2018-19
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): 10X085
School Name: P.S. 085 GREAT EXPECTATIONS
Principal: TED HUSTED
Renewal School Comprehensive Educational Plan (RSCEP) Outline

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### School Information

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<tr>
<td>Phone Number:</td>
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<td>Fax:</td>
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<tr>
<td>School Contact Person:</td>
<td>Ted Husted</td>
<td><a href="mailto:thusted@schools.nyc.gov">thusted@schools.nyc.gov</a></td>
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<tr>
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<tr>
<td>Dawn Johnson-Adams</td>
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<td>UFT Chapter Leader:</td>
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<td>Robert Moore</td>
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<td>Parents’ Association President:</td>
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<tr>
<td>Melissa Chupko</td>
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<td>SLT Chairperson:</td>
<td></td>
<td></td>
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<tr>
<td>Tennyson Hurd</td>
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<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
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<td>Melissa Chupko</td>
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### District Information

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<tr>
<th>Geographical District:</th>
<th>10</th>
<th>Superintendent:</th>
<th>Maribel Hulla</th>
</tr>
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<tr>
<td>Superintendent’s Office Address:</td>
<td>One Fordham Plaza, Bronx, New York 10458</td>
<td><a href="mailto:MHulla@schools.nyc.gov">MHulla@schools.nyc.gov</a></td>
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</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td></td>
<td>718-741-5852</td>
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### Field Support Center (FSC)
Section 2: Executive Summary and Organizing Principles

The Objective
The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:
- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal.
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the School Renewal Program strategy:
By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:
In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

School Receivership
In April 2015, state lawmakers and Governor Andrew Cuomo created section 211-f of the State Education Law, which established the School Receivership program as a new intervention strategy to turn around struggling schools. This new law, and Commissioner’s regulation 100.19, requires that “Persistently Struggling Schools,” defined as Priority Schools that have been in the most severe accountability status since the 2006-07 school year, be given an initial one or two-year period under a “Superintendent Receiver”. These schools were placed in receivership under the New York City Schools Chancellor. Each school must make demonstrable improvement on specific benchmarks or it will be placed under an independent receiver. Under the Chancellor’s Receivership Plan, the School Renewal Program is NYCDOE’s
core strategy for turning around struggling schools. Renewal Schools have already begun implementing significant interventions and are receiving additional resources and support to accelerate student performance and help close achievement gaps reflected in this RSCEP.

**Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the Framework for Great Schools, New York City's Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:

- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower that the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go [here](#).
- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

**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.

**Information on the Framework for Great Schools and the DTSDE**

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 RSCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) 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.

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

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<tr>
<th>Element</th>
<th>Description</th>
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<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>
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<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>
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<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>
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<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>
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<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>
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<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>
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### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for
School and District Effectiveness (DTSDE) Tenets, the NY DOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

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 2017-18 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. Structures 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)

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 RSCEP, 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 RSCEP. For additional guidance on establishing a Title I Parent Committee click here.
Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

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

- **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.

- **Step 5:** Revisit your school’s current goals, and 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 have identified, and will let your school community know when you have reached your goal.

- **Step 6:** 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 7:** Update your school’s AIS section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.

- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: Community Engagement Team and School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members’ signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan’s alignment with the school-based budget to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:
1. List the names of each SLT member in the second column.
2. In the first column, indicate using an “X” if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

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<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tr>
<td>x</td>
<td>Ted Husted</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>x</td>
<td>Robert Moore</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>x</td>
<td>Melissa Chupko</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>x</td>
<td>Madelyn Acevedo</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Dawn Johnson Adams</td>
<td>Community School Director (staff)</td>
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<td></td>
<td>Tennyson Hurd</td>
<td>Staff/Enrichment Teacher- UFT</td>
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<tr>
<td></td>
<td>Jeannette Diaz</td>
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<td>Lillian Rodriguez</td>
<td>Staff/Educational Assistant</td>
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<td>Melissa Berkowitz</td>
<td>Staff/Special Education</td>
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<td></td>
<td>Ileana Figueroa</td>
<td>Parent</td>
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<td>Takima Martin</td>
<td>Parent</td>
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<td></td>
<td>Wendy Wagner</td>
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<td></td>
<td>Yeni Garcia</td>
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<td>Maria Ossorio</td>
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<td>Member/</td>
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**Community Engagement Team (CET) Signature Page**

**Directions:** Please fill out this form and indicate members of your Community Engagement Team.

On the chart below:

1. List the names of each Community Engagement Team member in the first column.
2. Record the position and constituent group represented in the second column.
3. Community Engagement Team members should review this document and sign in the right-hand column in **blue ink**. If a Community Engagement Team 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 signature page.

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dawn JohnsonAdams</td>
<td>Community Schools Director</td>
<td></td>
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<tr>
<td>Ted Husted</td>
<td>Principal</td>
<td></td>
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<tr>
<td>ShanaEutsay</td>
<td>Director of Extended Learning Time</td>
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<tr>
<td>Cesarina Javier</td>
<td>Mental Health Coordinator Fordham University</td>
<td></td>
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<tr>
<td>Mary Doran</td>
<td>Assistant Principal</td>
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<tr>
<td>Mary Simone</td>
<td>Education Specialist</td>
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<td>Aida Maldonado</td>
<td>NYC Mission Society</td>
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<td>PTA President</td>
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<td>Mark Williams</td>
<td>Footprintz Basketball Academy</td>
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<td>Melissa Chupko</td>
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</table>
### Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school’s beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.
5. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Public School 85, also known as The Great Expectations School is situated in the Fordham-Tremont section of the Bronx. The school is located a few blocks from the Fordham Shopping District, Metro-North and Fordham University’s Rose-Hill Campus. The New York Botanical Gardens and The Bronx Zoo are within a half-mile of the school. Built in 1932, Public School 85 has an 85 year tradition of serving New York City’s immigrant and minority children. Currently, nearly 900 families and 1,016 children make up The Great Expectations School’s student population with a staff of highly qualified teachers.

In order to meet the diverse needs of our large student population, the school is organized into three small learning communities called academies. Each academy is supervised by an Assistant Principal to ensure consistent support of teaching and learning. Our Early Learning Academy serves the needs of students in Pre-Kindergarten, Kindergarten and First grade. The Expectations Academy serves the needs of students in Second and Third grades. The Scholars Academy serves the needs of students in Fourth and Fifth grades.

Public School 85’s vision is supported with strong partnerships led by our primary CBO Fordham University Graduate School of Education. Turn Around for Children supports our efforts in school transformation by connecting our school community to a variety of mental health services. New York Foundling Hospital also collaborates with parents and staff to provide resources to support social and emotional needs of our students and families. The Montifiore School Based Health Clinic provides a range of health services and is on-site. New York City Mission Society provides an Out of School Time program for our children, after school and during school vacation times. Additional partnerships include Mercy College Parent Center, Saint Barnabas Hospital, Wellness in the Schools, Police Athletic League, Literacy Inc., Midori and Friends, and Ballet Tech.

Our school-wide curriculum incorporates the necessary instructional shifts in order to meet the demands of the Common Core Learning Standards. All units of study are aligned to the Common Core Learning Standards, in conjunction with assessments and differentiated strategies to meet the needs of all learners including English Language Learners, Students in Temporary Housing and Students with Disabilities. Our students also participate in a range of academic and enrichment opportunities including science, technology, dance, chorus, art, multi-media, and health/physical education. Many of these learning experiences are offered in specialty spaces such as: the Media Learning Center, Science Lab, Auditorium, Gymnasium, Computer Lab and Dance Studio.

Public School 85 has implemented a Positive Behavioral Intervention Supports system called B.E.S.T. The B.E.S.T. of 85 is based on the belief that all staff members must model and actively/explicitly teach children both social and academic behaviors aligned to the Behavior- Effort- Scholarship and Teamwork Framework. To support this effort, the school is piloting a Social and Emotional curriculum in First and Second grades crafted to teach specific attributes that support essential life skills.
A school-based Teacher Center provides the base for professional learning and supports teacher development. The Teacher Center consists of a variety of teacher resources, professional books, technology, and is supported by instructional coaches, assessment coordinators, new teacher mentors and consultants. Data drives the Professional Development using a Data Wise meeting protocol and Teacher Teams work together in order to plan for a year-long professional learning agenda and calendar.

For the 2018-19 school year, there will be an expanded focus on the instruction of reading and mathematics, in support of student learning across content areas, through direct/explicit instruction, targeted guided reading, independent reading, Math talks and tasks and the development of student writing traits/craft. The school has organized the day to build in additional supports in reading and math. This is reflected in the targeted professional development of teachers and teacher teams using student data to make instructional shifts which impact student achievement. The Instructional Focus for the 2018-19 school year states: If educators consistently engage students in rigorous tasks across all content areas aligned to NYS Standards, that are supported by targeted feedback then students will deepen critical thinking and communication skills which will result in increased proficiency for all students in all content areas.

Our parents are our most significant partners in achieving our goals. P.S. 85 has established a school-based Parent Center staffed by a parent coordinator in support of our families by providing guidance, workshops, resources, and access to technology.

As a Renewal School, we will begin (and expand) the implementation of the following school improvement strategies during this school year:

● Expanded learning opportunities for all students, including five hours of additional instruction per week for all students providing additional time for independent reading, small group instruction and computer assisted learning. Teachers will enhance the daily instruction in English Language Arts by providing every student with structured practice of foundational skill and applications.

● Additional opportunities will be provided through our Lead Community Based organization for sports clubs, the arts, mentoring for at risk students and tutoring.

● Expanded services as a community school aimed at increasing student and family access to physical and mental health services and other social-emotional supports available in or near the school community.

● Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core Learning Standards (CCLS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students including Students with disabilities and second language learners.

● Additional, focused strategies to increase parent and family engagement including: English as a Second Language for parents, support for Families in Temporary Housing, Immigration and additional adult learning experiences.

We will also implement a School Renewal Plan based on a comprehensive needs assessment across all six elements of The Framework for Great Schools (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust). Although we have seen growth in the area of supportive environment we continue to be challenged with collaborative teachers and trust. The goals identified in the RSCEP support growth in these areas by increasing communication and opportunities for teacher collaboration using a research based protocol. Our school has identified an Instructional focus which supports our goals and emphasizes that students learn best when they are engaged in their own learning and are cognitively challenged.

**VISION STATEMENT**
Public School 85 is committed to nurturing the intellectual, physical, social and emotional development of all children and adults in our school.

Technology and the arts will support the differentiation of teaching and learning within small learning communities.

Our school family, together with our neighbors will cooperate in maintaining a safe, caring, respectful, and exciting school environment.

TODAY...TOMORROW...and for the Future!
**School Demographics and Accountability Snapshot for 10X085**

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>YES</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
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<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA)</td>
<td>91</td>
<td># SETSS (ELA)</td>
<td>60</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>90</td>
<td># SETSS (Math)</td>
<td>46</td>
<td># Integrated Collaborative Teaching (Math)</td>
</tr>
<tr>
<td># Visual Arts</td>
<td>40</td>
<td># Music</td>
<td>40</td>
<td># Drama</td>
</tr>
<tr>
<td># Foreign Language</td>
<td>40</td>
<td># Dance</td>
<td>40</td>
<td># CTE</td>
</tr>
<tr>
<td>School Configuration (2017-18)</td>
<td>% Title I Population</td>
<td>96.0%</td>
<td>% Attendance Rate</td>
<td>91.6%</td>
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<tr>
<td>% Limited English Proficient</td>
<td>27.5%</td>
<td>% Students with Disabilities</td>
<td>20.4%</td>
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<tr>
<td>% Hispanic or Latino</td>
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<tr>
<td>Racial/Ethnic Origin (2017-18)</td>
<td>Years Principal Assigned to School (2018-19)</td>
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<td># of Assistant Principals (2016-17)</td>
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<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
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<td>% Teaching Out of Certification</td>
<td>1%</td>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
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<td>Student Performance for Elementary and Middle Schools (2017-18)</td>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>17.3%</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
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<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>73%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
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<td>School Performance for High Schools (2016-17)</td>
<td>ELA Performance at levels 3 &amp; 4</td>
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<td>Mathematics Performance at levels 3 &amp; 4</td>
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<td>Global History Performance at levels 3 &amp; 4</td>
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<td>US History Performance at Levels 3 &amp; 4</td>
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<td>4 Year Graduation Rate</td>
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<td>6 Year Graduation Rate (2011 Cohort)</td>
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<td>Regents Diploma w/ Advanced Designation</td>
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<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
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<tr>
<td>Overall NYSED Accountability Status (2018-19)</td>
<td>Reward</td>
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<td>Recognition</td>
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<td>In Good Standing</td>
<td>No</td>
<td>Local Assistance Plan</td>
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<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
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<tr>
<td>Priority School</td>
<td>Yes</td>
<td>Focus Subgroups</td>
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<td>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</td>
<td>Elementary/Middle School</td>
<td>American Indian or Alaska Native</td>
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<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
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<tr>
<td>Economically Disadvantaged</td>
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<td>ALL STUDENTS</td>
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<tr>
<td>High School</td>
<td>American Indian or Alaska Native</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</td>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
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<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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<td>White</td>
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<td>Multi-Racial</td>
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<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
<td></td>
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<tr>
<td>Met Adequate Yearly Progress (AYP) in Science (2016-17)</td>
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<td>Black or African American</td>
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<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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<td></td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</td>
<td>American Indian or Alaska Native</td>
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<td>N/A</td>
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<tr>
<td>Hispanic or Latino</td>
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<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
<td></td>
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<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of</td>
<td></td>
</tr>
<tr>
<td>rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards</td>
<td></td>
</tr>
<tr>
<td>(CCLS) that is monitored and adapted to meet the needs of students.</td>
<td></td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction</td>
<td></td>
</tr>
<tr>
<td>(DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and</td>
<td>X</td>
</tr>
<tr>
<td>address student achievement needs.</td>
<td></td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner</td>
<td></td>
</tr>
<tr>
<td>within and across all grades and subjects to create interdisciplinary curricula targeting the</td>
<td></td>
</tr>
<tr>
<td>arts, technology, and other enrichment opportunities.</td>
<td></td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments</td>
<td></td>
</tr>
<tr>
<td>for strategic short and long-range curriculum planning that involves student reflection,</td>
<td></td>
</tr>
<tr>
<td>tracking of, and ownership of learning.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

School Leaders collaborated with key stakeholders within the learning community and conducted a comprehensive needs assessment which required analyzing multiple data sources including, School Integrated Intervention Team Report, 2018 Survey Report, Quality Review, APPR visits, Advance, School Quality Reports, professional learning feedback, and student data . While focusing on the Framework Element of Rigorous Instruction, the priority focus for improvement is ensuring that teacher’s are making curricular and pedagogical decisions based on formative and summative data derived form student work, performance and common core aligned assessments. An increased awareness and understanding of the alignment of assessments and the use of instructional strategies which are consistently utilized across all classrooms across grade-levels will ensure students are engaged in rigorous tasks that are closely aligned to the Common Core Learning Standards. The higher-order tasks, which will consist of multiple entry points, will be a collaborative process reflecting the instructional decisions derived from formative and summative assessment data. The 2018 IIT recommendations included the use of regular teacher planning meetings targeted in using data to inform strategies to group students and to transition them from one level to the next and monitor the impact. An asset within the school community are the existing structures and routines including the school’s Social and Emotional Learning program (B.E.S.T.)which are in place that support rigorous instruction, however there is a lack of consistency across classrooms evidenced in daily practices.

Part 2 – Summative Vision for Rigorous Instruction

What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?
The school’s Literacy Curriculum will be supported by the Teacher’s College Reading and Writing Units of study in Grades K-5. The School’s Mathematics Curriculum will be supported by: Eureka Math resources, Engage New York, Exemplars math tasks and best practices learned through Math Solutions. The school’s curriculum and units of study are working documents that will require ongoing discussion and revisions by teachers and teacher teams. The process will begin over the summer of 2018 and place greater emphasis on scaffolded tasks that lead to more challenging work/work products and instructional shifts in teacher practice that will support and lead to increased student achievement. The infusion of these scaffolded and more challenging tasks using the Amplify Science program and Passport Social Studies resources will be evident throughout all units of study. Our Instructional Focus recognizes that if educators consistently engage students in challenging complex tasks across all content areas aligned to the Common Core Standards, and develop the critical thinking and communication skills in students, then the Public School 85 community will achieve proficiency in English Language Arts and Mathematics.

During the Renewal hour (Extended Learning Time) our students will engage in additional opportunities for independent reading, letter writing and computer assisted instruction (I-Ready) in both ELA and Math. All classes will be led by teachers and supported by tutors and mentors through Community Based Organizations. In support of our school’s instructional focus a specific emphasis will be placed on content standards as well as CCLS for language supporting all domains of Literacy development including reading, writing, listening and speaking.

Following the new NYC science and social studies scope and sequence there will also be time dedicated to revise units of study. Although content area instruction will be integrated within ELA units and supported by Enrichment Teachers, grade-level teachers and teacher teams will be expected to plan for explicit instruction in science and social studies. All Enrichment Teachers will further support classroom instruction in content areas and have opportunities to communicate with grade-level teams in order to do so. For example, the science Enrichment Teacher in collaboration with grade four teachers will make decisions around which hands-on experiments will be conducted in the science lab and/or outside of classroom instruction. Another example, the dance teacher will support grade three social studies curriculum by engaging students in song and dance from communities around the world. English as New Language teachers will provide services for students a minimum of 50% of the time within the student’s classroom in order to ensure a connection across all subject areas.

Classroom libraries and resources in support of the units will support this work and continue to be enhanced, including the Teacher’s College classroom libraries. There will be a focus on including more high-interest books/texts, media resources and leveled libraries/materials, in order to support units. Classroom environments will be organized for effort and reflect a supportive child-centered environment. As a result, our beliefs of how students learn best will be more transparent throughout classrooms. Teachers will closely monitor independent reading behaviors; ensuring students are reading at appropriate text levels. This will ensure students are applying learning from their guided reading groups. Independent reading will also be enriched to encourage students to read for enjoyment. Our beliefs reflect students reading independently to practice skills and strategies targeted in guided reading lessons, in addition to pursuing the love of reading. In Mathematics teachers will ensure that students are engaged in complex mathematical problem solving tasks and that students are given the opportunity to engage in meaningful discourse as they share their thinking.

Differentiated instructional strategies and multiple entry points for all learners are built into units of study and pedagogical practice. This includes additional supports and strategies for English Language Learners and Students with Disabilities and emphasizes the use of technology, Thinking Maps, and increased opportunities for deeper student discussion. The Kagan Cooperative Learning structures provide teachers with a tool to support student engagement around tasks and discussion. Teachers and teacher teams will have clear learning targets based on assessment data including conference notes. Conferencing will further support and continue to be instrumental in the teaching of reading (guided and independent reading) and writing.

Our vision for rigorous instruction additionally includes a seamless instructional day, with specific attention to the Flow of the Day and use of instructional time. We will provide an additional five hours of instruction a week for all students and additional small group time for targeted academically at-risk students. School leaders, instructional coaches and CBO staff will support teachers in maintaining consistency through coaching and providing clear, actionable feedback. The development of teachers, teacher teams, and additional staff will be monitored and consist of accountability with
regard to feedback. There is a shared vision that teacher development will directly impact teacher practice and result in student progress.

Student growth will be measured in a variety of ways. Progress will be monitored overall at three points in the year from baseline to midline to end line, in all content areas. Throughout units of study, progress will be measured by student work, portfolio reviews, DRA2, l-ready data and end of unit assessments. Teacher teams will have opportunities to collect, organize, analyze, modify/revise units of study, and plan for daily instruction. There will also be assessment data collected by teachers, facilitated and organized by the assessment coordinator, and analyzed by instructional coaches and administrators to make revisions to grade-level and school-wide goals, in addition to tracking grade-level and overall school progress. Our goal is for a minimum of 50% of our students to demonstrate measurable growth in ELA and Math over the next year.

What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?

A common core aligned curriculum requires that teachers understand the rigorous demands of the standards as well as what students need to know, understand and do to be successful. In order to successfully implement a CCLS aligned curriculum teachers must also be prepared to meet the diverse needs of their students, including students with disabilities, second language learners, immigrants as well as academically successful students and increases cultural awareness.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

A diverse program which supports all learners must be grounded in assessment which identifies the specific pathway towards academic success. Practices which support career and college readiness are embedded in the instructional shifts are opportunities to have multiple entry points, independent practice, guided practice, individual and group conferences and opportunities to share their thinking while learning from other students.

What do you envision the delivery of instruction to look like so that all students are set up for success?

The model for delivery of instruction will allow for differentiation, small group work and learning opportunities that challenge thinking while respecting diverse needs of students and the unique talents of all learners. This vision includes cultural sensitivity as well opportunities to learn about career opportunities and exposure to Institutions of Higher Learning in our community.

How do you envision teachers using multiple entry points to ensure the success of every child?

Teachers can utilize multiple entry points when they are based on a combination of students choice and an understanding of the learning needs and styles of each child, while also supporting the student to progress from where they enter towards mastery of the standards and expectation. Learning targets, rubrics and checklist assist students to self assess and motivate students to grow academically and personally.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

Teacher teams using a research based protocol will look at students work samples, conference and observational notes as well as trends, patterns and progress monitoring to impact student outcomes throughout the school year. The use of diagnostic, formative, benchmark, and summative data will guide curricular planning and instructional practices which will be supported by professional development.
Please indicate below the specific assessments that you are implementing and their purpose for each grade.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRA</td>
<td>Benchmark</td>
<td>K-5</td>
<td>Assess students’ independent reading level and provide instructional next steps.</td>
</tr>
<tr>
<td>Running Records</td>
<td>Progress Monitoring</td>
<td>K-5</td>
<td>To collect data and make critical instructional decisions about the student; to make decisions about group placement; to assess the student's ability to read a book at varying levels; to record skill/strategy level to monitor growth over time against grade level competencies.</td>
</tr>
<tr>
<td>Ready Assessment</td>
<td>Diagnostic and predictive</td>
<td>3-5</td>
<td>Predict student success on the state ELA and Math exam in order to address gaps in instruction prior to state assessment administration.</td>
</tr>
<tr>
<td>I ready computer driven assessment and instruction.</td>
<td>Diagnostic base line and targeted lessons</td>
<td>K-5</td>
<td>Diagnoses ELA and Math levels and created a specific learning plan for each child. Progress is monitored by teachers to support learners and inform additional whole class needs as they are identified.</td>
</tr>
</tbody>
</table>

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

During the 2018-2019 school year, teachers will utilize data to purposefully plan and implement instruction, developing unit/lesson plans that are responsive to student needs as per student data, ensuring that unit and lesson plans include data driven instruction that is appropriately aligned to the CCLS and NYS content standards and address student achievement needs, increasing student achievement in ELA and Mathematics as evidenced by an average ELA proficiency rating of at least 2.30 and a Math proficiency rating of at least 2.30-2.40 on the NYSED exams.

Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:
Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

List of Renewal Benchmarks expected to improve

Performance Index on State ELA exam 63-78

Average ELA Proficiency Rating 2.33
Average Math Proficiency Rating 2.30-2.40
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-level teacher teams will conduct weekly DWIP meetings in which they move through the Data Wise Inquiry Protocol to develop an action plan to address grade level problems of practice which will lead to revision of unit/lesson plans</td>
<td>Students</td>
<td>ELA/Math proficiency</td>
<td>Sept 18- June 19</td>
<td>Grade level team teachers implement&lt;br&gt; PK-J Diaz&lt;br&gt; K- M Bertorelli&lt;br&gt; 1-M Dittman&lt;br&gt; 2-L Rabinowitz&lt;br&gt; 3-K Moriarity&lt;br&gt; 4-M Melville&lt;br&gt; 5-B Krenn</td>
<td>• Action plan specific assessments identified by each teacher team (baseline, midline, endline within cycles) • iReady diagnostic and progress monitoring</td>
</tr>
<tr>
<td>Vertical teacher team will conduct monthly DWIP review meetings in which they review the DWIP problems of practice and action plans and strategies facilitation moves and actions to address obstacles to implementation. Vertical team lead teachers will then work with the grade level teams on fidelity of implementation</td>
<td>Teachers, Coaches and Teachers teams.</td>
<td>Average Math Proficiency Rating&lt;br&gt; Average ELA proficiency Rating</td>
<td>September 2018 through June 2019</td>
<td>Marisa Sorbaro - Data Wise Champion</td>
<td>Principal will review rolling agendas from grade level teams and meet weekly with Marisa Sorbaro around the Vertical team activities</td>
</tr>
<tr>
<td>Teachers will plan for and implement instruction that focuses on the ENL learner and supporting the ENL</td>
<td>Teachers</td>
<td>Average ELA Proficiency Rating</td>
<td>September 2018 through June 2019</td>
<td>Classroom Teachers</td>
<td>School supervisors will review lesson/unit plans during formal/informal observations and reinforce</td>
</tr>
</tbody>
</table>
K-2 Teachers will implement the new Amplify Science curriculum with fidelity, ensuring that their lesson/unit plans show evidence of planning for student engagement and high levels of student discussion around the content.

The instructional leadership team will meet twice a month and conduct learning walks to review the implementation of the instructional focus with a focus on targeted feedback across all content areas.

### 4b – 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.

As part of the DWIP, grade level teacher teams will host parents for cycle workshops around the grade level problem of practice and action plans sharing with parents strategies to support their student's learning at home.

### Part 5 – Budget and Resource Alignment

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, etc.

Resources throughout the school year will include:

- DWIP programmed on Monday afternoon PL
- DWIP and unit/lesson planning programmed for all teachers as part of an administrative planning period weekly
Part 5b. 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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

Part 6a. 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, grade level teacher teams will have completed at least 1 DWIP cycle and adjusted lesson/unit plans accordingly, providing instruction that allows for increased student achievement as evidenced by a 10% reduction in tier 3 scores on the iReady diagnostic.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

iReady baseline - October 2018, iReady progress monitoring - January 2019

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td></td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td></td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

School Leaders collaborated with key stakeholders within the learning community and conducted a comprehensive needs assessment which required analyzing multiple data sources including, School Review Report, Preliminary Survey Report, Quality Review, APPR visits, Advance, School Quality Reports, professional learning feedback, and student data. A strength reflected throughout the school community with regard to Framework Element Supportive Environment is the high expectations in academic and social-emotional systems/behaviors that provide a safe learning environment for all students. The NYC School Survey 2018 Report identifies increased consistency in teacher and parent responses and a decreased gap between the school’s percentage of favorable responses and the average city percentage.

An area for improvement: The school needs to improve it’s Overall OORS data index. The school is currently at 2.25, which is below the citywide index of 2.97

- Increase in accidents from 51 to 76 on OORS Data Index
- Increase in Principal suspensions from 2 to 6 on OORS Data Index
- Increase in level 4 incidents from 36 to 51 on OORS Data Index

Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?
P.S. 85 is a safe, caring, respectful and exciting school environment which nurtures the intellectual, physical, social and emotional growth of children and adults. This is how we like everyone to describe our school community. The expectations for CBO partners will focus on providing supports which meets the needs of parents and staff as well as engage children in enriching activities which nurture the whole child. Student voice and leadership will be fostered by an expansion of Student Government, clubs and student choice in activities. The school has developed a school wide Positive Behavioral Support program B.E.S.T. (Behavior, Effort, Scholarship and Teamwork) and adopted a curriculum that teaches and reinforces positive academic and social-emotional behaviors supporting effective teaching and learning. The program also supports collaborative work and fosters self-esteem. Together with our CBO partners we will expand our guidance services by providing a full time guidance counselor and supports to families and proactively address social and emotional behaviors/skills. A system that tracks behavioral RTI includes support services and enrichment activities in order to assist the school in identifying needs and the impact of interventions on social and emotional development, academics and attendance. By increasing access to services for our families, including higher-risk families, we can address chronic absenteeism and improve lateness and attendance. A consultant from Institute from New York Foundling Hospital will support the school weekly with workshops and one-on-one supports along with in-house social workers and guidance counselors. Montefiore School Based Health clinic offer on-site mental health services

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fordham University Graduate School of</td>
<td>Mental Health Coordination</td>
</tr>
<tr>
<td>Education</td>
<td>Parent and Community Outreach</td>
</tr>
<tr>
<td></td>
<td>Attendance Improvement</td>
</tr>
<tr>
<td></td>
<td>Supporting teachers of second language learners</td>
</tr>
<tr>
<td>New York City Mission Society</td>
<td>Out of School Time academic and recreational program</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

Fordham University provides a full time on site mental health support guidance counselor and partners with our existing guidance staff to support students and families. Through workshops for teachers and parents, counseling and interventions for students, accessing community resources for parents and teachers and attendance outreach.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

During 2018-2019, Great Expectations will provide all students with a safe, caring, supportive environment through expansion of our PBIS/SEL supports leading to an increase in the overall OORS data index of at least .25 (from 2.25 to 2.50 on the OORS data index) and overall attendance of at least 93.2%
Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance 93.2 %</td>
</tr>
<tr>
<td>Survey: School Safety 3</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
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<tr>
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<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
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<tbody>
<tr>
<td>The Grade 1 and 2 staff will implement the Cloud 9 World Social Emotional Character Education program in grades 1-2 in order to address the increase in incidents 2017-2018.</td>
<td>Grade 1-2 Students</td>
<td>Attendance Improvement, School Safety</td>
<td>September 2018 through June 2019</td>
<td>Grade level teachers are implementing. 1 - A Krenn 2-M Sorbaro</td>
<td>Decrease in incidents and emergency referrals to Guidance; increased observation of BEST (Behavior, Effort, Scholarship, Teamwork) recognition/rewards</td>
</tr>
<tr>
<td>PBIS Team will meet with grade levels 1-2 teachers 1Xmonth to support implementation of the Cloud 9 curriculum</td>
<td>Grade 1-2 teachers</td>
<td>Attendance Improvement, School Safety</td>
<td>September 2018 through June 2019</td>
<td>PBIS Team (Guidance Counselors, social workers, CBO, SpEd coordinator) Supv-M. Sorbaro</td>
<td>Monitoring rolling agendas of PBIS team meetings with grade level teachers Monitoring BEST results</td>
</tr>
</tbody>
</table>
| Teachers will make connections between the Cloud 9 character attributes and the BEST matrix and recognize students PK-5  
  • grades 1-2, student pep rallies and certificates | students | Attendance Improvement, School Safety | September 2018 through June 2019 | Instructional staff implementation PK-1, A Krenn 2-3, M Sorbaro | Weekly monitoring of attendance Monthly monitoring of attendance |
- grades k/3-5 - certificates, shout outs over school's announcement system,
- PK-5, BEST credits towards earning incentives

The attendance team will monitor and respond to absence issues with an increased emphasis on chronic absenteeism and issues related to STH (students in temporary housing)

Chronically absent students
Safety and Attendance
September 2018 through June 2019
Attendance Team
School based social worker dedicated to STH issues
Supv - M Doran

4b – 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.

School will provide workshops in fall, winter, spring for parents in which they will be introduced to their student's grade-level PBIS/SEL supports. Parents will also be invited to grade level celebrations in which students are receiving recognition/rewards as per the PBIS/SEL program. Attendance teacher, family worker will provide outreach (phone and home visits) to parents of chronically absent students and attendance team success mentors will conduct outreach as needed in support of increased student attendance.

The administrative team, along with school safety agents and custodial staff, will ensure that during ongoing school construction, the areas beneath the scaffolding are properly lit and that an appropriate number of school safety officers are supporting the school and community at arrival/dismissal in response to a specific recommendation made during the Fall 2018 Receivership Hearing.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Throughout the school year, resources include:

- time allotted for student pep rallies
- time allotted for grade level celebrations in which parents are invited to attend
- time allotted for PBIS/SEL workshops
- purchased Cloud 9 Curriculum
time allotted for teachers to review/implement curriculum

- student/family incentives

- Social worker dedicated to STH students/issues

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

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</table>

Part 6 – Progress Monitoring

Part 6a. 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

In January of 2019, the School Leadership team will review the attendance data available in the New Visions Student Sorter and the incident report data collected in the OORS system - attendance should be maintained at 93.2% or above, and OORS data will show

- 25 or less accidents
- 18 or less level 4 incidents

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

ATS - attendance

New Visions Sorter - attendance

OORS reports - accidents and incidents

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td></td>
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<tr>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>☑</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

**Part 2 – Summative Vision for Collaborative Teachers**

**What is your vision for collaborative teaching?**

To support teacher collaboration the school is organized into academies under the supervision of an Assistant Principal. Grades K and 1 form the Early Learning Academy (in the Fall of 2015 they were joined by a new Pre-K), Grades 2 and 3 form the Expectations Academy and Grades 4 and 5 make up the Scholars Academy. These teacher’s schedules are organized so that they have common planning time daily. Teachers who work across grades work together and form the Building-wide Enrichment and Support Team (BEST). Teachers are encouraged to use this time to work together in teams to collaborate on planning and review student work. In addition, during the Professional Development sessions teachers have opportunities to work across grades depending on the needs of the professional staff.

Curriculum planning and unit development is grounded in Heidi Hayes Jacobs work in terms of what do children need to KNOW, what do they need to UNDERSTAND and what do the need to DO to achieve the lesson’s Learning Target (Connie
Moss) and Guiding Questions are identified based on Norman Webb’s Depth of Knowledge. Assessments, student work and the Common Core Learning Standards are used to shape the lessons and differentiate tiered instruction and learning experiences, ensuring all students are being cognitively challenged. Expectations for procedures and behaviors are modeled/taught, posted and referenced/reviewed. As our partnership is developed our community educators will assist teacher in additional methods to scaffold as well as challenge learning for students.

How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?

The instructional cabinet meets weekly to share school wide updates and to look at trends in observations and teacher in order to support cross-grade collaboration. The team also looks at student data sources, including student work samples to monitor and support student growth.

How do you envision collaboration within teacher teams to improve teacher practices and student learning?

Teacher teams meet weekly in both formal and informal sessions to look at student work and teacher artifacts that support the student learning to plans and make shifts in teacher practices.

How do you envision collaboration across teacher teams to improve teacher practices and student learning?

The Instructional Leadership team meets bi-weekly to share cross grade and specialty area practices and to support teacher practice and student learning throughout the school. The Math Steering Committee is a cross grade team of classroom teachers which meets weekly to support teachers in the implementation of the Mathematics CCLS. The Science Steering Committee is a cross grade team of classroom teachers which meets weekly to support teachers in the implementation of the new science curriculum supported by the Field Support center.

What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP goals and student work</td>
<td>To ensure that students with disabilities have equal access to the curriculum</td>
</tr>
<tr>
<td>NYSESLAT scores and student work</td>
<td>To ensure that ENL students are provided appropriate scaffolds and supports to succeed in meeting standards</td>
</tr>
<tr>
<td>Formative and summative data</td>
<td>To identify trends and make necessary shifts in teacher practice and curricula to support students in achieving academic success</td>
</tr>
</tbody>
</table>

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

During 2018-2019 school year, Teachers will complete at least 2 cycles of DWIP to inform planning and foster student participation in their own learning process, leading to improved teacher practice and student engagement as evidenced by 3.81 rating on the Collaborative Teacher survey and an average student Math proficiency rating of 2.30-2.40 and an average student ELA rating of 2.33 on the NYSED exams.
Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

List of Renewal Benchmarks expected to improve

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Expected Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Teacher Benchmark of 3.81</td>
<td></td>
</tr>
<tr>
<td>Average Math Proficiency, 2.30 to 2.40</td>
<td></td>
</tr>
<tr>
<td>Average ELA Proficiency, 2.26 to 2.33</td>
<td></td>
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### Part 4 – Action Plan

<table>
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<tr>
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<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline <strong>What is the start and end date?</strong></th>
<th>Key Personnel <strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams will work through 2 DWIP cycles, identifying problems of practice and action plans relative to their respective grade levels</td>
<td>Teachers of all grades including Students with Disabilities and Second Language Learners</td>
<td>Collaborative Teacher Benchmark.</td>
<td>September 2018 through June 2019</td>
<td>Grade level team teachers implement PK-J Diaz K- M Bertorelli 1-M Dittman 2-L Rabinowitz 3-K Moriarit 4-M Melville 5-B Krenn</td>
<td>ILT will review DWIP rolling agendas bi-weekly</td>
</tr>
<tr>
<td>2-5 Classroom teachers will implement iReady as per Renewal guidance and utilize data during team meetings to plan/update lessons/units in response to student data</td>
<td>Students</td>
<td>Collaborative Teachers Rigorous Instruction Benchmark ELA Proficiency Math Proficiency</td>
<td>September 2018 through June 2019</td>
<td>Classroom Teachers 2-3, M Sorbaro 4-5, E Kurppe</td>
<td>ILT will review iReady data after baseline and benchmark assessments Supervisors will include iReady data as part of the ADVANCE observation/feedback cycle in supporting teachers with seeing evidence of impact of their instruction, focusing on how teachers utilize the data in their planning and purposeful grouping</td>
</tr>
<tr>
<td>In order to empower teachers in the</td>
<td>All students and Collaborative Teacher Benchmark.</td>
<td></td>
<td>September 2018</td>
<td>Principal, Assistant Principals, teachers, A teacher survey will be developed by the</td>
<td></td>
</tr>
</tbody>
</table>
practices that support collaboration. Model/lab site classrooms will be established across grades to support shared practices and foster teacher leadership and trust.

| Teachers in all grades including Students with Disabilities and Second Language Learners | through June 2019 | Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required | Instructional Leadership Team to measure the impact of these practices during February and April.

Teacher leaders will participate in the school's Instructional Leadership Team which will review school-wide data as well as the DWIP and ensure that teachers across all grades and content areas are aware of problems of practice and the expectations for next steps.

Teachers Collaborative Teacher September 2018 - June 2019 Teacher Leaders School Administration

ADM cabinet will review ILT rolling agenda.

Grade level supervisors will ensure that ILT issues/strategies are being represented and enacted through the grade level team model.

### 4b – 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.

As part of the DWIP, grade level teacher teams will host parents for cycle workshops around the grade level problem of practice and action plans sharing with parents strategies to support their student's learning at home.

### Part 5 – Budget and Resource Alignment

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Throughout the school year, resources include:

- time in program for multiple collaborative teacher teams
- iReady / READY
- DWIP time in program

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG Grant | | School Achievement Funding | | Other |

### Part 6 – Progress Monitoring

**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

By February of 2019 teachers will complete at least 1 DWIP cycle and utilized the data in their planning and implementation of instruction.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

DWIP rolling agenda

**Part 6c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).</td>
<td>x</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
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<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
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<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>]</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

School Leaders collaborated with key stakeholders within the learning community and conducted a comprehensive needs assessment which required analyzing multiple data sources including, Integrated Intervention Team report, Preliminary Survey Report, Quality Review, APPR visits, Advance, School Quality Reports, professional learning feedback, and student data. While focusing on the Framework Element of Effective School Leadership a priority is the enhancement of shared leadership practices. In order need to expand distributive leadership and engage teachers and staff in the practices encompassing data driven decision making school leaders have committed to the use of the Data Wise protocols for all teacher and leadership teams.

Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?

As our Community school and Renewal school moves forward, the school’s current vision of the school will be embraced by the entire school community as we close the gap between our current reality and our vision. Research, data and results combined with best practices in teaching will foster a true “shared” vision. The principal together with our CBO partner will strengthen our work towards nurturing the intellectual, physical, social and emotional development of all children and adults in our school. Through grounding our work together through shared understandings, CBO partners and school staff will be better able to meet and address the academic and social-emotional needs of our students. Through progress monitoring and individual goal setting for students, the school community can build stronger student...
intervention teams by measuring their impact and making connections with outside providers and Field Support Center staff as needed. The current structure of the school, organized into academies under the direct supervision of a single supervisor, supports and fosters the streaming across grades to meet student needs. The principal oversees all of the management of the school's fiscal resources in collaboration with The Field support center in order to ensure they are aligned with the academic and social-emotional goals of the school. Observations based on the Danielson framework are conducted across assigned grades by the grade level supervisor in order to maintain continuity. The principal reads all observation reports prior to being returned to the teacher and makes suggestions for feedback and actionable next steps. Additional observations are conducted in support of new and struggling teachers by the principal. Assistant principals, in addition to grade level supervisors, have school wide responsibilities. Each supervisor is responsible to coordinate the efforts of coaches and other Assistant Principals in one of the content areas of Literacy, Math and Science, Social Studies. Professional Development to support the content is also coordinated by one supervisor. The role of the community school director is to support all the initiatives in the school.

On which aspects of your own leadership do you plan to focus for the upcoming school year?

Teacher collaboration and distributive leadership

What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?

P.S. 85 has embraced the Data wise model and will continue to utilize "Meeting Wise" protocols to organize and structure team meetings throughout the school community.

What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

Teachers leaders are identified on each grade and across content areas to serve as facilitators, lab sites and turnkey educators. Additionally, the administration is supporting teachers who serve as model teachers and peer collaborative teachers through the teacher leader program to build leadership capacity.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

School leadership in cooperation with the CSD will continue to collaborate and encourage families and community stakeholders to participate in SLT, CST, PTA and parent involvement programs.

How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
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<tbody>
<tr>
<td>A minimum of four times per year for teachers with Effective ratings and six times for new teachers and</td>
<td>Verbal within 48 hours Written within 30 days</td>
<td>All observations and written feedback (provided by assistant principal) are reviewed by the principal prior to being shared with the teacher to ensure consistency and accuracy.</td>
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</table>
What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
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<tbody>
<tr>
<td>Teachers will regularly review student work in ELA and Math in order to assess student learning and inform next steps in instruction aligned to the individual student’s needs.</td>
<td>Use of Data wise protocol and the model teacher team</td>
<td>Teachers, Coaches and administrators</td>
</tr>
<tr>
<td>Teachers will regularly review end of unit assessments in Writing and Math in order to assess student learning and inform next steps in instruction aligned to the individual student’s needs.</td>
<td>Use of Data wise protocol and the model teacher team</td>
<td>Teachers, Coaches and administrators</td>
</tr>
</tbody>
</table>

How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

The master schedule is arranged to allow all classroom teachers to have an additional planning period dedicated to work in teacher teams and review data.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

During the 2018-2019 school year, the school leader will communicate to the school community the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision of the RSCEP through increased messaging, monitoring and accountability measures, supporting implementation of school goals program-wide, leading to a Framework: Rigorous Instruction rating of at least 3.30

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

List of Renewal Benchmarks expected to improve

<table>
<thead>
<tr>
<th>Rigorous Instruction 3.00 - 3.30</th>
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<tbody>
<tr>
<td>x</td>
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<tr>
<td>x</td>
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</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The administrative team will work towards being within the ADVANCE observation guidelines for completion, demonstrating that teachers are receiving messaging, monitoring and accountability to support with school goal implementation</td>
<td>teachers</td>
<td>Rigorous Instruction</td>
<td>Summer 2018 through June 2019</td>
<td>Principal and Assistant Principals</td>
<td>ADM cabinet will review ADVANCE data monthly for completion as well as feedback</td>
</tr>
<tr>
<td>Principal will lead the School Leadership Team in consistent review of RSCEP and monitoring/adjusting as needed</td>
<td>school</td>
<td>Rigorous Instruction</td>
<td>September 2018 through June 2019</td>
<td>Principal and SLT</td>
<td>SLT will review specific goals of the RSCEP monthly and adjust the action plans as needed</td>
</tr>
<tr>
<td>School leaders will identify, recruit and develop teacher leaders across grades and specialty areas based on teacher and student performance to support implementation of school goals program-wide</td>
<td>Teacher Leaders</td>
<td>Rigorous Instruction</td>
<td>September 2018 through June 2019</td>
<td>Principal 2-3, M Sorbaro 4-5, E Kurppe</td>
<td>ADM team will monitor the growth of mentored teachers using ADVANCE data</td>
</tr>
<tr>
<td>Together with the CBO, school leaders will identify, develop and delegate systems and programs which support high risk students and families</td>
<td>High risk students and families</td>
<td>Rigorous Instruction Safety</td>
<td>Summer 2018 through June 2019</td>
<td>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along</td>
<td>ADM cabinet will review New Visions sorter and analyze program effectiveness bi-monthly and</td>
</tr>
</tbody>
</table>
allow for administrators to focus on instruction.

(Effective Enrichment Programs, Effective Family Support Programs)
**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, 100% of RSCEP goals will be communicated, implemented, monitored and adjusted as needed as evidenced by review of ADVANCE dashboard, SLT agendas and the New Visions Data Sorter.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

- ADVANCE Dashboard
- SLT Agendas
- New Visions Sorter

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td></td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td></td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

School Leaders collaborated with key stakeholders within the learning community and conducted a comprehensive needs assessment which required analyzing multiple data sources including, the Integrated Intervention Team (IIT), School Review Report, Preliminary Survey Report, Quality Review, APPR visits, Advance, School Quality Reports, professional learning feedback, and student data. While focusing on the Framework Element of Strong Family and Community Ties the school community struggles with engaging parents on a consistent basis and to scale.

Part 2 – Summative Vision for Strong Family and Community Ties

What is your vision for having strong family and community ties at your school?

The vision for Strong Family and Community Ties will encompass developing an action plan that will coordinate all of the existing family engagement activities and services provided by school staff and current Community Based Organizations along with our new community schools partner through the community school director. Our school based Parent Center will serve as a welcome center for parents. Family Engagement time on Tuesdays will enhance the opportunity for teachers to learn from parents and get a deeper understanding of their students. Teachers will share assessments and portfolios with parents to ensure they understand what their child is learning and what the data is identifying as strengths and gaps. Together with our CBO we will expand the opportunities for Family engagement nights and student performances to draw families into the school and help them to connect to the school. The PTA will serve as a vehicle to continuously make parents aware of multiple opportunities to engage in reciprocal communications with teachers in their child’s growth and development. Our Family Engagement Coach along with the Parent Coordinator and CBO partner will work with Pre-K and Kindergarten parents as we welcome them to our school in the fall and communicate...
Parents are asking for adult classes for GED and ESL and together with our CBO partner, we will seek to connect them to these supports. All teachers have established a “Google Classroom” account for each family to allow for families to connect electronically with the teachers and have access to expectations. Translation services will be utilized to insure parents have access to information and family events in a language they can understand.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

P.S. 85 offers a Parent center staffed with the parent coordinator and parent leaders equipped with resources to support and assist parents including computer and printers. Parents who enter our school are greeted by staff members and an electronic parent information board that displays information and celebrates our students and families.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

P.S. 85 has an active Parent Teacher Association and SLT which encourages participation from parents and offers the opportunity for families to interact with school leaders.

How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?

Teachers utilize the Tuesday parent engagement time to invite parents into learning celebrations as well as share information with parents.

What types of supports does the school provide to families to encourage them to take an active role in what their child is learning?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent workshops</td>
<td>To assist families to develop skills which support their child’s education</td>
</tr>
<tr>
<td>Parent Groups</td>
<td>To assist families to overcome social and systemic obstacles</td>
</tr>
<tr>
<td>Family Engagement Activities</td>
<td>To provide shared experiences between parents and children and to offer opportunities for parents to learn activities they can offer at home that support academic achievement.</td>
</tr>
</tbody>
</table>

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

Family partnerships with school: Family partnerships will be developed throughout the school in family engagement activities and our parent center.
Family partnerships with CBO: Family partnerships will be developed throughout the school in family engagement activities and community engagement activities hosted by the Community Engagement Team.

Is there dedicated space for these partnerships? Guidance Office, Parent Center, CBO office.

What is your vision for the role the school will take in providing access adult education classes within the community? In addition to parenting workshops we also offer information regarding ESL classes and family supports (such as immigration, mental health services, housing etc).

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success? Google Classroom, school website, Parent newsletters

Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, The school leader will regularly communicate with students and families and foster high expectations for student academic achievement. leading to 95% positive responses by parents on the parental involvement satisfaction survey of the Framework for Great Schools.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal: Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

List of Renewal Benchmarks expected to improve

Rigorous Instruction 3.30

Student Attendance benchmark 93.2%

x
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
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<tbody>
<tr>
<td>School will host fall, winter and spring meetings with parents to discuss expectations and strategies to support students at home with achieving academic growth.</td>
<td>parents and students</td>
<td>Rigorous Instruction Attendance Benchmark</td>
<td>September 2018 through June 2019</td>
<td>Grade level teams K-1, A Krenn 2-3, M Sorbaro 4-5, E Kurpp</td>
<td>ILT will review iReady progress and pass completion and attendance data. Grade level teams will analyze grade level unit assessments for sustained growth</td>
</tr>
<tr>
<td>School (and CBO as indicated) will host parent engagement activities at least bi-monthly focused on the development of the whole child (academic, social emotional and health and wellness)</td>
<td>All students and families</td>
<td>Implement Community Schools Model Rigorous Instruction Attendance</td>
<td>September 2018 through June 2019</td>
<td>Parent Coordinator, CBO, teacher teams Principal, APs,</td>
<td>Mid year parent satisfaction survey. Participation and attendance at parent engagement activities ADM will review student</td>
</tr>
</tbody>
</table>
Part 5 – Budget and Resource Alignment

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources include:

- All staff, with particular focus on classroom teachers and teacher teams
- Consultant from NY Foundling Hospital
- Wellness in the Schools
- CBO staff
- Student/family incentives
- Cool Culture Passes for Early Grades

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>21st Century</th>
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<th>C4E</th>
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</table>

Part 6 – Progress Monitoring

**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

During January, parent surveys will be administered as a predictor of responses on the spring learning environment survey showing at least 94% positive responses.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Parent surveys

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The goal of the Extended Learning Time is to provide a seamless instructional day for all students and provide additional support in independent reading, guided reading and interventions in Math and ELA aligned with assessment data. By June of 2019 there will be a 10% increase in the number of students achieving level 2.20 to 2.33 or higher on the English Language Arts exam.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory? | Voluntary | Compulsory
--- | --- | ---
Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.

Additional ELT - If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

Active participation with the after school enrichment component of ELT will be monitored by the CBO and a requirement for continuous enrollment.

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

- What new content areas and opportunities will be offered to students? How will the school ensure all IEP and language mandates are met during ELT?

- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?

What content will be led by pedagogical staff and what content will be led by CBO partners?

How will the school best utilize CBO partners to impact student achievement?

How will effective outreach be conducted to families?

How will programming be made easily accessible to students and families in order to encourage participation?

The ELT program will encourage all students to participate by embedding the program into the school day and creating cycles where every child is given instruction by a certified teacher core subjects as well as academic enrichment activities through community partners. Together with our community partners we will build upon existing afterschool programs by expanding our ELT structure in a wrap around design. The ELT program will offer students small group instruction, tutoring, technology assisted instruction, reader’s theater, book clubs, mentoring and additional learning activities including fitness, sports, dance, and arts instruction. Professional development for teachers and community partners will be planned and offered in coordination with community partners by school based staff. Outreach to parents includes communication to parents about the exciting opportunities for additional instruction and enrichment and will continue through the summer to have ELT as seamless as possible.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. How will the school assess the impact of ELT on individual student achievement and social emotional development?

The implementation of the ELT program will be the responsibility of school staff, Principal, administrators and teachers. Community partners provided by school supervisors and the community school director will provide additional enrichment activities during and after school. Student participation will be tracked through the student data sorter and the impact on attendance and academics will be used to evaluate effectiveness of each activity.

Part 4b. Timeline for implementation and completion, including start and end dates.

It is anticipated that the program will begin on September 5, 2018 and continue throughout the school year in the Mornings Monday through Friday and offer afterschool enrichment and tutoring Wednesday, Thursday and Friday.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Resources include pedagogical staff, Consultants from Institute for Family Health, CBO staff, Wellness in the Schools, New York City Mission Society and additional consultants as identified.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG Grant | | School Achievement Funding | X | Other |

### Part 6 – ELT Progress Monitoring

**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be **Specific**, **Measurable**, **Achievable**, **Relevant**, and **Time-bound** and aligned to the school’s Renewal Benchmarks.

In February 2019 students data from the I Ready, which is aligned to the CCLS and the NYS exams will be reviewed to identify the percentage of students who have made advances in both ELA and Math over the fall benchmark with the goal of seeing 70% of all students demonstrating growth towards mastery.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

I Ready Growth Monitoring profiles.

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

To provide students with rigorous learning opportunities aligned to the Common Core Learning Standards (2) support the continual development and refinement of teacher practices, and (3) provide a widened array of mental health and enrichment opportunities for students and families through an extended and expanded school schedule. Currently, 17.3% of the students are meeting standards in ELA and 17.2% are meeting standards in Mathematics.

By the end of the academic school year 2018-19, the school will demonstrate progress in meeting the ELA/Math demonstrable improvement benchmarks moving a greater percentage of students into levels 3 and 4 on standardized exams in ELA and Math.

Please answer the following Question as it relates to meeting your Community School Program Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Community School Program Annual Goal?

List of Renewal Benchmarks expected to improve

Implement Community Schools Model

Support attendance improvement

Support mental health programs and services within the three-tiered model (universal, selective, targeted)

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fordham University</td>
<td>Students at-risk in Mathematics</td>
<td>For both ELA and Math, the CBO will provide in-class coaching for teachers, professional development around the Danielson Framework for Teaching, and in-classroom and small group tutoring.</td>
</tr>
<tr>
<td></td>
<td>Students at-risk in ELA</td>
<td></td>
</tr>
<tr>
<td>Fordham University</td>
<td>Chronically absent students</td>
<td>Use data and weekly attendance meetings to monitor students' attendance through regular check-ins from a mentor/point-person; Phone calls will be made to parents to address underlying causes of C.A. and offer supports and referrals, if needed; Referrals to in-school counselors and outside mental health providers will be made/determined as needed; Outreach</td>
</tr>
</tbody>
</table>

2018-19 RSCEP-PF 52
Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Principal and School Leadership Team of P.S.85, The Great Expectations School, selected Fordham University's Graduate School of Education (Graduate School of Education) as the lead organization in the proposed Community Schools Program (CSP). The Center for Educational Partnerships (part of Fordham University's Graduate School of Education will manage the CSP's day-to-day operation. The Director has been selected and possesses the expertise in the administration and supervision of instructional programs at the secondary level. The role of the director includes executing the implementation of the needs and asset assessment, and other critically important coordinating activities. In addition the CSP director and team members will work closely with the school leadership, faculty, support personnel, and parent coordinator to strategically plan, deliver and assess the initiatives, support/ referral services and its impact on school culture, teacher effectiveness, and student achievement.

In an effort to improve student outcomes and engineer successful teaching and learning conditions during the school day and extended learning time, both partners will work collaboratively at implementing a clear system for progress monitoring by: (1) studying baseline data on all students’ progress and identifying which students require Tier 1, 2 and/or 3 interventions (2) determining the precise targets, level, skills and strategies that student require to develop mastery. Fordham University will work closely with the DOE, DOHMH, school administrators, faculty and other service providers to make referrals to in-school counselors and outside mental health providers as needed.
Part 3 – Community School Program Implementation and Oversight

Part 3a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

Fordham University’s Center for Educational Partnerships will work closely with the DOE and all other key stakeholders in the joint collection, compilation and analysis of CSP-related data. This activity shall be jointly managed by the Community Schools Coordinator and the Center’s Data Analysis Program Associate. The collection of program-related data will begin with the CSP Implementation and Planning Phase. During that period, the CSC will carefully document the creation of the Community School Team (CST). The anecdotal information compiled during this Phase could be used (upon request from the DOE) to create a "Primer" which could benefit future CSP lead organizations.

Minutes from each CST meeting shall be placed in a Binder for subsequent review. At the end of each contract period,
these minutes will be analyzed to determine the impact this group had on the program's day-to-day operations. Based upon these analyses, Fordham University will consider strategies for improving the CST's efficacy. The members of the Community School Team are as follows:

Ted Husted, Dawn Johnson-Adams, Mary Doran, Shana Eutsay, Cesarina Javier, Mary Simone, Aracelis Lopez, Jeanette Diaz, Tennyson Hurd, Susan Parks, Doris Comacho, Madelyn Acevedo, Ileana Figueroa, Melissa Chupko, Genny Garcia, Aida Maldonado, Dr. Lynn Holden, Mark Williams, Sr. Margaret McDermott, Steve Alexander, Melissa Chupko.

As mentioned, parents and guardians play an important role in the success of the partnership in the CSP. To that end, adult utilization of program services and level of involvement in the host school will be closely tracked by CSP staff. Registration forms, attendance sheets and feedback will be maintained for each activity, e.g., parent workshops/conferences, adult education programs, trips and other volunteer activity, etc., for which parents and guardians choose to enroll. Fordham University will look very closely at the periodic customer satisfaction surveys administered by the program. The input yielded by these documents will be used to drive the CSP's quality assurance and continuous program improvement activities. Anecdotal feedback provided by P.S.85 Parent Association and Parent Coordinator will also figure prominently in the project evaluation process. Student participation in all expanded learning and enrichment activities will be reviewed monthly, to track utilization of these services. The CSP's Expanded Learning Coordinator and Educational Specialist will take an active role in this portion of the project review process. These staff will meet with P.S.85 staff on a regular basis to determine if student performance has improved for students who participate in ELT activities. The progress reports, report card grades and standardized assessment scores of these students will also be reviewed regularly by project staff.

With respect to the CSP's mental health services, aggregate metrics for program utilization, e.g., number of new intakes, individual and group counseling sessions, client referrals, etc., will be compiled for evaluation purposes. Releasing and analyzing this data in aggregate form will protect client privacy around the mental health services they have received. The effectiveness of this component will also be measured by the number of OORS incidents reported by The Great Expectations School (P.S.85) over the course of each academic year.

The supportive resources that Fordham University brings into the school will be carefully analyzed. For example, quantitative data will be maintained on: 1) total hours of asset building activities conducted by the CSC; 2) workshops and other trainings offered; 3) asset building hours performed by the CSC; 4) new partners brought into the CSP consortium; and, 5) material donations and volunteer hours secured by the program. The total dollar amount of matching grants and contracts secured to support the CSP will also be documented. It is important to note that Fordham University plans to utilize data collection strategies that have proven successful on CSP's across the nation. These approaches are: 1) the Community School Evaluation Toolkit created by the Coalition for Community Schools and, 2) the "Effective Data Collection and Sharing" guidelines articulated in "Scaling the Community Schools Strategy in New York City."

Fordham University is providing the following key personnel: full-time Director—on site; full-time Mental Health service provider; part-time Education Specialist and part-time Extended Day Coordinator, all of whom are school based. The Director reports to Dr. Anita Vazquez Batisti, Fordham University Graduate School of Education, Associate Dean and Director of the Center for Educational Partnerships.

### Part 3b

Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

The Community Schools Coordinator (CSC) will manage the program's day-to-day operation. This full-time employee will be permanently stationed at P.S. 85 and will have his/her own office in the building. One of the main roles of the CSC will be to serve as a liaison between all key stakeholders in the school community (e.g., students, parents, teachers, principal and external partners), Fordham University and the Department of Education. In their managerial capacity, this employee will assemble and preside over the Community Schools Team (CST) sub-committee of P.S. 85 School Leadership Team (SLT). Fordham University expects that the CSC will also be a sitting member of the building's SLT as well and attend all meetings held by that group. Dual membership in those two bodies is essential since it will provide the CSC with a complete, up-to-the-moment understanding of The Great Expectations School (PS 85) needs.
and current status. The CSC will be expected to have regular (as in daily) dialogue with all constituents in the building. To ensure that the needs of all families are met, the CSC will work closely with the Parent Coordinator and Parent Association. Fordham University firmly believes that the process of asset building for sustainable development is

The Community School Program will begin July 2018 through June 2019. The following is an initial time-line which we will continue to develop throughout the summer (See: Part 3C):

### Part 3c. Timeline for implementation and completion, including start and end dates.

<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>DESCRIPTION OF TASK OR ACTIVITY</th>
<th>STAFF RESPONSIBLE</th>
<th>END RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/18</td>
<td>Staff from the Center for Educational Partnerships (CEP) and the Community Schools Program (CSP) review the approved contract, in addition to the planning and assessment timeline. Specific tasks are assigned to CSP staff.</td>
<td>• Associate Dean/ CEO • Community School Director</td>
<td>All activities leading to program continuation are reviewed.</td>
</tr>
<tr>
<td>05/14/18 – 06/08/18</td>
<td>CSP staff will meet with the Principal, School Leadership Team (SLT) and other key stakeholders to discuss the School Renewal Comprehensive Education Plan.</td>
<td>• Associate Dean/ CEO • Community School Director</td>
<td>Fourth year intensive CSP planning phase begins</td>
</tr>
<tr>
<td>05/14/18 – 06/1/18</td>
<td>Ongoing recruitment of the Community School/Engagement Team (CST/CET). The CST’s/CET’s membership is finalized. Orientation and training for CST members commences. Needs assessment and asset building activities commence. CSP staff hold a pair of strategic planning events with Teachers, Parent Coordinator, Parent Association, Community Planning Board members and other neighborhood constituents.</td>
<td>• Associate Dean/ CEO • Community School Director</td>
<td>DOE-mandated stakeholder team is identified and assembled.</td>
</tr>
<tr>
<td>05/21/18 – 08/31/18</td>
<td>Needs assessment and asset building activities commence. CSP staff hold a pair of strategic planning events with Teachers, Parent Coordinator, Parent Association, Community Planning Board members and other neighborhood constituents. Engagement of the CEP’s sub-contractors and linked organizations continue. These partners are oriented to the CSP. The progress of completely integrating these groups into host schools as the programs will continue to be developed throughout the summer.</td>
<td>• Community School Director • Expanded Learning Director • Education Specialist</td>
<td>A survey of school and neighborhood assets is conducted. The assets are then catalogued for future use.</td>
</tr>
<tr>
<td>06/04/18 – 08/31/18</td>
<td>Review budget and finalize</td>
<td>• Fordham Graduate School of Education (GSE)</td>
<td>Program staff and budget will be in place.</td>
</tr>
<tr>
<td>06/04/18 – 08/31/18</td>
<td>The mental health needs of the host school and surrounding community are assessed. Preliminary service plans are prepared. These needs are re-assessed</td>
<td>• Fordham-GSE • DOE • DOHMH</td>
<td>Service infrastructure is developed for the CSP’s mental health interventions.</td>
</tr>
</tbody>
</table>
and service plans are refined over the duration of the contract.

*Met with Mental Health Program Manager on June 28, 2018. The Mental Health Workplan will become an addendum to this document once it is approved by the Community Schools Program Manager.

<table>
<thead>
<tr>
<th><strong>Part 3d. Mental Health Work Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
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>All students in Grades K-5 participate in a 30 minute intervention/independent reading period daily</td>
<td>Foundational Reading skills development, Workshop model, computer based instruction, guided reading</td>
<td>The intervention/independent reading period provides opportunity for both small group and one-to-one conferencing/instruction</td>
<td>The intervention/independent reading period is provided daily and extends the school day by thirty minutes.</td>
</tr>
<tr>
<td></td>
<td>*First and Second Grade students are supported with push-in Reading specialists using an RTI model and reduced student teacher ratio.</td>
<td></td>
<td>* Tier two intervention is provided in small group and one-to-one outside of the Literacy block. The whole class receives reduced student teacher Tier 1 interventions.</td>
<td>* This intervention is delivered during the school day</td>
</tr>
<tr>
<td></td>
<td>*Targeted students in Grade 3-5 participate in an assessment driven afterschool program.</td>
<td></td>
<td>* Small group instruction and one-to-one tutoring are provided along with Computer Assisted Instruction</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Targeted students in Grade 2-5 participate in an assessment driven Saturday program.</td>
<td>Workshop model, computer based instruction, guided problem solving</td>
<td>Small group instruction and one-to-one tutoring are provided along with Computer Assisted Instruction</td>
<td>Saturday Program 4 hours per week</td>
</tr>
<tr>
<td>Science</td>
<td>Students in Grades 3-4 receive two reduced class size enrichment periods weekly</td>
<td>Investigations, experimentation and computer based instruction</td>
<td>Reduced class and small group with two teachers</td>
<td>During the school day in the science lab</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students in Grades K-5 receive small group instruction with an enrichment teacher and classroom teachers.</td>
<td>Project Based Learning</td>
<td>Small group and individual tutoring</td>
<td>During the school day</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students in Grades K-5 are identified through an IST/SIT team and are provided at-risk services by through a school based Guidance Counselor and/or a Bilingual School Social Worker. Social Work Interns provide additional supports in consultation with school staff.</td>
<td>Varied based on student individual needs.</td>
<td>On-on-one and small group sessions during the school day and in after school groups</td>
<td>These services are provided during the school day and in after school groups</td>
</tr>
</tbody>
</table>
Section 9: Support for Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

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

   | 127 students (Double Up, Shelter, Other Temp Housing, Permanent Housing) |

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

   Services provided to the STH population consists of guidance and counseling, individual academic interventions, (as needed) and Field Support Center Attendance Teacher. Book bags with clothing and school supplies are purchased and distributed to students. Resources are made available to families as needed.

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).

   | NA |

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 10: Title I Program Information

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

Part 1: Title I Status
Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th></th>
<th>Targeted Assistance (TA) Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The administrative staff works closely with the Bronx Field Support Center Human Resource manager and local colleges and universities to recruit highly qualified teachers. P.S. 85’s administration together with a teacher personnel team interview candidates, observe model lessons and make hiring recommendations to the principal. P.S. 85 will continue to fill any vacancies with Highly Qualified teachers and use Title 1 funding to support the permanent certification or additional certifications for teachers requiring additional course work or exams. Retention strategies include supports for teacher leadership initiatives, lab sites, mentorships and professional growth opportunities.

2b. High Quality and Ongoing Professional Development
Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
School based coaching and mentoring, supported by contracted consultants provide ongoing support and professional development for all staff to ensure highly qualified teachers and practices. Differentiated support is provided and informed by formal and informal observations and the review of student work.

Teacher teams meet regularly during common planning time to discuss student work and share best practices. Teachers participate in professional development sessions with Turn Around for Children of Classroom Management, Diffusing Disruptive Behavior and Cooperative Learning Structures.

Part 3: TA Schools Only

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

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

Public School 85 holds an open house for interested Kindergarten and Pre-K families during registration and a spring orientation session for families who have been accepted. School staff articulates with additional local Universal Pre-K programs for articulation and sharing of records and information.

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.

The administration and a representative team of teachers met in the fall of 2018 along with the Measures of Student Learning committee and selected the school based assessment measures for improving instruction. Teachers participate in inquiry teams to receive professional development in using assessment tools to revise and improve instruction. The school Leadership team will work with all stakeholders to make any assessment modifications.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$878,632</td>
<td>$878,632</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,978</td>
<td>$16,978</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$161,736</td>
<td>$161,736</td>
</tr>
</tbody>
</table>
Title II, Part A  
Federal  
$141,390  
X  
5C, 5D, 5E, 6

Title III, Part A  
Federal  
$34,126  
X  
5B, 5D, 5E

Title III, Immigrant  
Federal  
N/A  

Tax Levy (FSF)  
Local  
$6,163,427  
X  
5A, 5B, 5C, 5D, 5E

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **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, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: 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.

---

### Parent and Family Engagement Policy

Public School 85, 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.

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

The school will:

- support school-level committees that include parents who are members of the School Leadership Team/ Title I Parent Committee, the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator and a Family Engagement Coach to serve as a liaison between the school and families. The Parent Coordinator and the Family Engagement Coach and additional school staff will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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;
Parental Involvement and School Quality

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent-Teacher Association, along with 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, Public School 85 will:

- ensure teachers set and communicate grade appropriate goals and assign class work and daily homework for each student.
- 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 Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

Encouraging School-Level Parental Involvement

The school will:

- encourage and welcome all families to be part of the school community.
- schedule meetings, workshops and performances during the day and in the evening to allow for all parents to participate in the school community.
- provide interpretation and translation services to openly communicate with all parents.
- schedule meetings with parents and make telephone calls to share information about student learning.
- 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);
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, School Quality Report;
- 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 Family Nights 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;

Parents and guardians will:

- partner with the school to build a sense of school community.
- attend meetings, workshops and performances as active members of a school community.
- Use available translation and interpretation services to openly communicate with the school.
- schedule and attend appointments with teachers and school staff as needed to ensure open communication and respect.

Students will:

- cooperate with their class mates and teachers to work as a community.
- actively participate in class discussions and projects.
- try their best at all times.
School-Parent Compact (SPC)

Public School 85, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education 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 and Assessments.

I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);
- set high expectations for student learning based on the New York Common Core State Standards
- will employ and assign qualified teaching professionals in all subject areas.

Parents and Guardians will:

- discuss their child’s academic work with their child and ask questions to school staff.
- communicate with their child’s teacher to be informed of the requirements of the class and grade.
- establish routines for reading together, completing homework and other assignments and will monitor their child’s assignments.
- check and sign their child’s daily reading log and review their skills card

Students will:

- share and discuss the things they are learning with the parents and families.
- ask questions and seek extra help when they need assistance.
- do homework, read daily, complete all assignments and actively participate in class lessons.
- practice their independent reading for at least thirty minutes everyday
- Clear Formatting Review Changes

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

The school will:

- host monthly parent teacher association meetings to keep parents informed and to address parent concerns.
- host open school week events and parent teacher conferences to keep parents informed of student progress
- send monthly calendars and notices to keep parents informed of events and important dates
- host academy community meetings and school wide family events for students and parents to attend to share learning experiences and celebrate student achievement.
- host monthly School Leadership Team meetings which are open to the school community to develop and monitor the school’s comprehensive educational plan. Meeting minutes will be publicly posted.

Parents and Guardians will:

- attend and participate in the parent teacher association in order to get information and to share ideas.
- participate in open communication and attend parent teacher conferences in order to be informed of their child’s progress.
- read monthly calendars and notices in order to be informed of school events and important dates and respond accordingly.
attend and participate in community meetings and family activities in order to be active participants in their child’s learning and achievement.

- return surveys and participate in meetings to assist the School Leadership Team in the development of the school’s Comprehensive Educational Plan.

- notify school of any changes in personal contact information.

Students will:

- bring home and share the school calendars, notices and other information with their families.
- pass along notes between parents and teachers when asked.
- remind their parents of meetings and events and discuss their class work with their parents and families.
- attend family events together with their parents and share their learning experiences.

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

- supporting parental involvement activities as requested by parents;

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

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

The school will:

- develop an annual school safety plan to be approved by the New York City Police Department to provide a safe and orderly school building and learning environment.

- establish school rules and procedures for student conduct and discipline in accordance with Department of Education regulations.

- communicate with and treat members of the school community with respect at all times.

- report all violations of the law and school policies to the proper authorities.

- Set expectations which guide students to do the B.E.S.T. and encourage adults to accept the responsibility of being a “role model” for children at all times in and around the school.
Parents and guardians will:

- follow all safety procedures and follow visitor guidelines throughout the school.
- review the Department of Education Code of Conduct with their child and share their expectations for cooperation.
- Communicate with and treat all members of the school community with respect at all times.
- report all violations of the law and school policies to the proper authorities.
- choose to accept the responsibility of being a “role model” for children at all times in and around the school and support the expectations of the school.

Students will:

- follow all safety procedures in order to help maintain a safe and secure school environment through the school and school grounds.
- discuss the Department of Education Code of Conduct with their teachers and parents to understand expectations.
- Communicate with and treat all members of the school community with respect at all times.
- report all violations of the law and school policies to the proper authorities.
- be their B.E.S.T. and follow the expectations for Behavior, Effort, Scholarship and Teamwork in all areas of the school.

II. Parent/Guardian Responsibilities

Parents will:

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

III. Student Responsibilities

- 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:

1. 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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

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

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

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

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

Part A: School Information

| Name of School: ______ | DBN: ______ |
| This school is (check one): | ☒ conceptually consolidated (skip part E below) |
| ☐ 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 | ☒ After school | ☒ Saturday academy |
| Total # of ELLs to be served: ______ |
| Grades to be served by this program (check all that apply): | ☒ K | ☒ 1 | ☒ 2 | ☒ 3 | ☒ 4 | ☒ 5 |
| | ☒ 6 | ☒ 7 | ☒ 8 | ☒ 9 | ☒ 10 | ☒ 11 | ☒ 12 |
| 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:

Our ELL student data reveals that our students struggle with all four modalities (listening, speaking, reading and writing), depending on the grade level. We will be providing a Saturday Title III supplemental program for ELLs that will target students whose proficiency level is Expanding in language acquisition, as per the Spring 2017 NYSESLAT scores, in grades 2-5. As per the RLAT, there are 71 students in grades 2-5 that scored expanding on the Spring 2017 NYSESLAT. These students will be the target since they are very close to achieving commanding on the NYSESLAT. This program will be taught by 4 certified bilingual or ENL teachers, one per grade. The supplemental instruction will take place on Saturdays from 8:30am until 12:30pm. The projected starting date for this Saturday program is October 1, 2018 and will continue until April 15, 2018.

The language of instruction will be English. Our focus will be Reading/Writing and Listening/Speaking. We will use Getting Ready for the NYSESLAT in grades 2-5 for our supplemental Saturday program for ELLs. This program will help students and teachers stay focused and true to the students academic and language needs as well as the details of the New Language Arts Progression. The teacher-led lessons use a consistent, research-based, gradual-release model that helps students master language acquisition and concepts as they build confidence. Within this program there is also embedded professional development in every Teacher Resource Book—including step-by-step lesson plans and best-practice tips for ELLs and SWDs.

The 4 classes will have access to the latest technology (e.g. smart boards, laptops, visualizers, eno boards, etc.) and to a wide range of non-fiction books at different levels. Other related literature will also be available for independent and guided practice.

Writing:
To differentiate our students’ writing needs and to enhance their writing skills:
Modeled writing (informational, narrative, etc) to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop model.
Shared writing is based on assessments and students’ needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared writing discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.
Guided writing is based on the students’ needs. Here the students are grouped according to their writing needs in small groups where the teacher will explain the purpose for the writing and model what s/he wants his/her students to learn. Students will be given the opportunity to discuss and practice the new learning.
The teachers will also use Thinking Maps as a resource to differentiate instruction and to enhance our English Language Learners’ knowledge of the writing and reading processes.
Part B: Direct Instruction Supplemental Program Information

Through a series of 8 maps, students are expected to learn language skills that would enhance their critical, organizational, and analytical skills.

By the end of the program we are expecting our participating students to become proficient in Reading/Writing and Listening/Speaking in the NYSESLAT.

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: ______

To ensure that the education provided to ELLs at P.S. 85 is of high standards, differentiated and of quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students and their families. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction as per their NYSESLAT/NYSITELL, Spanish Lab scores, formative and summative assessments and students’ IEPs.

To strengthen and improve the instruction our ELL students receive and to make sure that the lessons the teachers are providing is differentiated, engaging and relevant, the in-house ESL teachers under the supervision of the principal, will make available and provide weekly staff development for the duration of the program (20 weeks) on Friday afternoons from 2:30-3:30 pm and arrange for technology training. On occasion the expertise of teachers in the program will be used to provide teacher on teacher staff development within the program. These professional development activities will be open to all teachers who serve ELLS in their classroom however the program teachers will be required to participate. Supervisory costs are not part of this project and is part of the supervisors regular work assignments.

These workshops will also cover how to use the different technological tools to explicitly develop and provide instruction targeting identified specific needs and how to monitor progress. Other areas of PD will cover topics such as: Differentiation of instruction for ELLs and how to differentiate using the child’s IEP and NYSESLAT scores on reading/writing and listening/speaking, NYSITELL; Academic Language/Language Development; Technology for ELLs/SWDs to enhance listening and speaking (Imagine Learning), curriculum and engagement; planning using the recommended language use of 60/40, 50/50, 25/75; ESL strategies for teaching in the content areas; understanding and differentiating for the different components of the NYSESLAT: reading/writing and listening/speaking.

The teachers providing these services will be regularly observed to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning and delivering differentiated instruction as per the specific needs of their students.

Other professional development/workshops include teaching/training our teachers/staff with strategies and skills in utilizing questioning/discussion and higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as strategies for information gathering and for increasing comprehension of printed materials.
**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:

Through our Family Engagement Coach and Parent Coordinator (as part of their regular assignments and funded through other sources) we have open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life. For the purpose of this program, we will conduct Family Engagement Nights, workshops as well as orientation for new admits for Pre-K and K students, which include activities to support family interaction and assist parents in becoming educational partners with the school. Parents will be informed through regular school calendars, Phone blasts and flyers regarding these events. Translation is provided during the sessions as well as in the flyers and phone "blasts" announcing the sessions. The following Family activities will specifically target ELLs.

1. Activities for Parents and children:
   - family fitness night
   - international family night
   - Technology Training
   - Social Studies and Science Expo
   - Making ginger bread houses

2. Workshops for parents:
   - jewelry making
   - yoga
   - Self Esteem, Behavioral and Mental Health Issues in Children
   - community celebrations
   - Cool Culture program
   - Immigration citizen assistance

---

**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>1. Per session</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>2. Per diem</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Purchased services</td>
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<td>____</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
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<tr>
<td>Travel</td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>085</td>
</tr>
</tbody>
</table>

School Name: The Great Expectation School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Ted Husted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Marissa Sorbaro</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Joanny Garcia</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Francesca Grosso</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jennifer Quiros/Bilingual</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Aracelis Lopez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Jaclyn Stahl</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Maribel Torres-Hulla</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Abbey Hunter, Assessment Coord</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 3 |
| 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) | 5 |
| 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] | 2 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of special education teachers with bilingual extensions | 2 |

D. Student Demographics
Total number of students in school (excluding pre-K): 966
Total number of ELLs: 272
ELLs as share of total student population (%): 28.16%

**Part II: ELL Demographics**

**A. ELL Programs**

This school offers (check all that apply):

- **Transitional bilingual education program (TBE)**
  - Yes [ ]
  - No [x]
  - If yes, indicate language(s): Spanish

- **Dual language program (DL)**
  - Yes [ ]
  - No [x]
  - If yes, indicate language(s):

- **Freestanding ENL**
  - Yes [x]
  - No [ ]

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td>2018-2019</td>
<td>1</td>
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**Part III: Assessment Analysis**

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

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

   The assessment tools used to assess the early literacy skills of ELLs are Developmental Reading Assessment (DRA) for grades 3 to 5, Fountas and Pinnell Benchmark Assessment System for grades K to 2, TCRWP, i-Ready, Dibels and teacher created assessments. In grades K and 1 we also use Estrellita and El Sol for the bilingual class. With El Sol we specifically use the component that assesses beginning and ending sounds. The DRA assessment is available to Spanish speaking students in Spanish. We are also using TCRWP and teacher-created assessments that are translated on a need basis. These assessments help to inform the needs of the students and tailor instruction to fit the needs of the students.

2. **What structures do you have in place to support this effort?**
The structures in place is that the students are assessed periodically during the year. K and First grade are assessed using the Fountas and Pinnell Benchmark Assessment system four times a year. All other grades are assessed in Reading three times a year. Based on the results the students are grouped and serviced according to their reading ability.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

The summative assessments that are used include Endline for Writing which we compare to their baseline and mid line writing. Also we give students a TCRWP reading assessment that is summative and assesses comprehension. Teachers also provide Teacher created vocabulary assessments on a weekly basis on academic vocabulary that is taught throughout the week. Our students also engage in weekly conferences in writing and independent reading. With Benchmark Reading Assessments, teacher-created assessments, and through conferences we assess the success of our program as the students make progress from one level to the next. Based on these assessments, ELLs demonstrate need in academic vocabulary, figurative language in reading and writing. They also show need in synthesizing texts.

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

In our school, after teachers gather endline data we use the data to create small groups and to drive whole group instruction. Teachers on each grade meet in weekly data wise meetings to discuss commonalities and trends. Students that are at risk receive RTI and some are a part of Reading Rescue to help improve fluency and comprehension. Our students are also conferred with weekly in writing and independent reading. Using the Benchmark Reading assessment, teacher-created assessments, and through conferences we monitor progress and assess the success of our program as the students make progress from one level to the next.

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.]

The data gathered is used to guide instruction by taking into consideration a number of factors. We look at the number of years of service in either the transitional bilingual or Freestanding English as a new language program. We look at the four modalities and other content areas to assess what the students are strong in and what needs more direct and targeted instruction. If the students skills are strong in their home language we use what they know in their home language to help them acquire the new language (English). The data helps us in identifying the students with inconsistent and interrupted formal education and we can further provide support not only in the content area but also provide them with socio-emotional support. The data informs us what setting would benefit the student as far as placement in a bilingual program.

ENL providers work closely with classroom teachers in a co-teaching model to strengthen the tier 1 instruction to best meet the specific needs of ELLs. Tiers II interventions are provided to ELLs through small group instruction and differentiated instruction. (scaffolds such as but not limited to sentence stems, front loaded vocabulary and visuals) Tier III interventions are provided for ELLs through targeted instruction outside of the classroom.

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

The outcome assessments used to evaluate and inform ELL programs are NYSELAT, and ELA and Math state exams. We use the EDAT to inform trends in proficiencies across the assessments and flag the students that are at risk.

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

Our ENL team is represented in the school’s Instructional Leadership Team, where information from the ENL team is shared throughout the rest of the school. The ENL coordinator and administrators reviews student data available on the EDAT and school wide data sorter and shares with teachers of ELLs and the ENL team.
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.

      Freestanding English as a New Language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are 2 types of ENL:

      • Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher, usually in a small group. A student may not receive stand-alone ENL in lieu of core content area instruction.

      • Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by two certified teachers (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL. In our school, instruction for ELLS is provided mostly through the integrated model where the classroom teacher and the ENL push in, collaborate and provide instruction for the identified ELLS. Students are grouped by their language proficiency level within their grade and class. The students are of heterogeneous proficiency level and differentiation occurs across the levels. In order for English Language Learners attending P.S. 85 to meet the high standards set for all students and to equally participate in literacy, mathematics and other content areas, we provide each of our ELLs with coherent programs that are delivered throughout the day. Our instruction is rigorous and it targets academic language, cognitive development and academic and life skills. With this in mind, we provide our ELLs with - Integrated Model/Stand alone model and Transitional Bilingual Education (TBE). The students are placed heterogeneously throughout the grades. Depending on the needs of the students they are provided with the required time as per proficiency in either a push in model or a small group pull out.

      Our Integrated ENL Program provides instruction in English with native language support with an emphasis in English language acquisition. The ENL teachers work with ELLs during content area instruction in collaboration with content area teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning. ENL teacher comes into the classroom to service students for the mandated time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores (90 minutes, 180 minutes or 360 minutes) during the course of the day.

      As per their NYSESLAT score from the previous year, students in the Entering (EN) and Emerging (EM) levels receive 360 minutes of ENL instruction per week. Students who are in the Transitioning (TR) and Expanding (EX) level receive 180 minutes of ENL instruction per week. This year, as per the mandate students who scored Commanding(CM) also receive 90 minutes of ENL instruction for two years after exiting the ENL program. The minutes of ENL instruction of our students are determined by their performance on the NYSESLAT and for the newly enrolled students by the Home Language Interview Survey (HLIS) and their proficiency level on the NYSITELL.

      Integrated Models: In our integrated ENL model, the ENL teacher either, Ms. Garcia, Mrs. Torres, Mrs. Llupa and Mr. Cruz who service students from grades K-5. Students in the integrated ENL receive minutes of instruction depending on their proficiency level.
content area instruction. The ENL teacher and the classroom teacher work together to plan and to make sure those students are receiving support as they receive content area instruction (e.g. Social Studies, ELA, Science, Math, Arts). In this model both teachers work in collaboration to provide language acquisition and vocabulary support while retaining content instruction time. Models of Integrated ENL: You might see the ENL teacher and the classroom teacher involved in any one of these models: 1. Team-Teaching in the team-teach model, the ENL teacher and the classroom teacher take turns delivering lessons with the ENL teacher focusing on providing scaffolding and addressing more basic skills. The ENL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the ENL teacher makes the content area material accessible to all learners. This is an extremely effective push-in model. 2. Small-Group Instruction Within this model, the ENL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. This is also a time to teach more basic language skills or grammar points. The best Big Goal for this model is objective mastery and reading level. The small group lesson aligns to the classroom teacher’s lesson if possible, but can also be aligned to a year-long plan that the ENL teacher may create based on ENL and ELA objectives and standards. 3. One-on-One Instruction Another way that the ENL teacher services his/her students is by sitting with the students one-on-one to assess reading and writing skills during independent reading time or independent work time. The skills the ENL teacher addresses during the one-on-one sessions are aligned to the classroom teacher’s curriculum based on ENL and ELA objectives and standards.

Stand Alone ENL We use the ENL Pull-out program to service students according to their level on the NYSESLAT, its four components and grade level. The pull-out/freestanding model allows ENL students to sit most of the day in general education classrooms and participate in differentiated instruction as per their needs. ENL students are taken out of their classes as per their mandated time as determined by their scores on the four components of the NYSESLAT (90 minutes, 180 minutes, 360 minutes) to receive ENL instruction in smaller class sizes with students of similar proficiency levels. The ENL teacher aligns his or her teaching to the ELA/ENL standards so the students are receiving scaffold instruction that will enable them to perform successfully in the general education classroom. ENL teachers also incorporate intensive vocabulary and grammar instruction to enable them access to academic content. The ENL teacher works closely with classroom teachers to ensure that the students are being taught according to the common core standards and that important content is not missed as they are being pulled out.

b. TBE program. If applicable.

Instruction for ELLs in the TBE program is also based on proficiency level and consists of three parts. The students are provided with ENL, Native Language instruction based on level of student proficiency and the teacher chooses two subjects (generally Math, Science and or Social Studies) for entering and emerging students. For students with a proficiency level higher than transitioning, the content area they receive native language instruction is Math. In general the objectives of a transitional Bilingual program are to facilitate language and academic development using the native language to foster English as a new language. Instructional time is primarily done in the home language before transitioning to instruction in English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student’s English proficiency increases, more of the instruction is done, learning in English. In our TBE programs, the teachers make careful consideration when determining which language to use for instruction. Teachers differentiate by taking into consideration which language would best fit with the students knowledge of the concept and the students familiarity with the subject. As per CR Part 154, there are 2 types of ENL, Stand- Alone and Integrated ENL. • Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. • Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

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)?

Grades K-5 are grouped according to their most recent proficiency level on either the NYSESLAT or NYSITELL scores. The allocation for instructional time is determined by the Scale Score Ranges for determining English Proficiency. If a students proficiency level is entering or emerging they receive a total of 360 minutes of ENL instruction. Students who score transitioning or expanding receive 180 minutes of ENL instruction. Students who scored commanding receive 90 minutes of ENL support for two years. Our experienced ENL teachers service grades K-1, 2-3, and 4-5 respectively. Our goal is to move our ELL students one proficiency level every year so that English proficiency is reached within three years. There is close collaboration between the ENL teachers and the monolingual teachers of ELLs. Both teachers collaborate and co-teach in an integrated model. Students are serviced through an integrated model and stand alone is provided to those entering and emerging students requiring 360 minutes of ENL. The classroom teachers are notified about the test results and about students who become proficient and that they will continue to receive support services for three years after they have become proficient. For these students, we create a smooth transition for them to become fully immersed in a mainstreamed class and continue to support them after proficiency is acquired through accommodations and differentiation of the lessons in the content areas. Students who scored commanding are still provided 90 minutes of ENL instruction as support for two years after being proficient.

Spanish-English Transitional Bilingual Program

In our Spanish-English Bilingual Transitional Education program students in TBE receive high-standards and quality instruction in the students’ native language as they learn English in all content areas. Instruction in English increases as these students’ English proficiency increases. In this program, students who are at a beginning level of language proficiency receive 60% of their instruction in their native language in all content areas and 40% in English with a minimum of 360 minutes of ENL instruction per week. At the intermediate level, students receive 50% of instruction in their native language and 50% in English with a minimum of 360 minutes of ENL instruction per week. Students in the advanced level of proficiency receive 25% of instruction in their native language and 75% in English with a minimum of 180 minutes of ENL instruction per week. These students receive ENL and native language support in all of the content areas (e.g. science, social studies, mathematics). Lessons are differentiated according to our students’ language and academic levels and needs. Teacher of TBE and ENL make sure that guidelines are followed when planning for mathematics, social studies, science, reading, writing. The needs of all of our students are determined by how they perform on the NYSESLAT, DRA, baselines, individual conferencing and for the newly enrolled students by the HLIS and the NYSITELL and or Spanish Lab. One of the many goals of the ENL and Transitional Bilingual programs at P.S. 85 is to provide all English Language Learners with the opportunity to develop their academic language in all content areas through listening, speaking, reading and writing skills and this will help them to become life-long learners and to function in both English and their native language. Instruction: ELLs receive instruction in their native language and in the second language as per DOE recommendations (OELL). Our students receive instruction in two languages - the language spoken at home and in English. In the beginning stages of English acquisition, 60% of the instruction is provided in the student’s native language and 40% in English and as the student develops fluency in English, instructional time in English in all of the content areas will also increase. Below are the schedules we follow to instruct our ELLs in all of the content areas. LEP students with disabilities whose IEP recommends ENL or bilingual instruction English Language Learners who are receiving special education services and who are in either bilingual or ENL programs are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/NYSITELL scores. At P.S. 85 our ELLs with disabilities are provided with ENL services or Transitional Bilingual Education and if the parents prefer a dual language program, we provide them with the information needed to put in place a transfer. Students who are receiving ENL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ENL methodologies for the specific amount of time as determined by their NYSESLAT scores. In the Transitional Bilingual program students are taught standards-based subject matter instruction in the students’ native language with support with ENL methodology and as per the mandated time. There are four experienced ENL teachers providing push in ENL as per mandated guidelines. During this time, the ENL teacher works with the ELL students in content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time.

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.
To support students in meeting the Common Core State Standards (CCSS), the ENL teacher, provides content area instruction. In the event that this instruction may not be done in the classroom in an integrated model, then the ENL teacher schedules a stand-alone instruction group using ENL strategies to support the students' language abilities based on the classroom teacher's lesson. The ENL teachers employ a Content Based ENL Approach to teaching ENL, using various methods for comprehensible input and techniques to support output, in Common Core State Standards-aligned units of study. Common planning from professional development in conjunction with planning between the content area teacher and the ENL teacher ensure that core content is delivered. The ENL instruction is provided in English. We provide content-area instruction in English using ENL methodology and instructional strategies, as well as using native language support to make content comprehensible. Instruction incorporates ENL strategic instruction using problem solving, picture symbols (Mayer Johnson), speech assistance devices, challenging content, project-based and communicative-based learning. CCLS techniques focus on modeling, bridging, contextualizing, text assessment and understanding, and using content to analyze and answer questions effectively. ENL teachers use the same content taught in the classroom working with CCLS curriculum however incorporate ENL strategies to facilitate learning for the ELL. For standardized assessment students, Go Math, Teacher’s College Writing Performance Assessment and CCLS Teacher-created tests are utilized for instruction and evaluation of student needs. Our program is designed to assist ELLs in achieving proficiency for their grade and meet or exceed New York State standards. All staff working with ELL students (teachers, paraprofessionals, and related service providers) attend ongoing professional development workshops on ELL student achievement over the academic year. In Bilingual classes, newcomers and any student who needs the support in Grades 3 through 5 receive CCSS-aligned Math materials in Spanish, students receive Math instruction in English and/or in Spanish as determined by proficiency level. Bilingual classroom teachers teach content areas differently in terms of language allocation, depending on the model and proficiency level. In Transitional Bilingual Education, the students learn in CCSS-aligned units for all K classes, with lessons developing concepts and proceeding through the units with repetition and translation of content as needed. According to the unit of study, concepts and skills are built sequentially using the language of instruction as a vehicle to progress through the unit. Among second language approaches or methods teachers may use in any program are the Content Based Method, the Natural Language Approach, Total Physical Response, Language Experience Approach, and the Direct Method. Teaching methods may include Cooperative learning, project based ENL, thematic units. Some techniques which are encouraged are the use of modeled oral language and student dialogue and academic conversational routines, and other speaking and listening routines, common in general education, such as turn-and-talk, but with explicit teacher support to help students speak and focus for listening and speaking. Language and Content objectives are used in planning lessons, including ENL lessons. Language acquisition and learning strategies are used by all teachers of ELLs to facilitate learning, in all grades. As students reach grades 3-5, and are more metalinguistic and metacognitive they are supported to learn about strategies they may make choices to use of to acquire language or learn in the second language. The use of multiple modalities for teaching language and content is encouraged and modeled to improve teaching through learning styles, particularly for, but not limited to, students who are ELLs with Special Needs. ENL teachers scaffold lessons orally and in written form to assist students at different L2 stages and levels. Classroom libraries are equipped with appropriate ENL literature and students who speak Spanish and also have the ability to read and write in Spanish can borrow books from the Spanish language libraries. Students in upper grades who arrive in the school with literacy in Spanish are supported to use L1 for writing, as a bridge for learning writing process as they acquire writing abilities in English. These choices depend on many factors, including student needs data showing where each student’s greatest needs may be. native language and 40% in English and as the student develops fluency in English, instructional time in English in all of the content areas will also increase. Below are the schedules we follow to instruct our ELLs in all of the content areas. LEP students with disabilities whose IEP recommends ENL or bilingual instruction English Language Learners who are receiving special education services and who are in either bilingual or ENL programs are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/NYSITELL scores. At P.S. 85 our ELLs with disabilities are provided with ENL services or Transitional Bilingual Education and if the parents prefer a dual language program, we provide them with the information needed to put in place a transfer. Students who are receiving ENL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ENL methodologies for the specific amount of time as determined by their NYSESLAT scores. In the Transitional Bilingual program students are taught standards-based subject matter instruction in the students’ native language with support with ENL methodology and as per the mandated time. There are four experienced ENL teachers providing push in ENL as per mandated guidelines. During this time, the ENL teacher works with the ELL students in content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   To ensure that our ELLs are evaluated appropriately in their native language throughout the year we use screeners, formative and summative assessments, as well as Teacher-made assessments as per standards and content area, ELE, SP-Lab, and DRA are available and administered in Spanish. Translators are used during assessments for students who speak other languages than English and Spanish as needed.

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

At P. S. 85 we are using research-based programs to address the academic and language needs of our ELLs. The main focus of these programs is to differentiate instruction for English Language Learners and SIFE. These programs are Intervention by Design By Rigby. Another program that we use is Estrellita which emphasis is on phonemic awareness in Spanish - it is multisensory instruction in phonemic awareness, phonics, and fluency. It is sequential, cumulative, structured, systematic, and differentiated direct instruction. It is a continuous diagnostic assessment that informs instruction. To enhance the language acquisition for all ELLs and to enhance understanding and comprehension. SIFE students receive daily specific and differentiated guided and one-on-one instruction for 30 minutes during our intervention period. During this 30 minutes students are either involved in independent reading using the Fountas & Pinnell leveling system that aligns with the DRA or in a conference with the teacher. Students are involved in individual conferences with the teacher or are working in very small (no more than 3 students) strategy groups with the teacher sometimes in their native language. During the readers and the writers’ workshop (90 minutes) these students also receive guided instruction following the workshop model. During this time students are involved in highly organized activities that target the standards for ELA and ENL. The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (Math, Science, Social Studies, etc.).

Plan for Newcomers: We make sure that teachers (Bilingual, ENL and Monolingual Teachers) are well trained and experienced with ENL strategies and methodology and knowledgeable about second language acquisition. To ensure this, we have developed an ELL handbook which has been distributed to all teachers at P.S. 85. This handbook was distributed and explained during an ELL workshop at the beginning of the year. There have also been follow-up workshops.
   • Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to get help (school library, public library, Dial-A-Teacher in Spanish, parent coordinator, during school community meetings and assemblies, PTA meetings). • Use the first language score (where available) to differentiate our teaching. • Interview parents when they register the child: ask specific questions about the education system in the native country and how did the child do (if he went to school there). Parents are also invited to one-on-one meeting with the assistant principal when students are being registered or attending school for the first time. • Administration of the Home Language Survey. • Analyze student profiles. • Differentiated instruction and effective teaching strategies for ELLs. • Collaboration and planning between ENL and content area teachers. • Clear understanding of the students’ linguistic and cultural backgrounds. • Clear understanding of the student background knowledge and frame of reference and life experience.

Open houses are also offered to parents. Long Term ELLs Students with interrupted formal education and who have been identified as long-term ELLs are provided with extra programs such as after school programs, intervention and differentiated instruction, differentiated language learning instruction and extra small group and individual/academic support. The programs for these students are tailored to their specific language learning needs and life needs. These programs are designed to strengthen their listening, speaking, writing and reading skills. These programs are taught by licensed bilingual and ENL teachers. Plan for Alternative Placement in Special Education. • Give students enough time and effective support to develop socially and linguistically. • Carefully analyze students’ profile and evaluation (if necessary) to determine that lack of proper progress is the result of any disability and not lack of language development. • Have meeting (school team) to determine the student’s level of proficiency (bilingual teacher, ENL teacher, Sp. Ed. Teacher, parent coordinator, School Support Team). • Notify parents and show them a concrete work plan for the student to receive the best support in the Sp. Ed. Class (with ESL or Bilingual services). • Follow IEP recommendations as needed Transition Plan for Students Reaching Proficiency level of Commanding. • Notify the parent of the success and give supporting documents. • Notify the classroom teacher and give supporting documents. • Give extra support (two years) through ENL services to ensure that the transitional period is a smooth and encouraging one. • Ensure a socially
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?

Grade level materials for ELL-SWDs include MyOn, I-Ready and designated Spanish-English libraries. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student’s cognitive ability and his/her level of English proficiency. Some units of ENL instruction offer instruction in understanding, reading, writing, speaking English while others utilize ENL methodologies to develop and grow cognitive skills. CCLS plays an important role in developing the intellectual capacity of our students. The relationship of questions and answers with supporting evidence is an important enhancement to our instructional techniques. Students are supplied with materials and grade level books in all of the content areas in both English and Spanish and materials translated in other languages as necessary (e.g. S.S., Science, Math, Literature, etc.). We also use Thinking Maps - a Language for Learning, which is a resource used to reinforce and enhance comprehension in our ENL, special education and bilingual classes. Thinking Maps is a program that was developed by David Hyerle and Chris Yeager that supports and facilitates the development of language and thinking processes. It engages, as well, our ELLs with disabilities in critical and analytical thinking while supporting their specific learning needs.

We are also placing a lot of emphasis on academic language development and planning for instruction. All of our instruction in all content areas are highly conceptual, linguistically appropriate, and intellectually and analytically demanding. We strive to develop cognition, higher order thinking skills and use the depth of knowledge to plan questions and to develop academic language. Our instruction is highly contextualized and our activities and differentiated approach to support all ELLs regardless of their academic level and language acquisition, are carefully planned, evaluated and analyzed to enhance and enrich our students’ comprehension and understanding of content. When available, leveled content literature is provided to the students who are ELLs-SWD. Teachers of ELLs-SWD use total physical response, visual aids, sentence stems to accelerate the English Language Acquisition. The teachers read and are a part of the conference that addresses the needs of the ell in the IEP and plan accordingly to ensure that the services that are mandated are provided. Students have access to ipads, computers and laptops where they can access I-Ready, MyOn, Imagine Learning, Starfall, Lexia and Brain Pop to facilitate instruction and accelerate English acquisition. In addition, all classrooms are equipped with an ENO board that is used in instruction of ELLs-SWD. Native language materials used are DRAs, El Sol, Dibels and Estrellita. Students who need it, have access to books in Spanish and English with a designated language library in the classroom.

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?

English Language Learners who are receiving special education services and who are in either bilingual or ENL programs are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/NYSITELL scores, and IEPs. At P.S. 85 our ELLs with disabilities are provided with ENL services or transitional bilingual education. Students who are receiving ENL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ENL methodologies for the specific amount of time as determined by their NYSESLAT scores. There are four experienced ENL teachers providing push in ENL as per mandated guidelines to monolingual classes as needed. During this time, the ENL teacher works with the ELL students in content instruction in collaboration with the regular/special education classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. In the transitional bilingual program offered, students are taught standards-based subject matter in the students’ native language (Spanish) with support and ENL methodology and as per the mandated time. At P.S. 85 we implement the following guidelines to address the language needs of our ELLs in all content areas:

<table>
<thead>
<tr>
<th>ELL Level</th>
<th>Instruction Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering/Emerging</td>
<td>360 min. per week</td>
</tr>
<tr>
<td>Transitioning</td>
<td>180 min. per week</td>
</tr>
<tr>
<td>Expanding</td>
<td>180 min. per week</td>
</tr>
<tr>
<td>Commanding</td>
<td>90 min. per week</td>
</tr>
</tbody>
</table>

ELLs with IEPs also participate in our 30 minutes of daily intervention support by the classroom and a push in teacher.
During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction. These students also receive instruction as per their language and academic needs during our extended time (50 minutes twice a week).

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 intervention instructional strategies are tailored to meet our student needs. Instruction is provided in English and the Native Language (Spanish) when needed in ELA, Math, and other content areas. The alternate placement paraprofessional under the guidance, supervision, and direction of the teacher, provides native language instruction and translation of the common core curriculum topics as needed. Intervention instruction encompasses visuals, listening centers, modeling, contextualizing, and the latest common core curriculum standards. ENL teacher(s) and Bilingual teachers use the same texts employed in the classrooms. Our students use Teachers College Writing Curriculum. The ENL teacher(s) incorporate real life situations and equate that to the learning experience. Support services to LEP students: Other support services: In addition to the mandated services that our students receive in both the second language and the native language, we have set in place other intervention programs. We are providing our students with differentiated, individual and small-group tutoring within the classroom as push-in when the content areas are being taught (e.g. Literature during the readers and the writers' workshops, Science, S.S., Math). Groups are separated or differentiated according to their academic/language levels in the content area, academic level and language acquisition/dominance levels. The programs provided to ELLs are specifically designed for the ELL population and target four major components: reading, writing, speaking and listening. The students in these programs are grouped according to their performance on the NYSESLAT and as per formative and summative assessments on reading, writing, listening and speaking in all content areas and the lessons are developed rigorously by highly qualified and fully certified teachers. All of our programs include special education students, long term ELLs and SIFE.

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

For the upcoming school year we will continue to support all of our ELLs in the content areas through push-in/freestanding ENL, NL support, TBE and improve our AIS/intervention services and SETSS for bilingual ELLs.

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

No programs/services at P.S. 85 will be discontinued.

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

At P.S. 85 we ensure equity in technology and instructional resources by providing equal access to computers, instructional technology, and other materials, such as books, text books in the content areas, that support native language and English language literacy development. All of our ELLs have access to our technology. All academies at P.S. 85 have a technology teacher and computers/laptops units to make sure that all students receive technology support. To service our ELLs we also have listening centers and this includes the Imagine Learning program. At this time, we are offering our students support with our renewal hour before and after school five times a week. This program addresses English Language Arts. Letters are sent home requiring all students to attend. At PS 85 all of our students have access to the programs offered. NYC Mission Society is also a service that is provided to all students which provides homework help, recreational activities and STEM instruction. ELLs are offered the opportunity of equal access to all school programs. ENL teacher(s) at our school collaborate and team teach with both classroom and science enrichment teachers. When available, ELLs will be able to attend both Title III and After School programs. These extra programs offer a reinforcement to the daily instructional program and also serve as a social learning tool for collaboration and understanding among students.

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.

Due to the individual needs of our students teachers utilize a variety of instructional strategies and materials. Teacher(s) provide instruction in ENL and content area instruction in English is supported by ENL methodologies. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of
the child. Instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of instruction in ENL provide instruction in understanding, reading, writing, listening, and speaking English while others utilize ENL methodologies that develop cognitive skills. For some students ENL uses visuals, listening centers, and total physical response. The ENL teacher(s) use a variety of books, workbooks, magazines, and visual cues that help our ELLs learn different subject matter. These materials are Common Core Curriculum based and enhance and foster positive learning outcomes. All ELLs have access to classroom libraries and grade level curriculum materials, just as non-ELLs do. Specialized ENL materials are available and teachers may access these as needed. Materials, mostly for literacy development in ENL include Rigby Guided Reading for ELLs, and NYSESLAT and Beyond. All ELLs have access to all technology in the building. This technology includes laptop computers, Smart Boards, and iPads. Other technology/instructional supports our ELLs have access to and which are incorporated in their instruction in both the NL and ENL include: Smart tables in all special education classes; interactive whiteboards in all classrooms; laptop units are available in every classroom; iPADS are also being used in the instruction of ELLs and to support the instruction of content areas and the curriculum. ELLs also have access to eno boards, digital cameras, LCD, IPODS, and safari montage.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in ENL and TBE in all content areas through dictionaries which are available in Spanish. Library which are designated in both Spanish and English. Translations in Science and Math are available in Spanish. Technology is available to aid students in accessing content through visuals and ELL supported websites. We also use the recommended language schedule for TBE from OELL depending on proficiency level. Teachers provide bilingual charts and word walls in TBE classrooms and content may be taught in native language as needed. In ENL, students who may speak the same language as an entering or emerging student are paired to provide support for the respective student. The use of visuals and total physical response also helps in supporting the home language while delivering instruction.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
The required services support and resources offered correspond to ELLs’ ages and grade levels by ensuring that all services are provided by teachers certified for the grades. We ensure that materials used are matched to the grades and academic/language needs of the students, including in any class where students are multiple grades/age ranges.

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?
Our school does not share a building.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
The activities in our school that assist newly enrolled ELL students before the beginning of the school year are limited since we have a limited amount of Title III funding to offer students a summer program.

17. What language electives are offered to ELLs?
There are no language electives offered to ELLs at our school.

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

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

All staff members at P.S. 85x including Assistant Principals, Subject Area Teachers, Paraprofessionals, ENL Teachers, Guidance Counselors, Special Education Teachers, Psychologists, Occupational Therapists, Physical Therapists, and the Parent Coordinator, attend on-going professional development courses to assist in the instruction of our ELL students. Professional development will include but is not limited to the following: Focus on the Common Core Curriculum under the leadership of the school's coach and district direction; concentration on Academic Oral Language and Vocabulary Instruction in Language Learning; and an opportunity for language development.

Professional development is provided weekly for all teachers (including ENL teachers) and is delivered in cycles with a focus on delivering quality instruction to all students. All professional learning includes strategies which support English language learners since there are language acquisition needs in all classes. Professional learning is facilitated by in-house staff (ENL teachers, Administrators, Instructional Coaches) and includes all professionals in a shared responsibility for learning.

Specific professional development is provided to Bilingual and ENL teachers in addressing the Common core standards with an additional focus on the Language standards for each grade. This professional development is delivered by the ENL coordinator Joanny Garcia and our Instructional Coach Jeannete Diaz.

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.

Professional development for bilingual and ENL teachers is provided through Fordham University Graduate School of Education by Ms. Gonzalez, literacy consultant, who works directly with bilingual teachers visiting their classrooms and providing feedback. She is in the classroom two to three times a week. These coaching sessions and professional development sessions are monitored by school administrators through agendas and coaching logs of assistance. At this time K-2 teachers are being provided with professional development for a six week period by Maria Guerrero, ELL services Administrator from the Bronx Field Support Center. The focus is providing scaffolds for ELLs.

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?

To facilitate and ensure academic excellence for all ELLs, parents of ELLs are regularly informed through Spanish and English monthly calendars, newsletters, meetings, and workshops as to new developments concerning our English Language Learners and all students. All teachers of English Language learners conduct weekly sessions with parents during the Tuesday afternoon Parent Engagement time. Annual parent meetings are held in September (9/13/2017) and May (5/23/2018). Every effort is made to communicate and assist parents throughout the school year and to do this we have personnel providing services to our ELLs, regular students and their families. Translation services are provided as needed by contacting the office of translation and interpretation unit.

We have a bilingual related services social worker, a bilingual family engagement coach in grades K-2, other personnel who speak French and Albanian and other related services as well as a bilingual parent coordinator who is actively involved in our community and assessing the needs of our community. The School Leadership Team and Parent-Teacher Association are also very involved in the life of the school and our school community in general. They hold monthly meetings. During these meetings parents are informed and updated about school/community related issues and updates on mandates. If needed, we would contact the Translation and Interpretation unit for speakers of other languages not available.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents are always included in school wide events. Parents are always invited to these community meetings where we discuss and showcase our students' progress both academically, creatively and artistically. Our Parent Coordinator ensures that all events are translated into Spanish by using a communication device that allows parents to hear the translation through headphones as it takes place. Our Parent Coordinator also works with outside organizations such as Wellness in the Schools, Institute for Family Health, Mission Society to coordinate activities for ELL Parents. Our Family Engagement Coach, Jeanette Diaz targets specific grades for workshops and topics have included: How to help your child with homework?, Reading Strategies, Teaching your Kindergartener how to read, ELA What does that mean for your child? amongst others.

**Additional Information**

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Ted Husted, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ted Husted</td>
<td>Principal</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td>Marissa Sorbaro</td>
<td>Assistant Principal</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td>Aracelis Lopez</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td>Joanny Garcia</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td>Estella Torres</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td>Jennifer Quiros</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td>Paola Moore Pagano</td>
<td>Coach</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francesca Grosso</td>
<td>School Counselor</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td>Maribel Torres-Hulla</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socorro Diaz</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jaclyn Stahl</td>
<td>Other Sp. Ed. Health Coordinator</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td>Abbey Hunter</td>
<td>Other Assessment Coordinator</td>
<td></td>
<td>06/14/18</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td></td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeannette</td>
<td>Diaz</td>
<td>Teacher-Sp.Ed</td>
<td>yes 11/22/2016</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   a. Parents are a vital part to our school community, so they are encouraged to participate and be part of our many decision makings in our school. In order for this to happen, we use data to determine and monitor the language preferences of our parents to better serve them. During registration school staff conduct an initial interview with the parent and the student. The home language survey which is used and done during enrollment provides us with information about the home language of the parents/guardians of our students. The Parent Coordinator and Family Engagement Coach act as liaisons with parents/guardians to determine what the translation needs may be and communicates those needs to the administration and other personnel of the school.

   b. We use the School Parents' Preferred Language Report and the School Level Adult Preferred Language Report which shows the language preference of the parents in written and oral language for communication.

   c. At registration, and in the emergency contact "blue card" & the white card, the parents provide the languages spoken at home and identify the language they prefer to receive information in oral and written language for
communication. This information is updated as needed and entered into the Automate the Schools system, which will reflect on the School Level Adult Preferred Language Report.

d. At the beginning of the school year, teachers have parents fill out an emergency contact sheet where parents also identify the language they prefer to receive information in oral and written language for communication.

e. The Parent-Teacher Association team has a volunteer form that was created to find parent’s who would like to volunteer in our school and preferred language and also asks the parents preferred language of communication.

f. At the beginning of the school year, in Pre-K all parents are given a (ESI-R- Early Screening Inventory) parent questionnaire in which they provide information about their children and their home language and preferred language for communication.

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>
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<td>Bengali (AKA Bangladesh)</td>
<td>9</td>
<td>0.9</td>
<td>8</td>
<td>0.8</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>0.5</td>
<td>5</td>
<td>0.5</td>
</tr>
<tr>
<td>Fulani</td>
<td>2</td>
<td>0.2</td>
<td>2</td>
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<tr>
<td>Mandinka (AKA Mandingo)</td>
<td>1</td>
<td>0.1</td>
<td>2</td>
<td>0.2</td>
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<tr>
<td>Mossi (AKA More)</td>
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<td>0</td>
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<td>0.1</td>
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<tr>
<td>English</td>
<td>528</td>
<td>53.01</td>
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<td>51.81</td>
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<tr>
<td>Spanish</td>
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<td>44.38</td>
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<td>45.28</td>
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<tr>
<td>Soninke</td>
<td>7</td>
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<tr>
<td>Swahili (aka kiswahili)</td>
<td>1</td>
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<tr>
<td>Twi</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

| Spanish                  |
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>Parent Teacher Conferences</td>
<td>September, November, March and May</td>
<td>We use the template found on the DOE website for the languages that are covered. We use bilingual staff personnel to assist with translations and interpretations. The parent coordinator uses the Blackboard connect to send messages, emails and texts to our parents. Staff members use the T&amp;I unit to submit documents to be translated into the covered language or reach out to a DOE vendor for any non-covered languages.</td>
</tr>
<tr>
<td>Letters from Principal</td>
<td>September</td>
<td>We use school based personnel to assist with translating.</td>
</tr>
<tr>
<td>Program Selection, HLIS, Continuation Letters and Entitlement letters</td>
<td>Throughout the school year based on registration</td>
<td>We use in-house staff personnel to translate letters. We use DOE template for languages that are covered. We use the Language Line or hire a DOE vendor for the languages not covered.</td>
</tr>
<tr>
<td>Event Letters</td>
<td>Throughout the school year based on event</td>
<td>We use bilingual staff personnel to assist with translating. The parent coordinator uses the Blackboard connect to send emails with attachments and texts informing parents about the letters. We use the DOE’s translation &amp; Interpretation Unit for the covered languages or hire a DOE vendor for the non-covered languages.</td>
</tr>
<tr>
<td>Grade Newsletter</td>
<td>September</td>
<td>We use staff personnel to assist teachers with translating. Teachers can send the letters to the DOE’s Translation &amp; interpretation unit for the covered languages.</td>
</tr>
<tr>
<td>School Calendar</td>
<td>Monthly</td>
<td>We use school staff to create and translate the calendars.</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>September, November, March and May</td>
<td>We usually utilize in-house staff to interpret for the parents. However, for parents who have a preferred language not covered by school staff, when appropriate we use an over-the-phone interpreter via Language Line or hire a DOE Vendor to send an on-site interpreter for the covered languages. If needed for languages not covered by staff parents bring their own interpreter or we provide an outside interpreter via DOE vendor for the non-covered languages.</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>Monthly</td>
<td>Parent coordinator translates in Spanish using the translating device. Other bilingual staff can assist with consecutive interpretation for the principal using a microphone during meetings. <em>If needed for languages not covered by staff parents bring their own interpreter or we provide an outside interpreter via DOE vendor.</em></td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>Throughout the Year</td>
<td>We use school based personnel to assist with translating. We use over the phone Interpretation services or DOE Vendor to send an outside interpreter.</td>
</tr>
<tr>
<td>In-house Parent Workshops/Outside Providers Parent Workshops</td>
<td>Throughout the Year</td>
<td>We use bilingual staff personnel to assist with creating and translating flyers and interpreting during workshops. <em>If needed for languages not covered by staff parents bring their own interpreter or we provide an outside interpreter via DOE vendor.</em></td>
</tr>
<tr>
<td>Prek/K Orientations (New Admit)</td>
<td>June/August</td>
<td>We use in-house staff personnel to interpret for our parents. If needed for languages not covered by our staff members parents bring their own interpreter.</td>
</tr>
<tr>
<td>Middle School Parent Orientation Workshop</td>
<td>October/November</td>
<td>We use in-house staff to create and translate flyers. School Staff also</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.

a. The parent coordinator uses the Blackboard connect to send messages via telephone for school events and we also send texts and emails to communicate with parents. We use over the phone services for translation/interpretation and school staff as needed.

b. The parent coordinator and teachers send text messages through the Remind App to communicate with parents for upcoming events/workshops or to inform of an emergency.

c. We use the over the phone services or our in-house for interpretations as needed.

d. If parents want to communicate with teachers, they can send messages via the Remind App. Messages are translated into the language that the cell is set up to.

e. If parents want to communicate with school staff, they usually bring a friend/family member to interpret for them.

f. We use the over the phone services to facilitate communication.

G. We will make a video that shows the procedure for acquiring interpretation services and put it on our school website for the parents.

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.

a. The school will provide professional development for school staff on language access resources.

b. The principal will inform staff on language access requirements, resources for translation services and over the phone services.

c. Staff personnel will be provided via handout the steps on how to use the Language Line.

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.)

In the main entrance there is a multilingual Welcome poster that displays several languages and reminds the parents that our school can assist them on their language. We also have this poster in the main office and by the entrance of the mini school. A parent guide to language access and I speak card is distributed and available in the main office, security desk and Parent-Teacher Association room.

Brochures, flyers and letters are sent in English and Spanish and any other language that is available through the DOE website. **Parents who prefer a language other than English and the other DOE covered languages are communicated with by using an over-the-phone interpreter via Language Line or hire a DOE Vendor to send an on-site interpreter. If needed for languages not covered by staff parents bring their own interpreter or we provide an outside interpreter via DOE vendor.**

During the parent engagement events such as orientations, PTA meetings, workshops, and other events we use teacher personnel to inform parents of their rights and services. We also use posters, flyers and DOE videos to give access to parents for the languages that are offered and resources.

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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?

a. During parent workshops, we provide parents the opportunity to give oral/written feedback and suggestions on the language services provided to them.

b. In addition, during Parent-Teacher Association meetings, parents complete workshop evaluations and surveys in order for our school to be aware of their needs and their children’s needs.

c. Trainings and workshops are organized based on the parents' interests and needs.