacher Team Progression.

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

New York City School Survey and Data Wise Reflection Tools

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.

The school's strength as it relates to Effective School Leadership can be seen in the overall score in Effective School Leadership on the 2017-2018 School Quality Guide, the school scored a 3.64. This score is above the district and city average. The percentage of positive responses in Inclusive Leadership, Program, Coherence, and Instructional Leadership were also high. Please see data below.

2017-2018 School Quality Guide

Effective School Leadership: 3.64

- Inclusive Leadership 96%
- Teacher Influence 74%
- Program Coherence 89%
- Instructional Leadership 89%

As we review the data further we see a need to look further in the category of Teacher Influence on the 2017-2018 School Quality Guide. On that report, 59% of teachers say that they have influence over the selection of instructional material used in the classroom. This is below city and district average. 66% of teachers say that they have influence over the development of instructional materials this is also below city and district average.

In the 2017-2018 End of Year Teacher Reflections, provided by PS 32, staff stated they would like to engage be given the opportunity to lead Professional Learning cycles and would also like to take part in making instructional decisions. We see that there is a need to build further capacity among staff – teachers, paraprofessionals, school aides.

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, 100% of teachers will serve on or collaborate with the School Initiative Team and/or instructional committee leading to a climate of inclusiveness, as evidenced by a 0.3 increase in the category of Effective School Leadership on the 2018-2019 New York City School Survey.
### Activities/Strategies

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

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

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<th>Key Personnel</th>
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<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>Administrators are responsible for overseeing all programs including data collection and progress monitoring. Teachers, Instructional Coaches, Mentors</td>
</tr>
</tbody>
</table>

### Teacher Team Committee Roles

- Spokesperson
- Social/Emotional Representative (POWER Team)
- ELL Expert
- Students with Disabilities Expert
- Designated team member to attend and turn-key Teacher’s College Calendar Days around writing
  - Planning with Principal to improve school performance and student outcomes
- Consultation Committee Representative
- Math Instructional Team
- Technology Team
- Sustainability Committee
- Gardening Committee

Each teacher is a member of one of the teams listed above.

### PS 32 Educator Beliefs on how students (including adult learners) learn best...

- Planning with students at center, differentiation (making smart decisions, when, where & how)
- Communicating purpose, “why” they are learning what they are learning: student awareness of goals/objectives and learning targets.
- Student understanding the purpose of their learning/tasks
- Student centered: Student-to-student interaction, teacher as facilitator
- Making connections, building on/developing prior knowledge
- Student engaged in conversations, questioning, and reflection: protocol, criteria, and rubrics evident.
- Use of clear criteria, exemplars, rubrics. Consistent checking for understanding techniques, assessment
throughout units, culminating assessment tasks (aligned to teaching and CCLS).

- Students communicate short-term goals (next steps communicated by teacher), evidenced in work.
- Creative, engaging, relevant tasks that allow for hands-on experiences, use of tools, and manipulatives.
- Explicit, clear modeling: Scaffolding strategies, guided practice, and small group instruction.
- Use of exemplars, models, and mentor text: Set clear expectations and norming work.
- Teacher reflection on student work/learning
- Student reflection on work/learning
- Planning for essential and guiding questions
- Use of teacher questioning, anticipating student responses/moves and planning accordingly
- Evidence of Blooms and DOK, scaffolding and differentiating questioning
- Small group instruction, flexible grouping
- Conferring
- Building vocabulary through tiers (everyday, academic, content/domain specific)

**Model School: Mayor’s Task Force on Chronic Absenteeism**
Model school and lab-site for city schools struggling with excessive absenteeism. Systems and structures shared and adopted.

**Parent Engagement**

- Parent workshops provided after-school - 40 Minute Parent Engagement - Every Tuesday will have a clear focus.
- Homework Help Tuesdays - parents and students invited to stay after school for Homework Help, guidance and support
- Coffee Talk with the Principal - a time for parents to come and meet with the principal every month) to review school data, learn about upcoming events, voice concerns, ask questions, share student work and projects
- Encourage more parents to become trained school volunteers.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their child’s events, celebrations, work, and progress.
- Develop and distribute a school newsletter designed to keep parents informed about activities, events, celebrations and student progress - now online as well.

<table>
<thead>
<tr>
<th>N/A</th>
<th>September 2018 - June 2019</th>
<th>Administrators are responsible for overseeing all programs including data collection and progress monitoring. Teachers, Instructional Coaches, Mentors</th>
</tr>
</thead>
</table>
3b – Parent and Family Engagement

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

- Parent workshops provided after-school - 40 Minute Parent Engagement - Every Tuesday will have a clear focus. (Key Personnel - ULit Coach, Instructional Coaches, Teachers, Guidance Counselors and Administration)
- Homework Help Tuesdays - parents and students invited to stay after school for Homework Help, guidance and support (Key Personnel - Teachers and Paraprofessionals)
- Coffee Talk with the Principal - a time for parents to come and meet with the principal every month) to review school data, learn about upcoming events, voice concerns, ask questions, share student work and projects (Key Personnel - Principal Assistant Principals, Parent Coordinator)
- Encourage more parents to become trained school volunteers. (Parent Coordinator, Administration, Teachers)
- Provide written and verbal progress reports that are periodically given to keep parents informed of their child’s events, celebrations, work, and progress. (Key Personnel - Teachers, guidance counselors, administration)
- Develop and distribute a school newsletter designed to keep parents informed about activities, events, celebrations and student progress - now online as well. (Key Personnel - Teachers, Administration, Parent Coordinator)

Part 4 – Budget and Resource Alignment

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

- Teachers: Lesson Plans
- Ongoing collaboration and planning with teaching artists (organizations), includes ongoing reflection and adjustments Student work products, celebrations, events, which are evident and impact and are shared with greater school community including families.
- Alignment and cohesiveness in unit of study process/templates/documents, expectations (gap analysis in order to adjust and revise), expectations around use of technology (iPads, Smart Boards, laptops, desktops, computer lab, library)Instructional Coaches, Grade-Level Team Teams, and Enhancement Teacher Team (Clusters) Secondary Focus: Special Education Team and Bilingual/ESL Team
- Flexibility in Master Schedule Programming
- Per session School Leadership Team
- Parent workshops provided: Teachers and Social Worker
- Set meeting and planning time for the School Initiative Team
- Consulting and Professional Learning Series with Turn Around for Children

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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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, 100% of teachers will serve on or collaborate with the School Initiative Team and/or instructional committee leading to a climate of inclusiveness, as evidenced by the mid-year PS 32 School Staff Survey.

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |
| New York City School Survey and internal staff surveys |

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

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

Part 1 – Needs Assessment

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

1. As evidenced by the 2017-2018 and 2016-2017 School Quality Guide, our overall score increased by .39 points. See the School Quality Guide data below outlining our overall scores.

2017-2018 School Quality Guide

Strong Family-Community Ties: 3.59

- Outreach to Parents - 95%
- Parent Involvement in School - 87%
- Parent-Teacher Trust - 96%
- Parent-Principal Trust - 96%

2016-2017 School Quality Guide Data

Strong Family-Community Ties: 3.20

- Outreach to Parents - 93%
- Parent Involvement in School - 89%
- Parent-Teacher Trust - 96%
- Parent-Principal Trust - 95%

Feedback provided by parents via the school website, PA meetings, parent surveys, and workshops through strategic facilitation and use of planned guided questions, is used by staff to create an inviting environment while encouraging open and authentic conversations.

2. As we look at our needs in this area and continue to analyze the 2017-2018 Framework for Great Schools Report we see that parents want to be more involved in the school. The School Quality Report highlighted that 62% of families say that they have had the opportunity to volunteer time to support their school. We will continue to promote new school programs that involve parents as partners. The data in the School Quality Guide also make it evidence that as a school community we need to increase community awareness of resources, programs, and events. As well as making student work readily available to share with families.

Part 2 – Annual Goal
<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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.</th>
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<tbody>
<tr>
<td>By June 2019, there will be an increase in families volunteering at the school as evidenced by an increase of 3% of the amount of families that state they have had the opportunity to volunteer time to support their school on the 2018-2019 New York City School Survey in the Parent Involvement in School section.</td>
</tr>
</tbody>
</table>
### Activities/Strategies

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

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

### Target Group(s)

**Who will be targeted?**

- Parents/ Families
- Chronically absent students
- Social/emotional at-risk, high need students and families.

### Timeline

**What is the start and end date?**

- September 2018- June 2019

### Key Personnel

**Who is responsible for implementing and overseeing the activity/strategy?**

- Principal
- Assistant Principals
- Parent Association Executive Board
- School Leadership Team
- Entire school community including office and custodial staff.

---

### School Programs and the 40 Minutes of Family Engagement

Every Tuesday will focus on involving and engaging families on ways to enrich themselves, contribute to students’ educational process and prepare them for College and Career Readiness.

- **1st Tuesday of the Month - Parent Workshops**
- **2nd Tuesday of the Month - Student led conferences and Portfolio Review**
- **3rd Tuesday of the Month - Family Arts Afternoon**
- **4th Tuesday of the Month - Parent Classes**

Reminders will be posted on bottom of school calendars and on the School Website.

### Family Engagement and Parent Workshop Opportunities

- Arts Integration & Activities
- Reading strategies and support
- At Home Support for Literacy
- Homework Help Tuesdays (for parent and student – every other Tuesday)
- Middle School Articulation: Process, Choices, Strategies
- Middle School Visits
- Technology: Part 1 - Exploring and using the school website as a resource and means for communication. Part 2 - Using Acuity as a support. Requested another Technology PD in the Spring focusing on educational websites for students and parents, audio books, educational software and supports.
- School Website
- Domestic Violence
• Social-emotional strategies, Information and support.
• Guitar Lessons
• Parent/Family Book Club
• Effective Communication with your Child
• Cyber Bullying
• Summer Activities & Events Around the 5 Boroughs
• ELL Conference in NYC (30 parents attended)
• Asthma
• Healthy Eating
• ELA & Math Test Sophistication
• “Stress-less” followed by Yoga
• Immigration
• Understanding Career & College Readiness, CCLS
• Harvest Festival
• Spring Festival
• Homework Help Tuesdays
• Student led conferences

**Ongoing Grade-level Events**

• Writing celebrations (2-3 per grade level at the completion of a writing unit).
• Multicultural Celebration: Students celebrate their cultures which included research and project based work including families cooking dishes or desserts for their class. Parents were invited to share in students learning and celebrate.
• Science Fair
• Math Madness
• Math Olympics/Circus
• Tie-Dye Event
• TIGER Day
• Fairy Tales Celebration
• Arts Alive Festival (Grade Highlights)
• Awards Night
• Swimming Events (Including Jr Lifeguards)

**School-wide Events**

• Monthly parent/family activities in classrooms. Activities vary per grade-level. Examples: use of the Smart Board (K), use of iMovie (5), cooking following directions/recipes (3), math number stories (1)...activities reflect a theme depending on the current unit of study and/or holiday of the month.
• Movie Night
• 100% Attendance Breakfasts (Students and Parents) (Winter & Spring)
• PTC: Stations established in the cafeteria for parents.
- Coaches: Reading levels matched to books, skills, and strategies
- Questions for Coaches
- Service providers
- Technology/School Website
- Belmont Library
- Scholastic Book Fair
- Materials/Supplements for Families

- Arts Alive
- Dance Festival
- Family Dance (Upper Grades)
- Family Fun Reading Night: Guest Author: Dan Greenburg, Clifford the Big Red Dog, Barnes & Noble, Literacy Activities, New York Public Library
- Harvest Festival
- Earth Day - Spring Festival
- Gardening Event
- Coffee with the principal - Monthly gatherings with the principal and parents/families

- Fundraising allowed for holiday presents for children/families in need (Shelter/Temporary Housing). Every K and 1st grade child received an age appropriate toy, and in grades 2 through 5 students in shelters and/or temporary housing.
- Daily and weekly meetings, both formal and informal, with the Executive Leadership of the Parent Association.

- Warm, welcoming Parent Room where parents can meet, share ideas, learn, and receive support and resources.

- Parent Coordinator acts as support and liaison between parents and the school community.

- Collaborate with community organizations and businesses to establish relationships and support for the school and outside community.
• Communication via email between parents, teachers, and administrators.

• Parents attend professional development and meeting opportunities provided by DOE and community based organizations.

• Parent participation on School Arts Leadership Team.

• Workshop ideas also generated based on parents needs and interest. (Examples: GED, ESL, Financial workshops, How to Help Your Child at Home, Healthy Eating, Asthma, Good Questioning & Conversation, Math Games/Activities, Go Math, RTI Process, Common Core Learning Standards, Understanding the State Math & ELA Examinations...).

• Collaboration with student government on school-wide events.

• Service Learning Projects and showcase of projects at June Fair.

• Collaboration with the Literacy Specialist to use the Robin Hood Library as a tool for students and parents. (Examples: Books for Breakfast, Open Access Hours on Tuesdays)

• Increase parent participation and involvement at scheduled RTI meetings.

• Letters/Automated Calls advertising parent supports and events in New York City.
• Specific Folders that go home w/ exams signed
Strong School Leadership Team that engages in conversation and decision-making process around student and community needs.

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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.

<table>
<thead>
<tr>
<th>Turnaround for Children</th>
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<td>Fordham Tremont</td>
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<td>DreamYard</td>
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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.

- Parent meeting and workshop agendas, minutes and sign-in sheets.
- School Leadership Team agendas, minutes, and sign-in sheets.
- Collaboration and communication between parents and teachers.
- Documented events within the school community.
- Parent feedback.
- Newsletters, letters, flyers, and other community documents distributed to students and parents.
- Parent volunteer attendance and logs.

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

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

Part 5 – Progress Monitoring

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

By February 2019, 30% of parents/guardians will have volunteered at at least two family engagement workshops, celebrations, or events, as evidenced by agendas, sign-in sheets, and parent surveys.

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

- New York City School Survey, Agendas, Sign-in Sheets, Parent surveys

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>State Examination Data (ELA, Math, NYSESLAT)</td>
<td>Orton-Gillingham - S.P.I.R.E. and Sounds Sensible: Intensive reading intervention for non readers and struggling readers. Provides hands on instruction in the most reliable indicators of reading success (phonological awareness, alphabet knowledge, and understand relationships).</td>
<td>Included in program descriptions.</td>
<td>Parts of the iReady program will be used during the school day, during rotational reading, and during extended day.</td>
</tr>
<tr>
<td></td>
<td>Baseline-Midline-Endline assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IEP information/data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit of Study formative and summative assessment data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program baseline assessments Unit diagnostics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ready ELA CCLS: The program uses a proven effective gradual release model that ensures students get
the modeled and guided instruction they need to build confidence and mastery of the CCLS.

**Fundations:** Increases phonological/phonemic awareness, phonics and spelling, focuses on sequence skills, print knowledge, alphabet awareness, phonological, phonemic awareness, decoding, fluency, vocabulary, and spelling. Critical thinking, speaking, and listening skills are also addressed through text activities. (Small group instruction)

**Sounds in Motion:**
Targets early literacy improving skills in: listening, phonemic awareness, articulation, and discrimination of speech sounds, auditory processing, and vocabulary development through movement. (Small group instruction)

**Imagine Learning:**
Imagine Learning is a technology-based program, which is individualized to meet the needs of students according to English Proficiency and student reading levels. Components of Imagine Learning include: vocabulary development, listening
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>State Examination Data (ELA, Math, NYSESLAT)</th>
<th>Included in program descriptions</th>
<th>AIS programs are provided during the school day for the exception of iReady, which is provided both during the school day and during extended day.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline-Midline-Endline assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IEP information/data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit of Study formative and summative assessment data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program baseline assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit diagnostics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ready Math CCLS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reinforces a strong foundation of mathematical skills and scaffolds students learning. Focus on place value, basic operations, computational skills, and word problems, number and numeration, understanding various concepts, scaffolding of more complex concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotational Reading - Guided Math/Strategy Groups: Provided in addition to classroom instruction, small group, targets student’s needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Baseline assessment data</td>
<td>Guided small group instruction on specific grade-level science standards</td>
<td>AIS programs are provided during the school day.</td>
</tr>
<tr>
<td></td>
<td><strong>Measuring Up:</strong> NYS Learning Standards (Science, Level),</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Baseline assessment data</td>
<td>Measuring Up: NYS Learning Standards (Social Studies), Includes assessments and test practice.</td>
<td>Guided small group instruction on specific grade-level social studies standards during the school day</td>
</tr>
<tr>
<td>---------------</td>
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<td>-----------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Occurrence reports</td>
<td>Fordham Tremont Mental Health Services (Provided in-house)</td>
<td>1:1 and small group, depending on student(s) need(s)</td>
</tr>
<tr>
<td></td>
<td>Anecdotal records</td>
<td>Guidance Counselor/Social Worker (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student writing, responses/discussion in response to PBIS work</td>
<td>K-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RTI referrals</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education referrals, IEP's</td>
<td>Counselor (Mandated Service/IEP Students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outside service referrals</td>
<td>School Psychologist (School Assessment Team)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Worker (School Assessment Team)</td>
<td></td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

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

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

### Part A: FOR TITLE I SCHOOLS

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

   | 150 Students |

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

   - I-Ready, Parent Workshops, Before and After-school Academic and Enrichment Supports, Fundations, Guided Reading and Math Instruction with additional AIS provider
   - Students in Temporary Housing will also have at-risk counseling through school based social worker and guidance counselors. PS 32 has a partnership with Fordham Tremont counseling services. These services will also be discussed as needed with families.
   - PS 32 Spreads the Love is a group that has collected through donations clothes, school supplies, back packs, blankets, home goods, and jackets to provide to any family that is in need.
   - As a school we partner with Project Smile a dental program that comes to schools to perform dental exams. Dentists come every six months.

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

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

   | N/A |

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

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- A focus on teacher growth and support attracts highly qualified teachers through the numerous learning opportunities, collaborative planning, and strong teamwork and development, which provides a nurturing adult learning environment. Instructional coaches, administrators, and lead teachers will engage in professional conversations and professional development supported by Teacher Center initiative, LCI, Teacher’s College, and other Bronx Field Support Center professional learning opportunities, which will allow them to better support their teachers in clarifying expectations and implementing quality instruction.
- Rigorous team interview and hiring process, including demo lesson.
- Strategic placement of teachers/staff including the dynamic and development of strong teams

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).

- Monday professional learning cycles, depending on grade-level/team/staff needs, led by core instructional team, including lead classroom teachers differentiated, with the expectation of learning being applied which is followed up by reflection, revision, and evidence in student use and product.

- Classroom teachers attend grade-appropriate, workshops depending on areas of need and interest. Learning is then shared during PLC’s (Professional Learning Communities) and Teacher Team meetings.

- Administration follows a formal and informal observation protocol, which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals. On-going support and feedback allows teachers to grow in a non-threatening learning community.
• Instructional Coaches, Lead Teachers, and administrators will conduct professional learning activities designed to develop a clear and shared understanding of what effective teaching looks and sounds like in specific areas of focus.

• Teachers engage in the collaborative curriculum development, implementation, and analyze student work reflecting the Common Core aligned tasks/units. The Common Core aligned tasks incorporates more rigorous student work. The student work is assessed to plan for future instruction.

• In addition to support from administrators and instructional coaches, both IEP Teacher and Mentor support non-tenured teachers. Weekly meetings, visits, and feedback, which is then discussed at weekly cabinet meetings.

• Teacher teams have 5 common preparation periods a week. 1 of the 5 allows teachers to meet for 3 consecutive periods. Teachers meet regularly to review data, plan, revise units and daily plans, and share ideas.

• Teacher teams will collaboratively generate units built on sequence and rigor, which are reflected in units of study. Teachers will notice the progression of a task with the same concepts embedded, raising the complexity as they move forward. The importance of the “process” and what students are thinking will drive reflection and conversations.

• Instructional coaches, administrators, and chosen Lead Teachers, from both teams, will participate in Bronx Field Support Center and city sponsored professional development designed to support the creating of tasks aligned with the Common Core Standards.

• Instructional coaches, administrators, and Lead Teachers will plan for professional development with grade-level Teacher Teams supporting the acquisition of skills and knowledge related to creating and implementing the described tasks and assessments.

• Ongoing visits and collaboration with the Bronx Field Support Center will facilitate and guide school-wide next steps and provide multiple resources depending on needs. (For example, protocols for looking at student work, depth of knowledge resources, sample task bundles.)
Teacher Team meetings, PLC’s, common planning periods, and Calendar Days will support the creation, implementation, and collaborative understanding of these tasks. In addition, the CCLS planning team has 4 hours per week after-school to continue and deepen the work.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

PS 32 has two Pre-K classes. Children are involved in school celebrations and visitations with Kindergarten classes.

Communication with community pre-school programs

Student/class pre-school visits (Spring) for incoming fall kindergarten students

June parent orientation meeting for new incoming kindergarten families (Summer supports, school information, curriculum, School Packet)

School Handbook
Kindergarten Meet and Greet in September before school starts (Parents meet the teachers and students and get accustomed to the school, classroom, teacher, and students)

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.

In teacher teams, (both vertical and horizontal teams) engage in making decisions around the multiple forms of formative and summative assessment data that are used to guide school, grade-level, class, teacher, and student goals and work. The process in which they engage is outlined below:

Use and selection of assessment measures

- Review Data/Unit Plan/Unit Goals/Student Work
- Determine trends and patterns
- Determine the type of assessment that is needed
- Create and/or revise assessment
- Teachers take the assessment
- Create Checklists and Rubrics
- Intervisitation and Labsites may be set up
- Determine what/when assessment should be given
  - Reading
  - Writing
  - Math (Pre/Post, Progress Checks, H.O.T/Extended Response)
  - Social Studies (Pre/Post, Progress Checks)
  - Science (Pre/Post, Progress Checks)

Professional Learning regarding the use of assessment results to improve instruction

- Norming
- Setting student goals, class goals, grade goals
- Analyzing Data to plan or revise whole/small group instruction
- Creating small groups based on data
- Rotational Math
- Rotational Reading
- Aligning assessments to CCLS

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.
### Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount | 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$772,372.00</td>
<td>X</td>
<td>Section 5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$170,110.00</td>
<td>X</td>
<td>Section 5a, 5b, 5c, 5d</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$16,536.00</td>
<td>X</td>
<td>Section 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>X</td>
<td>Section 5e</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,743,619.00</td>
<td>X</td>
<td>Section 5a, 5b, 5c, 5d, 5e</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.
The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 32, in compliance with Federal and State requirements as outlined in Title I, Part A, Section 1118 ESSA. is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>• providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</td>
</tr>
</tbody>
</table>
The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

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

Encouraging School-Level Parental Involvement
The school will further encourage school-level parental involvement by:

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

Family Engagement and Parent Workshop Opportunities

- Arts Integration & Activities
- Reading strategies and support
- At Home Support for Literacy
- Homework Help Tuesdays (for parent and student – every other Tuesday)
- Middle School Articulation: Process, Choices, Strategies
- Middle School Visits
- Technology: Part 1 - Exploring and using the school website as a resource and means for communication. Part 2 - Using Acuity as a support. Requested another Technology PD in the Spring focusing on educational websites for students and parents, audio books, educational software and supports.
- School Website
- Domestic Violence
- Social-emotional strategies, Information and support.
- Guitar Lessons
- Parent/Family Book Club
- Effective Communication with your Child
- Cyber Bullying
- Summer Activities & Events Around the 5 Boroughs
- ELL Conference in NYC (30 parents attended)
- Asthma
- Healthy Eating
- ELA & Math Test Sophistication
- “Stress-less” followed by Yoga
- Immigration
- Understanding Career & College Readiness, CCLS

School-Parent Compact (SPC)

PS 32, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic
achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

### 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 October 30th of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

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

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

Student Responsibilities:

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

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

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

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

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

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

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

---

**Part A: School Information**

Name of School: _______  DBN: _______

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

---

**Part B: Direct Instruction Supplemental Program Information**

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

Total # of ELLs to be served: _______

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

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

Introduction/Overview
Current Number of ELL's: 151 (k:14, Gr 1: 27, Gr 2: 32, Gr 3: 31, Gr 4: 23, Gr 5: 24)
All students are receiving the required instructional minutes from certified ENL or bilingual teachers during the school day. Based on an analysis of the 2017 NYSESLAT scores we see a need to provide additional supplementary work in reading, writing and listening. ENL teacher, classroom teachers, and The Core Instructional Team of 10X032 has analyzed the ELL data determining school, grade-level, class, and individual student trends, strengths, and areas most in need. The data has impacted units of study, differentiated options/activities, explicit whole group and small group instruction/conferences, ENL programs and instruction, AIS instruction, and extended day/week programs. Goals (short and long-term) include providing students with supplemental guidance and implement strong student supports in order to increase both performance and progress rates.

Our ELL students in grades K - 5th Grade (Newcomers, current ELLs, long-term ELLs, and former ELLs) are afforded equal access to all school programs (After School and Saturday Programs). Students are selected for the various programs based on their needs and strengths. We look at students who performed at each level of the NYSESLAT and NYSITELL - Entering, Emerging, Transitioning, Expanding, Commanding - and make instructional decisions based on that data. Students are given the opportunity to work in one or more programs based on their needs and strengths. Students are given the opportunity to work in one or more programs including after-school and Saturdays. These programs include small group instruction (reading, writing, and mathematics), English Language Spring Forward (Literacy Academic Intervention Services) Reading Program Soluciones (Literacy Intervention for ELLs in Spanish) NYSESLAT practice (using Continental Finish Line New York ELL's workbook) and i-Ready. These programs are in place to help students overcome obstacles and decrease the achievement gap of our ELL's by providing them with tools and strategies that they will need to become more successful.

Targeted Supplemental Programs

i-Ready: i-ready program is used throughout the instructional school day, the data provided allows teachers to support and target specific skills/strategies for direct instruction during the supplemental programs. This data specifically supports decoding, comprehension, fluency, social and academic language, vocabulary development.

Students are grouped first according to overall data collected by multiple sources (NYSITELL, NYSESLAT, Computer-based Intervention Programs, State Examination Data, In-house formative and summative assessment data integrated into all content area unit of studies, In-house simulations). Groups are flexible as knowledge of students increase, including
### Part B: Direct Instruction Supplemental Program Information

Analyzing current/new data. Teachers move student groups depending on progress and/or lack of. Grouping may also target specific modalities in addition to targeted skills/strategies.

The extended day/week program and Saturday Program for ELLs is taught by certified TESOL or Bilingual teachers and it begins in January. Teachers have common planning periods where they plan for such instruction. The after school/week program will target student needs and build skills necessary to show progress in the four modalities. It is aligned and supplemented to the Common Core Learning Standards, Bilingual Education and ENL services required by CR Part 154. The program will develop students comprehension skills and increase their independent reading levels measured by TC Quick Assessment. It also engages students using the Continental's Finish Line New York ELLs for guided and independent practice to further student learning and strengthen students oral, and social and academic writing skills. The extended day/week program will run three days per week for 1/1.5 hours per day through May 2019 and the Saturday program runs for a three hour block of time. If additional funding becomes available supplemental support programs will be developed.

After school programming focuses builds on classroom instruction/curriculum. This is in addition to their ENL/ Bilingual programs. These extension and small group activities allow for more targeted and individualized planning and instruction. They work on listening and oral English Language Development modality through the use of picture cards, text illustrations, and student work/illustrations. Teachers will plan mini-lessons to target student's needs in each modality (listening, speaking, reading and writing). Students will use the supplementary material Continental's New York ELLs to provide students with a balance of guided and then independent practice to implement strategies and skills taught. The students will use the illustrations to develop oral language by engaging in storytelling, comprehension of dialogue and information, texts to develop comprehension. Students will generate writing pieces (taken through the writing process and in response to text/resources) that are organized, demonstrate complex understanding of the task/texts and use appropriate vocabulary and sentence structure for the grade level. The 6+1 Traits of Writing (criteria and rubrics) facilitate student learning.

Libraries for Bilingual classrooms (Lee & Low) were purchased to supplement class curriculum. This allows for independent practice in both English and Spanish for both students and parents. Libraries were distributed between targeted classrooms and the Robin Hood Library.

Additional classroom materials were purchased to support students learning in the four modalities and develop into successful readers and writers.

* Listening Centers
* Books on CD
* Hands on Learning Mats (Alphabet, Sight words, word Families)
* Learn to write Reader collection of Books
* Sight word sentences power Pen Learning Cards
* Big Box of Sentence building Kit
* Grammar Tales books
* Building Essential Language Arts Skills
* Our Amazing Senses Books
* What is the weather Today? series
* Fact Files books series (American Symbols, Maps, Continents)
* Me, My Friends, My community: Caring for our Planet
Part B: Direct Instruction Supplemental Program Information

Types of other learning skills and strategies integrated across all content areas:

Predicting, inferring, summarizing, questioning (self & others), self-monitoring, clarifying, visualizing, evaluating by rereading, using key vocabulary, use of mapping/graphic organizers, note taking, highlighting, accountable talk/discussions. After analyzing information/text students will be able to apply knowledge to show deep understanding. Teachers will act as facilitator in addition to providing explicit teaching and provide opportunities for interaction between students, questioning (self & others) for clarification and deeper understanding, group activities/learning, group discussions/projects, and thinking critical through problems with their peers.

The following supplies will be purchased to support Title III programs provided by other funding sources: paper, pencils, folders, markers, chart tablets. The Continental's Finish Line New York Ells workbooks, listening center materials (texts on tape/CD), and instructional games are also purchased to support the programs. i-Ready student workbooks and Technology software, a CCLS student program support. Students are provided with both Tier I and Tier II strategies. All newcomers are assessed and placed in a program, offering them the at-risk service. Student needs determine who and what program(s). Although these programs are offered throughout the day, the data is used and selected small group tasks/activities are pulled from these programs to support the extended day/week programs throughout the school year.

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: ______

Professional Development for all personnel at our school will meet the New CR-Part 154 requirements which states 15% (5.5 hours) of ELL specific professional development for all teachers and 50% (17.5 hrs) ELL specific professional development for Bilingual education and ENL teachers.

Overview Programs/Topics:
- Advanced Literacy / 4 Hallmarks
- Continentals Finish Line New York ELLs
- Libraries (Lee & Low Books/ Lectorum Spanish library)
- i-Ready

  -Establish Goals and purpose for Advanced Literacy Skills Team
  - Focus on Key Shifts of Advanced Literacy and its Targeted outcomes
Part C: Professional Development

- Develop deeper understanding of the Four Hallmarks
- Planning implementation of Advanced Literacy Skills in units of Study

*Continental Finish Line  New York ELLs (Bilingual Common Core)
Lessons address the speaking, listening, reading, and writing language domains. Professional development will focus on academic content and language aligned with items for the Common Core’s emphasis on reading for information. The patterned way of reading is a common instructional practice within our school community. The professional development will focus on a variety of instructional strategies for both teachers and parents.

Additional topics will include:
* Patterned Way of Reading
* Response to graphic information and use of organizers and supports
* Responding to short passages/texts
* Comprehension of dialogue and information
* Developing picture-based stories
* Listening for academic content and language
* Using various forms of media
* Writing fact-based essays
* Collecting and analyzing student data
* Developing academic vocabulary in each content area
* Discuss protocol to support student engagement
* Providing students with effective and meaningful feedback
* Understanding TOMS
* Understanding and using New Language Arts Progressions to plan lessons

Some integrated activities allow for professional development which also focus on grades 3, 4, 5 aligned to the New York State Common Core Learning Standards needed to transition to the NYS Common Core ELA Examination.

Libraries (Lee and Low)

The Bilingual book sets/libraries offered by Lee and Low provide a variety of diverse books featuring a range of cultures. The books/libraries will be divided between the program classrooms and library.

Planned topics for professional development are the following:
- close reading of text
- teaching vocabulary in layers
- choosing texts and vocabulary

The professional development will focus on the best instructional practices for ELLs.

i-ready (data integration/planning)

Special attention will be paid to the Action Areas Tools which will give teachers intervention skills, strategies, and resources necessary to move each individual student forward. Teachers will analyze data and group students by need for guided and independent practice.
Part C: Professional Development

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: ______

Introduction/Overview

PS 32 begins the school year with a professional development plan. This plan reflects NYCDOE Instructional Expectations and Goals, and school-wide goals. The overall goal is to improve teaching and learning, in both English and students Native Language in addition to providing parents/families the opportunity to engage in their child's learning and learning to develop themselves. Our community focuses on parent development and enriching parent engagement in all content areas. Our parent coordinator (at no cost to Title III), assistant principals and veteran bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ENL program and Title III student and parent programs. This educates parents on instructional programs and gives the opportunities to meet key staff members and ask questions.

Targeted Parent/Family Professional Development

Parent’s are notified of programs through letters sent home, school website, school messenger, Open School Night, Parent Engagement on Tuesday afternoons.

Parent ENL Classes (offered once a week for one hour)

The parent ENL classes are taught by a licensed ENL teacher in collaboration with our bilingual social worker and parent coordinator. ENL classes target families at the Entering and Emerging levels. The class introduces basic structures of the English language and vocabulary development. Through reading, writing, listening, and speaking, parents learn strategies to develop oral language, pronunciation, and reading skills. They expand oral comprehensibility and write complete sentences and standard paragraphs while acquiring level-appropriate grammar and punctuation skills. The Side by Side text/workbooks compliment the work that students do in their programs. This text/workbook supplements the program. Parents/families also have opportunities to take field trips in the neighborhood for application in addition to parent ELL workshops/conferences offered throughout the city.

Continental's Finish Line New York ELLs (Bilingual Common Core)

The supplemental text, Continental's New York ELLs, including workbooks, students use in the program offer some great resource pages that are integrated into the parent ENL class. In addition, two teachers (1 ENL, 1 Bilingual certified), hold a series of three workshops aligned to the student program and their resources. This both develops parent knowledge and also allows...
Part D: Parental Engagement Activities

them to better support their child at home. Parents have the opportunity to take away a packet mass copied that offers additional work/support for both student and parent.

Library

In addition, our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily for themselves and with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners and families which support the programs and parent development, specifically in literacy. During this Tuesday open access time the licensed ENL teacher who engages parents in the class is also available to support them during this time. Activities are appropriate for parents of ELL's and we secure the appropriate translation and interpretation services for our families. Funds are also used for Translation Services throughout the school year.

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<tbody>
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<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
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<tr>
<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
<td>____</td>
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<tr>
<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<td>Travel</td>
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<td>Other</td>
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<tr>
<td>Budget Category</td>
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<td>Explanation of expenditures in this category as it relates to the program narrative for this title.</td>
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</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>10</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>032</th>
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</thead>
<tbody>
<tr>
<td>School Name</td>
<td>The Belmont School</td>
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### 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>Rebecca Lew</th>
<th>Assistant Principal</th>
<th>Jessica Caba</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>S. Friedman</td>
<td>Coach</td>
<td>Danielle Colangelo</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Elisabete Melo</td>
<td>School Counselor</td>
<td>Martha Estevez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Salazar Bilingual Teacher</td>
<td>Parent</td>
<td>Iris Elmore</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Chestine Rosado/ ENL Teacher</td>
<td>Parent Coordinator</td>
<td>Emma Santana</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N. Ramirez</td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Superintendent</td>
<td>Other (Name and Title)</td>
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</tbody>
</table>

### C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 3 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 2 |
|---|---|---|---|---|
| Number of certified bilingual teachers currently teaching in a bilingual program | 2 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | 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] | 1 | Number of special education teachers with bilingual extensions | 1 |

### D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☒ No ☐
  If yes, indicate language(s): Spanish
- Dual language program (DL) Yes ☐ No ☒
  If yes, indicate language(s):
- 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.

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?

   Assessments and its associated feedback are essential to student learning. We use various assessments to assess the literacy skills, support student learning, measure student progress and engage students with their learning. We aim to support active learning.

   Some of the assessments used are NYSITELL, Technology based (Imagine Learning, I-ready) .ELL Assessment Kit (Rigby), El Sol, Soluciones, Estrellita, TCRWP, TC Quick Assessments (Independent Reading Levels), ELL Periodic Assessment, teacher conference notes and observations, technology-based program assessments, and protocols for looking at student work. These assessments identify students needs, strengths, and next steps, which allow teachers and grade-level teams to plan accordingly.

   The data from student assessments helps us to determine individual/ group needs, strengths, next steps for every grade band.
correlated to the Targets of Measurement (TOMS) and Performance Level Descriptions (PLDS). Using student's data we determine the Anchor description of what the child can do at that grade level. We develop units of study that integrate modalities of listening, speaking, reading and writing. The unit plans focus in all content areas and around Global themes that provide students with an assessment experience that is cohesive and interconnected across modalities.

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

   Some of the structures we have in place to support formative assessments for deeper learning are:
   * Teacher to student feedback to adjust ongoing teaching moves and learning tactics.
   * Clear lessons, learning goals and criteria
   * Using TOMS to plan units
   * Evidence of learning gathered during lessons to determine where students are relative to goal
   * Descriptive feedback that supports learning by helping students self-monitor
   * Planning next steps
   * Peer and self assessments to strengthen students learning, efficacy and confidence

   A collaborative classroom culture where teachers, students and parents are partners in learning.

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?**

   Multiple forms of formative and summative assessment data are used to guide school, grade-level, class, teacher, and student goals for ELLs. The most valuable of assessments are the formative; which engages teachers/teams to analyze student work, progress tasks/checks to identify areas of need, and unit assessment data in order to revise and adjust current and future units of study. Teacher conference notes are also proven valuable in identifying strengths and next steps which are communicated to students. Unit assessments are both CCLS aligned and aligned to what is specifically being targeted and taught throughout a lesson/unit.

   The following is a summary regarding assessment within the school community:
   * NYSESLAT Exam Data
     * State Examination Data (ELA 3-5, Math 3-5, Science 4, NYSESLAT comparison)
     * NYC Interim Assessment Data 3-5, including ELL Interim Assessment
     * AIS Program Data K-5 (See Above for list of Intervention Programs, Targeted Students)
   * In-House Baseline, Midline, Endline Data K-5 (Reading, Writing, Math, Social Studies, Science)
   * TC Quick Assessment Data K-5
   * CCLS Student Goals Tracking Sheet K-5
   * Unit Assessments (Criteria/Rubrics)
   * Literacy (Pre, BAT’s Benchmark Assessment Tasks, CAT’s Culminating Assessment Tasks)
   * Writing (6+1 Traits Continuum and CCLS Writing Standards)
   * Math (Pre/Post, Progress Checks, Constructed/Extended Response)
   * Social Studies (Pre/Post, Progress Checks)
     * Science (Pre/Post, Progress Checks)

   The data collected is reviewed in professional learning communities. Areas of needs are identified and problem of practice is selected by the team to provide additional support on these trends.

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

   We have several structures in place to address interventions once the summative data has been gathered they are:
   * Organization
   * Planning with grade level across content areas
   * Plan across grade levels
   * Analyze data, engage in discussion
   * Plan next steps/Units
   * Lab sites
   * Clear goals to meet student needs
5. **How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).** [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

   Our school engages in four steps to help our ELLs become successful students. The first step is universal screeners that are used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. The Data gathered gives us indication that a student is at risk in a specific domain. The next step is strong core TIER 1 instruction which is delivered to all students in the general education classroom by qualified educators. The Data collected will help focus on areas of need to guide lesson planning. In collaboration with the school's RTI team, teachers receive recommendations of additional supports that can be implemented to help students demonstrate progress. Step three is Intensive Tailored Instruction which provides support for ELLs who are not showing sufficient progress in skills. The last step is Progress Monitoring to inform how at-risk students are responding to instruction. The Data collected will be used to make educational decisions about changes in goals, instruction and services for the student. All of the Data collected during this process will also be used to focus on strategies, plan future units and next steps.

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

   After examining multiple sources of data, trends and instructional plans, the following is concluded:

   **Grade Level ---- # of Ells**
   - K   13
   - 1   26
   - 2   27
   - 3   32
   - 4   22
   - 5   21

   Total # of ELLS 2017-2018 = 141

   For the school year 2017-2018 we have 42 new admits in grades K-5 who speak a language other than English and were given the NYSITELL exam. Fifteen of those students passed the NYSITELL exam. We have twenty five new admits in grades K-5 that are English Language Learners. Sixteen students scored Emerging level, three scored transitioning and eight students scored Expanding on the NYSITELL exam. Our focus is to help students develop social and academic language and develop fluency in the four modalities across content areas.

   The general trend on the 2017 NYSESLAT is more students are scoring at the Transitioning and Expanding levels. Our students score higher in the Listening and Speaking modality than in Reading and Writing.

   In May 2017 we had 119 ELLs that took the NYSESLAT exam.
   - * 6 students scored commanding
   - * 25 students advanced one proficiency level
   - * 2 students advanced two proficiency levels.
   - * 34 of our ELL students remained at the same proficiency level.
   - * 14 Fourteen students regressed 1 proficiency level

   In grades K-5 students continue to need support in developing reading and writing skills.
Next steps to assist students with four modalities (Speaking, Listening, Reading, Writing)
* Integrating CCLS and New Language Arts Progression
* Integrated approach to modalities
* Units that focus on global themes
* Patterned way of reading as a strategy for Close Reading
* Texts complexity with content area focus
* Focus on academic language
* Focus on words phrases and forms of language that students need to understand and be able to use in order to meet the discipline specific standards across all four modalities.
* Develop conversations, fluency, and a voice in writing
* Re-read and self-monitor for meaning
* Making inferences
* Use correct sentence structure/ sentence verb agreement
* Use graphic organizers to provide text evidence to back up thinking
* Use 6+1 traits in writing
* Use appropriate grammar and punctuation
* Benchmark Education - English Language Spring Forward (Literacy intervention in English)

Our school goal with specific emphasis on the development and support of English Language Learners: Our staff will create a welcoming and safe environment where students with disabilities, English Language Learners, and former English Language Learners are able to take risks and are challenged by rigorous CCLS aligned tasks, which will be evidenced in planning documents, teacher lessons/observations, student work, data, and classroom environment.

Grades K-2 ELA (based on their performance on MOSLs)

ELL Student Strengths
* Demonstrate understanding of the text (read by teacher and/or read independently)
* Include multiple details from the text when answering text-dependent questions
* Completing graphic organizers with relevant information from the text
* Writing has directionality with spaces between words.
* Develop sentences with a variety of lengths and structures.

ELL Student Needs / Next Steps
* Using multiple facts, definitions, and details from the text to the develop a point in writing
* Grouping information together in their writing to support proper organization including an introduction and concluding statement
* Using transitional words/linking words in their writing when relevant
* Use of punctuations (ending and internal)
* Use of proper capitalization (beginning of sentences, names and dates, holidays, and locations)

English Language Learners Average Proficiency on the 2017 ELA assessment was 2.06. In Math the Average Proficiency is 2.03. As a school we scored 28% at level 3 or 4 in the ELA and 13% in the Math State Exam.

Data collected help us focus on students strengths and needs to guide lesson / unit planning in ELA and Math. Strengths and needs are the following:
Grades 3 ELA

ELL Student Strengths

* Using graphic organizers to record significant details.
* Beginning to read with some fluency.
* Using various strategies to identify unknown words (chunking, blending and segmenting, using word families and word endings)
* Use knowledge of story structure, story elements, and key vocabulary to interpret stories.
* Locating information in a text and providing evidence to solve problems.
* Use specific evidence from text to identify main idea.
* Describe characters, their actions and their motivations related to a sequence of events.
* Recognizing to record significant details about character and events in stories.
* Developing and writing simple sentences.
* Grouping ideas in paragraphs for writing.
* Writing supporting details.

ELL Student Needs / Next Steps

* Reading and understanding written directions.
* While listening to a selection, identifying the elements of character, plot and setting.
* To understand author’s message or intent.
* Determining the meaning of unfamiliar words/strategies by using context clues and other resources.
* Evaluate the content by identifying whether events, activities, characters and settings are realistic.
* Making predictions, drawing conclusions, and making inferences about events and characters in stories/passage.
* Identifying main idea and supporting details in informational texts.
* Evaluating content by identifying the authors purpose.
* Organization and elaboration of ideas orally and in writing.
* Writing conventions and mechanics.

Grade 4-5 ELA

ELL Student Strengths

* Use of note taking skills and strategies.
* Define characteristics of different genres.
* Provide basic retell of major events in a story.
* Identifying literary elements such as setting, plot, and characters of different genres.
* Recognize the difference between fact and opinion.
* Describe characters, their actions and their motivations related to a sequence of events.
* Use of graphic organizers to record significant details from informational text.
* Referring back to the text to help answer questions (literal questions).

ELL Student Needs & Next Steps

* Determining meaning of unknown words by using context clues, other resources/strategies.
* Identifying author’s purpose, message, and theme.
* Read to collect and interpret data, facts and ideas from multiple sources of text.
* Determining important vs. unimportant details.
* Identify and use metaphors and similes’
* Identify information that is implied rather than directly stated.
* Read and understand written directions.
  * Reading with expression and fluency
K-5 ELL Student Supports
* After-school Program (January-May)
* Saturday Program (January-May)
* Small group instruction, strategy groups, guided reading (In addition to classroom instruction, as an intervention).
* Ongoing formative assessments, including daily conferencing and feedback
* Use of children’s literature, mentor texts, and touchstone texts
* Ready CCLS Testing Preparation Program for English Language Arts and Mathematics (Grades 2-5).
* Use of technology-based programs, for example, Imagine Learning and iReady.
* Use of educational sites to reinforce content area skills and strategies, for example, Educational World for Social Studies.
* ELL students with IEP’s receive 30-minutes a day of Sound Reading Solutions.
* Reading Program Soluciones (Literacy Intervention for ELLs in Spanish)

Note: All interventions, programs, and services are tracked for student’s strengths, needs, and progress.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The structures we have in place to disseminate data findings and make adjustments to our programs are:
* Bilingual / ENL Team common planning
* Grade planning across content areas
* Planning lessons and units plans
* Integrating CCLS and New Language Arts Progression
* Integrated approach to the four modalities (speaking, listening, reading and writing)
* Focus on academic language
* Use 6+1 traits
* Benchmark Education - English Language Spring Forward

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.
      Integrated ENL:
      Students are strategically placed into classrooms where the ENL teacher collaborates with the classroom teacher on how to academically and socially support the ELL's in the class. The ENL teacher and the classroom teacher engage co-planning, co-teaching, co-assessing and co-reflecting process. Teachers plan together one period a week and use Google docs to update lesson plans. The classroom teacher shares content objectives and the ENL teacher provides language objectives and assists with scaffolding and differentiating for literacy lessons. Depending on the lesson being taught, the ENL teacher will teach whole class or the classroom teacher will teach whole class. The model most commonly used by the ENL teacher and the classroom teacher is the one teach and one assess model during the mini lesson and "multiple groups" model during independent practice. The classroom teacher and the ENL teacher decide before each lesson which students they will each confer with and maintain their notes on a shared clipboard. ENL students are mixed in heterogeneous groups based on language proficiency, reading levels, exit slips and quiz results. Support is provided by both teachers. Students that are entering and emerging receive an additional 4 periods of pull-out instruction as per the requirements found in CR Part 154.2. For the students that scored entering or emerging on
the NYSESLAT or the NYSITELL, our school uses Imagine Learning to support to develop vocabulary and oral language while also developing reading fluency and comprehension.

Self- contained ENL Class:
In the third grade we have a self-contained ENL classroom that is taught by certified ENL teacher. Instruction is delivered with ENL methodology and strategies aligned with Common Core and New Language Arts Progressions. The teacher uses the SIOP model to deliver his lessons in each content area. Students are grouped in heterogeneous groups based on proficiency level and academic strengths and needs. These groups are flexible and change based on content and the particular lesson. Work for each lesson is scaffolded and differentiated based on students linguistic needs.

b. TBE program. If applicable.

All of our bilingual classes, are taught by certified bilingual teachers. Our bilingual students are grouped by grade level. All teachers participate in a balanced literacy program and thematic units, these focus on oral language development, reading and writing through global themes and word study in HLA and ELA. Students will also engage in a computer based program called i-Ready that targets reading and math. In the reading component the program helps students develop comprehension, letter fluency, and phonics. In math the focus is on number fluency, word problems, and grade specific strands (fractions, geometry, measurement) which are common core aligned skill-based lessons. Small group instruction (SGI) provided by the classroom teacher is strategic and flexible. SGI is driven by ongoing assessment data, targets student's needs, and includes various ENL strategies. Our bilingual classes develop the Spanish language through Native Language Arts instruction. Students develop L1 by engaging in read alouds, group reading, word work, phonics, units of study such as fairy tales and poetry. Our mathematics program is Go Math and we use Math Steps as a supplement resource in every classroom. Classrooms contain these resources in both English and Spanish. Units of study in both, English Language Arts and in Math, are supplemented and supported with materials found on EngageNY. All bilingual classes also receive science and social studies instruction in their Native Language (Spanish) for Entering and Emerging proficiency level students. Transitioning and Expanding students continue to receive science instruction in Native Language. Certified bilingual teachers provide Academic Intervention Services (AIS) with supplementary instruction three times per week from September to June to academically at-risk students. This intervention may vary depending on students needs and progress. PS 32 is a School Wide Program school, all students, including our ELLs, benefit from Title 1 services. Saturday Academy, and extended-day, and after-school programs also provide additional support. We also use our Title III funding for extra resources for the ELLs. Students selected for AIS are based on a variety of data sources. Some of the data sources include: student work, standardized exams (NYSITELL, NYSESLAT, and ELA), portfolio review, El Sol, Teachers College Reading Quick Assessment, foundational reading skills in Spanish assessed with Soluciones reading program, Estrellita and teacher conference notes. Students are matched to programs based on their needs. The language of instruction and resources also vary depending on the students being serviced. The service providers are proficient in both languages.

c. DL program. If applicable.

N/A

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

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<th>Expanding</th>
<th>Commanding</th>
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<td>180 min</td>
<td>90 min</td>
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Free standing English as New Language (ENL/ELA) Instruction for all ELL's as required under CRPart 154.2

2018-19 CEP
Integrated (ENL/ELA) Instruction for all ELL's as required under CRPart 154.2

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<tr>
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<td>180 minutes*</td>
<td>180 minutes</td>
<td>90 minutes per week</td>
<td>90 minutes per week for two years</td>
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* Students receive the additional 180 stand alone service in a separate location.

In our Transitional Bilingual Program, students are provided with Native Language/English instruction as per proficiency levels, Units of study in ENL/ELA and CRPart 154.2 recommendations.

Home Language usage and support models
* Entering / Emergent students will receive 60% to 40% model
* Transitioning students will receive 50% to 50% model
* Expanding / Commanding students will receive 75% to 25% model

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.

One of the programs used in ENL is the computer-based program Imagine Learning. Imagine Learning is built specifically to address Common Core State Standards. Students are introduced to a diverse array of critical content. The program features activities designed to help students broaden their foundational, language and speaking/listening skills, while interacting with a variety of informational and literary texts. Students are exposed to literature and direct instruction in reading, speaking and listening skills. In this program, students are exposed to and acquire new vocabulary that they will encounter in language arts, science, math, and social studies. There are also built-in instructional supports and activities to assist students in developing language skills, reading fluency, and writing.

We emphasize language acquisition and will continue to build on programs such as Imagine Learning and Readers Theatre. Other supports addressing literacy-based skills and strategies are: drama, visual arts, Dreamyard, music, movement, instructional games that enhance phonemic awareness, phonetic instruction, vocabulary building, comprehension strategies and storytelling to help our bilingual students enhance vocabulary and comprehension. Read alouds and Accountable Talk are also used in all content areas to enhance instruction and assist in developing oral language. In addition, read alouds, shared reading, and guided reading provide a direct channel for synopsis, language, and academic vocabulary. Children's literature, criteria charts/checklists, and graphic organizers are also created for building background and prior knowledge, as well as language and academic vocabulary. There are also supports and additional resources for students. The 6+1 Traits of Writing (Ideas, Organization, Sentence Fluency, Voice, Word Choice, Conventions, and Presentation) are used to develop and assess student's writing. Criteria and rubrics developed for each trait support and assist in tracking student progress and levels. SIOP strategies are also used throughout all instruction. Some SIOP strategies used are: appropriate Language objectives, the use of books on tape to develop oral language, listening center activities, scaffolding which includes verbal paraphrasing, explicit teaching and modeling, predicting, inferring and self-monitoring, cognitive strategies such as rereading, highlighting, note-taking, using graphic organizers and identifying key vocabulary to support students in the areas of reading, writing and speaking.

In our Transitional Bilingual Program instruction is delivered according to CRPart 154.2 regulations. Students engage in Oral language, reading and writing workshop in HLA and ELA. Students in our bilingual classes engage in Discovery science and Hartcourt for social studies content in native language and English. Go Math is used to help our students build on skills, strengths and meet needs of individual students in mathematics (Program provides ideas for differentiation for English Language Learners.) There are supplemental resources available in Spanish and English (Reading Program in Spanish: Soluciones and Estrellita) to help students develop comprehension and make content meaningful. Students also have the opportunity to work on the computer-based program i-Ready to develop the four modalities in all content areas.
4. **How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?**

   We begin to assess students as soon as they enter our school. When a child is entering the NYC school system for the first time the home language survey is completed. If it is determined that the child speaks another language besides English we begin assessment with an Interview and by administering the NYSITELL. If the students home language is Spanish, the student will also be assessed with the Spanish LAB. During the school year student’s progress will be monitored using the El Sol, Estrellita, running records, student work, end of unit assessments, portfolio review, and teacher observation.

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

   **Students with Interrupted Formal Education (SIFE)**

   Currently we have no SIFE Students attending PS 32. When SIFE students are admitted they are welcomed and will have a buddy system with peers. Peers will show student around and help them adjust to the daily schedule.

   We build a supportive environment that responds to the immediate social, cultural and linguistic needs of immigrant adolescents with limited schooling. In the classroom newcomer centers and programs will be implemented to ease transitions. We will also consider how standards and the curriculum can be adapted so that SIFE students can learn critical material in a way that is effective, accessible, and age-appropriate. We will provide intensive literacy language instruction. Students are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed on an annual basis. AIS services in literacy and Mathematics would be provided. An orientation for the parents would also be provided.

   **Newcomers (0-3 years/Bilingual):**

   New arrivals to the country are welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed. The RTI Team assists in this process. AIS services in literacy and mathematics are provided by Title I to support our new arrivals as well as our students who are considered long term ELL’s. An orientation for parents of the newly registered Bilingual Kindergarten students takes place in June each year. The parents and students come to the school to meet the teacher and have the opportunity to familiarize themselves with the building, the classroom, and the curriculum. The Principal and the Parent Coordinator, along with teachers, organize this very successful event.

   For all new arrivals there is a focus on interventions that assist them in developing reading skills to prevent these children from becoming long-term ELLs.

   **Imagine Learning** is used in the grades K-3 for Entering, Emerging, transitioning, expanding and commanding ELLs. Imagine Learning is an interactive program used to strengthen literacy skills. Imagine Learning provides students with the skills to build listening and speaking skills, as well as vocabulary development. Imagine Learning also develops student’s Native Language skills.

   **Sounds in Motion** is a program also used for new comers that focuses on improving skills in listening, phonemic awareness, articulation, discrimination of speech sounds, auditory processing and vocabulary. The purpose of this program is to improve listening skills by introducing the concepts of whole body listening by completing activities that would focus on auditory perception and discrimination of consonants that are often misarticulated. Body movement is now incorporated into this program to assist children in perceiving and producing specific phoneme sounds.

   **Fundations** is a program that is also used to help students develop skills in reading. It is incorporated as a 30 minute daily lesson into the language arts classroom instruction. Fundations lessons focus on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and
spelling. Critical thinking, speaking, and listening skills are practiced during read alouds, shared and guided experiences, and independent activities.

Benchmark Education (Spring Forward reading in English and Soluciones reading in Spanish) literacy intervention will also be used for selected students to build skills in four modalities.

Estrellita program is used in the classroom to support our ELLs. This program serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita has games and activities for differentiated instruction. Estrellita maps pictures to beginning sounds to assist children in making the connection from the know pictures to the unknown grapheme. Estrellita introduces vowels before consonants. The program also provides a built-in review process to ensure that students retain previously learned information. The writing component is aligned with and occurs concurrently with the reading process.

Long-Term ELLs 4-6 years
Students who are Long Term ELL’s receive a variety of services to support their learning. Imagine learning is used to develop fluency and comprehension, review and acquire new vocabulary in all content areas. AIS provides supplementary instruction three times per week during Extended Day or Extended Week Programs and these services are provided by a certified bilingual or ENL teacher. Student selection for these AIS groups is based on a variety of data sources. Some of the data sources include: standardized exams (NYSITELL, LAB R, NYSESLAT, ELL predictives, and ELA), portfolio review, El Sol, Estrellitas, Teachers College Reading Quick Assessment, and teacher conference notes. The language of instruction varies according to the group being serviced by providers who are proficient in both languages.

Students with Interrupted Formal Education (SIFE)
Currently there are no SIFE Students attending PS 32. When SIFE students are admitted they are welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed on an annual basis. AIS services in literacy and Mathematics would be provided. An orientation for the parents would also be provided.

Students also have the opportunity to engage in an individualistic computer program called Success Maker and Imagine Learning. Success Maker targets students specific needs to strengthen vocabulary and comprehension skills in all content areas.

Finish Line New York ELLs is a program that is used to assist in incorporating and implementing strategies for ELLs on building English Language proficiency across all modalities: listening, speaking, reading and writing. This is aligned with the common Core Standards. Students engage in activities in which they practice using strategies learned in the four modalities. Students read informational, literary, and functional passages to develop comprehension.

ELL’s that score Commanding on the NYSESLAT who receive services for an additional two years:
Continued transitional support for students that scored Commanding on the NYSESLAT is provided by a ENL teacher during push in / pull-out programs, or in a ENL self contained setting. Students receive .5 unit (90m.) per week in ELA/ Content Area for two additional years. I-ready is also used to support Former ELLs. I-Ready enhances reading, writing, and vocabulary instruction. This program has a rich and engaging curriculum and uses a variety of resources for differentiation of instruction. Students will also continue to receive testing accommodations when taking exams.

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?
During the school day students engage in a variety of instructional strategies across content areas, to develop both communicative and academic proficiency in English. Students engage in comprehension skills and strategies such as strategies for beginning language learners (using illustrations to interact with text, frame sentences, summary with illustrations), meta-cognitive strategies (think alouds, QAR- Question Answer Relationships, GIST- Generating Interaction between Schemata and Text, previewing text), cognitive strategies (Close-Reading strategies, coding text, mapping, graphic organizers and signal words, question-research-outline-write), socio-affective strategies (reciprocal teaching, request procedure, peer tutoring, think-pair-share, jigsaw, collaborative reading). Students also create their own word banks to develop social and academic language in all content areas. Each classroom also has a SMART board in which students cognitively engaged in interactive lessons.

Students also use grade level materials such as glossaries, Words their Way, Fundations, Avenues, Continental's Finish Line New York ELL's for the NYSESLAT ENL/ELA, Imagine Learning, Success Maker, i-Ready, CCLS Testing Preparation (ELA and Math), guided reading books (independent instructional levels) in English and Spanish and 6+1 Traits of Writing to help achieve personal and grade level goals.

During the school day students rotate in groups and centers to produce work examplars and discussions that reflect high levels of student thinking, participation and ownership.

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?

Based on baseline and ongoing assessment data we identify students strengths, needs and next steps allowing us to create individual instructional plans that target students diverse needs by building on their strengths and interests.

Some of our ELL’s receive mandated support services as stated on their IEP’s. These mandated services may include class assignments to a monolingual class with ENL services; SETTS (push in/ pull out); Bilingual Speech Services; and/or Bilingual Guidance Services. Our teachers receive professional development in ENL and Special Education. Teachers are also encouraged to speak to our Response to Intervention Team when they have concerns about students’ social and academic progress. Our Response to Intervention Team consists of multiple experts and staff members: administrators, related service providers, teachers, guidance, psychologist, parent coordinator, and instructional coaches. Parents are also included in this process. The Response to Intervention Team meets with classroom teachers to discuss students for whom they have academic, social and/or behavioral concerns. Strategies and programs are suggested and recommended. The classroom teacher then meets with the Response to Intervention Team again to re-assess Tier 1 skills and strategies used and services that have been attempted. Tier 2 is provided at this time. If strategies/programs did not work, others are suggested and further strategies/programs are provided. Students are re-assessed at this time and an at-risk service(s) may be provided. More strategies are also provided to the classroom teacher. Suggestions are given to parents in regards to how to work with their child at home. If a need persists, a formal CSE evaluation begins. The School Assessment Team (SAT) members evaluate the child, confer with the parent and may recommend that a student receives one or more of the mandated services on an Individualized Educational Plan (IEP).

I-Ready is also used as an intervention for ELLs with special needs. I-Ready is a pull-out program which enhances reading, writing, and vocabulary instruction for struggling readers. I-Ready has a rich and engaging curriculum and includes a variety of resources for differentiated instruction.

Some of our ELL students receive Academic Intervention Services, which are provided if needed. Teachers and supervisors examine a variety of data (formative and summative) and determine intervention programs and strategies which will support classroom instruction and academic growth. AIS may be provided during the school day and/or in an extended-day program by a certified Bilingual or ENL teacher. Some Bilingual students also receive Bilingual guidance services on a 1-1 basis or in a group from one of our non mandated guidance counselors.
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.

Our ELLs also receive additional support in the content areas by working in small groups with teacher assistance and guidance when needed. This also includes individual and small group conferencing in all content areas. Teachers work with our instructional coaches in the various content areas to incorporate different strategies that will help make material more comprehensible for our ELL students. Students are able to work in small groups, strategy groups, use technology-based programs and after-school program. Students engage in various activities to develop their ability to make predictions, draw conclusions, identify main idea and supporting details, and develop other areas of comprehension. Students are also encouraged to use manipulatives, materials and tools in the classroom and strategies learned. Student supports and tools are also provided in notebooks, folders, and at times taped to students desks. Bilingual classes receive literacy enhancement by a bilingual certified teacher Elisabete Melo) who focuses on supporting students' needs and developing their strengths in order to ensure success in literacy units of study. Students will also continue to engage in technology programs such as I-Ready, Success Maker and Imagine Learning.

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

Our school is going to continue to develop units of study, daily lessons, and programs that meet the needs of our students. Our students will engage in an Enrichment Program that allows students to engage in project-based learning while incorporating students interests and strengths.

Selected students in grades K-5 will also engage in a Literacy Intervention for reading in English (Spring Forward) and in Spanish (Soluciones).

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

We do not have any programs that will be discontinued for this school year.

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

Our ELL students are afforded equal access to all school programs. Students are selected for the various programs based on their needs and strengths. Students are given the opportunity to work in one or more programs including before and after-school such as small group instruction, English Language Spring Forward (literacy AIS intervention), NYSESLAT practice and i-Ready, that will help students overcome obstacles and give them tools and strategies that they will need to become more successful. ELLs are also engaged in enrichment programs during and after-school such as: chorus, guitar, visual arts club, mural making, karate, drumming, swimming, basketball, soccer, math club, chess, technology club, and a grant funded 21st century learning program with a strong visual arts and academic support component.

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.

ELL students also receive additional support by using classroom materials such as mentor texts (English and Spanish), content area textbooks (English and Spanish), picture dictionaries (English and Spanish), thesaurus, supplementary materials that are level appropriate for students, computer software programs, Smart Board accessibility, Imagine Learning, i-Ready, language/grammar development games, and books on tape in the listening center. Science and social studies student texts and supplemental materials are in Native language (Spanish).

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

Native Language support is delivered according to CR-Part 154.2 requirements in conjunction with tools and strategies previously mentioned. Students also have access to Literature in their Native Language and glossaries. Students are provided with units of study in HLA such as Fairy Tales, Fables and Folktales from around the world. A bilingual certified teacher (Elisabete Melo) provides literacy enhancement for K-2 Transitional Bilingual classes.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. ELL services and resources correspond to student’s current levels, needs, age and grade-level. The RTI team meets with classroom teachers and support service personnel to monitor students progress and make changes to programs and/or interventions if needed. Our ELLs also receive supplemental resources that are grade and age appropriate to make content more comprehensible and meaningful.

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

N/A

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

Newly enrolled ELLs have the opportunity to visit and familiarize themselves with our school before the beginning of the school year. Parents of new students entering kindergarten have the opportunity to attend our kindergarten Parent Orientation. In addition, the students are encouraged to attend the Early Kindergarten Program that takes place one week prior to the beginning of the school year. It allows students to attend school a couple of hours a day and meet the teacher and peers in a calm, friendly environment. New admits to other grades have the opportunity to come in with parents to meet the teacher and familiarize themselves with our school. Students are also given classroom buddies to help them adjust and become comfortable in our school. Parents and teachers talk and meet regularly, both formally and informally, depending on students needs. Parents request this time a few days in advance.

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?

Professional Development for all ELL personnel at our school will meet the New CRPart 154 requirements which states 15% (5.5 hours) of ELL specific professional development for all teachers and 50% (17.5 hrs) ELL specific professional development for bilingual education and ENL teachers.

Professional Learning Community Meetings, ELL meetings, Calendar Days, and common planning periods are used for consultants, administrators, instructional coaches, and Lead Teachers. Agenda’s are based on school and grade-level data in addition to student and teacher needs. Goals are publicized with expectations and are communicated to all students. Grade-wide goals, teacher goals, and student goals are all aligned and reflect school data and goals. Student goals are discussed in class and are revisited on a regular basis. All grade goals are kept in work folders and portfolios.
* Our professional learning teams by grade have weekly team collaborations and monthly calendar days to discuss:
  * Collecting and analyzing student data
  * Unpack and revise units of study/curriculum
  * Share best practices
  * Reading Institutes
  * Writing Institutes

All teachers are involved in content are workshops which include but not limited to:
  * Leveling text using Fountais and Pinnel
  * Summer institutes in each content area
  * New Teacher workshops
  * Guided reading instruction
  * Rotational Reading (independent reading, guided reading groups, reading stations)
  * Using various forms of media during our literacy units
  * Go Math program components and lesson lay out
  * Determining go math assessments
  * Developing academic vocabulary in each content area
  * Discussion protocols to support student engagement
  * Formative assessments: checking for understanding
  * Providing students with effective and meaningful feedback
  * Understanding TOMS
  * Understanding and Using New Language Arts Progressions
  * Student LED conferences
  * Adult writing mentor workshops
  * Fundamentals of conferencing
  * Mirror writing
  * Using exemplar work
  * Writing tool kit

During the school year our guidance team also engages and attends several workshops.
  * Some workshops are:
    * Child Abuse Prevention and intervention training
    * Suicide Prevention
    * Assist students Returning from court mandated settings
    * Guidance Expo
    * McKinney-Vento Workshop

Our school secretarie also attends several workshops which include:
  * NYS Teaches at Advocates for children
  * MCKinney - Vento workshop
  * ATS
  * Pupil Transportation
  * Relaxation / Stress management course
  * General Auditor P.D.
  * Andi - Audit Nov. Discharges
  * A Loa - Audit Low Oct. Attendance

Professional development will be provided by our literacy/social studies and math/science instructional coaches, by our consultants, through participation in workshops, in other venues and through turn-key sessions presented by bilingual/ENL staff members and consultants.
Included in the Professional Development Workshops for 2017-2018 topics will be:

- Analyzing NYSESLAT data as well as ELL Interim Assessment Data
- Analyzing student work and data, planning for instruction based on data
- Developing small group and individual instructional plans based on data
- Looking at Common Core Standards in ENL, ELA and NLA
- Developing oral language
- Examining and revising the curriculum calendars and units of study, looking at how to differentiate instruction for ELL’s
- Planning lessons that incorporate language content/skills and integrating ENL Strategies into all content areas
- Demanding rigor in our thematic units in reading and writing
- Looking at student work (writing) in ENL and ELA
  * Using the 6+1 traits of writing in ENL and ELA
- Using the science kits which are hands on using TPR (Total Physical Response)
- Participating in Learning Walks and Labsites
- Involving parents in the work
  * Study Group focusing on current research
  * Using SESIS
  * Supporting General Ed. teachers on how to use QTEL strategies in all subject areas
  * Imagine Learning data integration/ planning
  * Lee and Low books Libraries

All records of agenda’s, sign-in sheets, reflections, and professional development tracking sheet reflects the above.

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.

All teachers both bilingual and monolingual are offered professional development that is targeted on understanding the Home Language Arts progressions and how they directly link to the New Language Arts Progressions. The Transitional Bilingual Team (TBE) closely reviews literacy units of study to ensure fluidity and that each standard being addressed is taught at a developmentally appropriate level aligned with the aforementioned Standards. Teachers are provided with support on how to create material that will scaffold and assist students at all proficiency levels in their native language and their second language when applicable. As students proficiency develops, the scaffolds available change to ensure academic success while promoting independence and confidence in preparing them for middle school.

There are English Language Learners in most of the monolingual classes at PS 32. Professional development in using ENL strategies is provided for both Bilingual and Monolingual teachers by the Certified ENL Teacher. Strategies are also infused into the professional development weekly by our literacy and mathematics coaches. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will continue to examine the expectations and quality of classroom instruction, environments, differentiated instruction, academic rigor and assessments. All Bilingual Classroom Teachers analyze NYSESLAT data in addition to ongoing assessment data. They are involved in the grade level planning for units of study and planning daily lessons with instructional coaches. Time to reflect on best practices and collaborative planning happens weekly. All Bilingual Educators have had and will continue to have the opportunity to share ideas, materials, and discuss the need for additional resources. Professional development opportunities were also presented when teachers attended professional development in QTEL and shared information learned with the rest of the team. All records of agenda’s, sign-in sheets, reflections, and professional development tracking sheet reflects the above.
## 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?**

Throughout the school year, parents of all ELL students are sent progress reports outlining their child’s academic and language development. End of unit assessments and culminating writing assessments are analyzed and next steps are generated. Parents are notified and invited to meet with teachers on Tuesdays during our schools parent outreach time. At these meetings, teachers discuss recent assessment results and reinforce various ways the parent can continue to support their child at home both socially and academically. Translators are provided and are present during the meeting with the parent and teacher. Parents are also offered after school workshops on Tuesdays where they can come to school and learn about a variety of topics ranging from how to support their child emotionally, how to encourage the use of the New language at home, goal setting, technology, nutrition, Asthma, children’s literature, homework help, online resources, available community resources, test sophistication units, test support, and math/reading strategies to assist their child’s learning. An ENL Program for adults is also facilitated by our Parent Coordinator and ENL Teacher. In house translation is available to parents by staff members who speak Spanish, Arabic, and Albanian. For Parents who speak other languages not spoken by staff members we use other resources such as translation and interpretation units in order to inform the parents.

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

In response to question #2 on record keeping, our school does the following to document parent outreach:

* Call logs (Translated when needed)
* Progress reports (Translated when needed)
* Meetings (in-house translation when needed)
* Monthly calendar (translated in Spanish/ in other languages when needed)
* Newsletter (translated in Spanish/ in other languages when needed)
* All notices are translated in Spanish / other languages when needed
* Sign-in sheets for all workshops
* Emails (translated when needed)
* School website
* School messenger (translated)

During the school year we have many meetings, conferences, parent/student/teacher evenings to engage and collaborate with families. Some of the events that occur in our building are:

**September:**
* ELL parent orientation
* Back to school night
* Grade newsletters
* Parent Association meetings
* Parent workshops on Tuesday afternoons
* Parent/Student homework help
* Coffee with Ms. Lew

**October:**
* Parent Association Meetings (Upcoming events in school and community, looking ahead, Effective Discipline)
* Library open access for families
* Community health Fair
* Student/Family Celebrations
* Newsletters by grade
* Parent workshops on Tuesday afternoons
* Parent/Student homework help
* Harvest Festival
* NYU - English Language Learners workshop for Parents
* Child abuse workshop
* Student LED conferences with teacher and parents

November:
* Coffee with MS. Lew
* Parent/Teacher Conferences
* Middle School workshops
* Parent Association Meetings
* Thanksgiving festivities with Families
* Library open access for families
* Newsletters by grade
* Parent workshops on Tuesday afternoons
* Parent/Student homework help

December:
* Coffee with Ms. Lew
* Parent Association Meetings (Absences, Holidays)
* Holiday celebrations
* Holiday Show
* Family fun celebrations
* Library open access for families
* Newsletter by grade
* Parent workshops on Tuesday afternoons
* Parent/Student homework help

January:
* Coffee with Ms. Lew
* Parent Association Meetings (after school programs for English Language Learners)
* Library open access for families
* Newsletters by grade
* Grade celebrations
* Parent workshops on Tuesday afternoons
* Parent/Student homework help

February:
* Coffee with Ms. Lew
* Black History Assembly
* Parent Association Meeting
* Library open access for families
* Grade News Letters
* Parent workshops on Tuesday afternoons
* Parent/Student homework help
* Princess Gala
* Fire safety workshop
March:
* Coffee with Ms. Lew
* Parent Association Meeting (New dismissal policy, State Exams)
* Parent/Teacher Conferences
* Grade News Letters
* Library open access for families
* Grade Celebrations
* Parent workshops on Tuesday afternoons
* Parent/Student homework help
* Boys and Girls swimming show
* K-2 Literacy workshop

April:
* Coffee with Ms. Lew
* Family Fun Day
* Parent Association Meeting (family night, end of the year celebrations, award night)
* Newsletters by grade
* Library open access for families
* Parent workshops on Tuesday afternoons
* Parent/Student homework help
* Spring Festival
* Dreamward parents Art fair

May:
* Coffee with Ms. Lew
* Family night
* Parent Association Meeting (Helmet Day, student/faculty game, family night)
* Arts Alive performance
* Library open access for families
* Grade celebrations
* Parent workshops on Tuesday afternoons
* Parent/Student homework help
* Muffins with mom
* Incoming K parent orientation
* Mother-Son carnival

June:
* Coffee with Ms. Lew
* 5th Grade award night
* Kindergarten Dance Festival
* 5th Grade graduation
* Kindergarten graduation
* Orientation for incoming Kindergarten
* Parent Association Meeting
* Grade Celebrations
* Parent workshops on Tuesday afternoons
* Parent/Student homework help

Additional Information

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

Paste response here:
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, Rebecca Lew, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:**  P.S. 32 The Belmont School  
**School DBN:** 10  

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Lew</td>
<td>Principal</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Jessica Caba - Bouhet</td>
<td>Assistant Principal</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Emma Santana</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Elisabete Melo / ENL/Bilingual</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Iris Elmore</td>
<td>Parent</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Salazar</td>
<td>Teacher/Subject Area</td>
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<td>N/A</td>
</tr>
<tr>
<td>Chestine Rosado/ ENL Teacher</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Sandi Friedman</td>
<td>Coach</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Danielle Colangelo</td>
<td>Coach</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Martha Estevez</td>
<td>School Counselor</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Superintendent</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N. Ramirez</td>
<td>Other Related Service provided</td>
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<td>11/3/17</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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>
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<tbody>
<tr>
<td>Emma</td>
<td>Santana</td>
<td>Parent Coordinator</td>
<td>yes 11/22/2016</td>
<td>no</td>
</tr>
<tr>
<td>Elisabete</td>
<td>Melo</td>
<td>ENL Teacher</td>
<td>yes on 9/14/2018</td>
<td>yes</td>
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* 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.

   During registration, parents are interviewed and guided to complete several forms. Parents are asked to complete the Home Language Survey (part III Parent Information) with the parent coordinator, ENL Teacher or Pedagogue and Emergency Blue Card that identifies parents preferred language of communication (written and oral). Resources such as the school brochure, family guides, parent Bill of Rights, school calendar, school vision and mission statements, discipline code, newsletters, school goals, and school surveys are provided in both English and Spanish. When other languages are determined, for example, French, Chinese, Arabic or Albanian there are designated staff members who can translate (oral and written) and we also use DOE services for languages not covered by in house staff in order to accommodate those families. The Parent Association, in collaboration with
the Parent Coordinator also sends out an interest survey/questionnaire which identifies languages spoken within the community.

In our school we create a document to record and updated parents preferred language. It is organized by grade and class and is available for staff members to view. The data on this document is gathered using parent interview at time of registration, office visits, blue cards, parent surveys, teacher surveys, ATS reports (RHLA, RCPL, RADL), and conversations with parents. The data collected from parents is compared to data collected from staff to determine DOE vendors and Translation and Interpretation Unit services that will be needed in the future to make communication with parents more successful.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>2</td>
<td>.24%</td>
<td>2</td>
<td>.24%</td>
</tr>
<tr>
<td>English</td>
<td>536</td>
<td>64.04%</td>
<td>534</td>
<td>63.8%</td>
</tr>
<tr>
<td>Spanish</td>
<td>287</td>
<td>34.29%</td>
<td>290</td>
<td>34.65%</td>
</tr>
<tr>
<td>French</td>
<td>6</td>
<td>.72%</td>
<td>5</td>
<td>.6%</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>.36%</td>
<td>2</td>
<td>0.24%</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td>.24%</td>
<td>2</td>
<td>.24%</td>
</tr>
<tr>
<td>Araucanian</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.12%</td>
</tr>
<tr>
<td>updated as of 9/12/2018</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

N/A
Date as of 9/12/2018

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>School Letters</td>
<td>daily/ weekly</td>
<td>We use in-house staff who are proficient to translate documents. If there is a need for other languages we use DOE, translation unit and DOE vendors, oral interpretation services</td>
</tr>
</tbody>
</table>
In order to send home the weekly newsletters to the parents in their preferred language we use in-house staff, DOE intranet, written submission at schools.nyc.gov to translate information stated. However, for parents that require translation in their preferred language not covered by DOE we will assign a staff member to call the parent using language line to inform them of the event.

Translation of flyers and posters will be provided by in-house staff members, DOE, translation unit and oral interpretation services. We also use templates from the Internet in various languages to inform parents of events that will be taking place at our school.

Parents association meetings information are sent home in English and Spanish. If parents have other preferred language translation is provided by staff member. If parents preferred language is not spoken by a staff member we utilize other resources such as translation language line, DOE services, intranet and or oral translation.

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* ELL Parent Orientation</td>
<td>September</td>
<td>Information is presented to the parents in English and Spanish. If parents have other preferred language translation is provided by staff member. If parents preferred language is not spoken and written by a staff member we utilize other resources such as translation language line, DOE services, intranet and oral translation.</td>
</tr>
<tr>
<td>Meet your child's teacher</td>
<td>September</td>
<td>Same as above</td>
</tr>
<tr>
<td>Back to school night</td>
<td>September</td>
<td>We use in-house staff to translate documents. If a parents preferred language is not spoken by school staff (parent coordinator, three school social workers, bilingual teachers and paraprofessionals, bilingual secretary and or ENL teachers) we use DOE, translation unit, oral interpretation services and website <a href="http://schools.nyc.gov/parentfamilies/NYCFamilyGuide.htm">http://schools.nyc.gov/parentfamilies/NYCFamilyGuide.htm</a>.</td>
</tr>
<tr>
<td>Event Description</td>
<td>Frequency</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Parent association Meetings</td>
<td>Monthly</td>
<td>Same as above</td>
</tr>
<tr>
<td>Coffee with Ms Lew</td>
<td>Monthly</td>
<td>Same as above</td>
</tr>
<tr>
<td>Harvest Festival</td>
<td>October</td>
<td>same as above</td>
</tr>
<tr>
<td>Family Fun Celebrations</td>
<td>Monthly</td>
<td>same as above</td>
</tr>
<tr>
<td>Library open access for families</td>
<td>Weekly</td>
<td>Same as above</td>
</tr>
<tr>
<td>Parent workshop (ELA, Math, Science, Social Studies, Technology)</td>
<td>Monthly</td>
<td>Instructional expectations and information regarding state testing are sent home in parents preferred language. When possible translation is provided by in-house staff member to translate. If a parents preferred language is not spoken by staff member we use DOE, and/o intranet, language line. If there is a language that can not be translated or interpreted in-house, we use DOE vendors to send an on-site interpreter.</td>
</tr>
<tr>
<td>Newsletters by grade</td>
<td>Monthly</td>
<td>Interpretation is provided by in-house staff. For non covered languages we use DOE vendors, intranet services, translation unit, over the phone translation and interpretation, oral interpretation unit, and or language line to inform the parents of upcoming celebrations and events.</td>
</tr>
<tr>
<td>Homework help</td>
<td>weekly</td>
<td>Same as above</td>
</tr>
<tr>
<td>Community health fair</td>
<td>November</td>
<td>Same as above</td>
</tr>
<tr>
<td>Student LED conferences with teacher and parents</td>
<td>weekly</td>
<td>Same as above</td>
</tr>
<tr>
<td>Black History Assembly</td>
<td>February</td>
<td>Same as above</td>
</tr>
<tr>
<td>Spring Festival</td>
<td>March</td>
<td>Same as above</td>
</tr>
<tr>
<td>Grade celebrations</td>
<td>Monthly</td>
<td>Same as above</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November, March, May</td>
<td>Same as above</td>
</tr>
<tr>
<td>Family Night</td>
<td>May</td>
<td>Same as above</td>
</tr>
<tr>
<td>Holiday Celebrations</td>
<td>Monthly</td>
<td>Same as above</td>
</tr>
<tr>
<td>Family Fun Night</td>
<td>May</td>
<td>Same as above</td>
</tr>
<tr>
<td>5th grade awards night</td>
<td>June</td>
<td>Same as above</td>
</tr>
<tr>
<td>5th grade graduation</td>
<td>June</td>
<td>Same as above</td>
</tr>
<tr>
<td>Kdg Dance Festival</td>
<td>June</td>
<td>Same as above</td>
</tr>
<tr>
<td>Kdg graduation</td>
<td>June</td>
<td>Same as above</td>
</tr>
<tr>
<td>Orientation for incoming Kindergarten</td>
<td>June</td>
<td>Same as above</td>
</tr>
<tr>
<td>Pre-k moving up ceremony</td>
<td>June</td>
<td>same as above</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
School Messenger is used to reach families. Teachers are also able to communicate with families through Class DoJo which also provides translation. Teachers are provided with "Emergency folders" that contain a class list of students names and numbers along with the number of the language line so that teachers can contact parents in case of emergency in various languages. Teachers also text and email parents using class Dojo. Teachers use DOE venders and Intranet templates to translate messages and post them on class Dojo and in emails to parents.

Parents who speak other languages not spoken by in-house staff are encouraged and guided to set up the 3 way translation service with the HELLO SCRIPT (parents say name and preferred language spoken). In case of emergency parents are aware how to quickly contact and communicate with their child's school.

**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.

We provide professional development for all personnel at our school weekly and monthly to discuss mandates, requirements, regulations for all students. Professional learning community meetings agendas are based on school and grade level data in addition to student and teacher needs. Goals (such as using Hello Script, 3 way call translation unit, use of DOE vendors) are publicized with expectations and are communicated to all teachers in monthly letters and weekly announcements. Teachers are trained on how to use the 1800 number 3 way call translation unit and the HELLO script and are provided with "Emergency folders" that contain a class list of students names and numbers along with the number of the language line so that teachers can contact parents in case of emergency in various languages. Teachers also text and email parents using class Dojo. Teachers use intranet DOE website to translate messages and post them on class Dojo and in emails to parents. Weekly announcements also reminds staff to focus on low incident languages.

**Part D: Providing Notice of Language Assistance Services**

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

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

Our school fulfills Section VII of Chancellor's regulation by providing each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document are given to parents in their primary language that we obtain from http://schools.nycgov/rules-policies/ParentBillofRights/Parent+Bill+of+Rights+and+Responsibilities.htm.

Notification documents that are given to parents in preferred language can also be found on the intranet.nycdoe.net/SchoolSupport/translation_and_interpretation_unit and language line.
At our school's entrance and around the school parents find a language interpretation posters found in the Language Access Kit such as Achieve NYC, and list of languages available for translation and interpretation services. Parents are made aware of the language line that will allow staff to access 200 plus languages in order to communicate. We also post Parent Coordinators and District Family Advocates (DFA) contact information in parents language. This is also located in the main office. During parent - teacher conferences our school meets in the lunch room to welcome the parents. At this time the principal welcomes and speaks to them about important information. The parents are also informed of languages that are spoken by our staff members in order to make communication between them and their child's teacher more successful. Parents are also informed that if their preferred language is not spoken by a staff member their are other services available such as over the phone interpretation services.

The Parent Coordinator has a Language Access Kit which includes:

- multi-lingual welcome posters (to remind parents we can assist with interpretation services)

- language identification guides

- over the phone information guides

- guides to support school safety agents

- translation and interpretation services on written and over the phone services available

- parent language identification guide to assist visiting limited English proficient parents

- I speak cards distributed to limited English proficient parents in our school

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**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?

Parents are asked to complete a Google survey translated in preferred languages that asks them for feedback on the procedures we have in place to maintain effective communication between staff and parents. These surveys are completed during parent teacher conferences and open school nights. Parents can choose to complete surveys can be completed on computer or paper form. This feedback is used to develop better ways to communicate and encourage more parent involvement with the school community. Additionally, the data helps us figure out what additional services parents are interested in receiving such as adult ENL classes, Spanish translation during meetings, parent workshops and parent teacher conference. Finally, we use this feedback to determine agenda items that will be addressed during the "Coffee with Ms. Lew" meetings that take place monthly. This feedback is also shared with the PTA so they can include agenda items that are inclusive of all families in our school community. We also use the RCPL report to determine which language is preferred by majority of our parents so translation and interpretation services are always available.