2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): 12X134
School Name: P.S. 134 GEORGE F. BRISTOW
Principal: MARTIN ALVARADO
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: George F. Bristow

School Number (DBN): 12x134

BEDS Code: Pre K-5

Grades Served: Pre K-5

School Address: 1330 Bristow Street, Bronx, NY 10459

Phone Number: 7183283351 Fax: 7185897581

School Contact Person: Martin Alvarado Email Address: MA1varado@schools.nyc.gov

Principal: Martin Alvarado

UFT Chapter Leader: TamekaClark-Holmes

Parents’ Association President: JaritzaLandron

SLT Chairperson: VickyFigueroa

Title I Parent Representative (or Parent Advisory Council Chairperson): Christine Class

Student Representative(s): N/A

CBO Representative: Noel Morales

District Information

Geographical District: 12 Superintendent: Jacqueline Rosado

Superintendent’s Office Address: 1970 West Farms Road, Room 154

Superintendent’s Email Address: JRosado3@schools.nyc.gov

Phone Number: 718-328-2310 Fax: 718-589-7581

Field Support Center (FSC)

FSC: Bronx Executive Director: Nancy Saffer
| Executive Director’s Office Address: | 1230 Zerega Avenue, Bronx, New York 10462/One Fordham Plaza |
| Executive Director’s Email Address: | NSaffer@schools.nyc.gov |
| Phone Number: | 718-828-7776/718-741-8895 718-828-6280 |
| Fax: | 718-828-6280 |
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Alvarado</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Tameka Clark-Holmes</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jaritza Landron</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Aurora Feliciere</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Christine Class</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Noel Morales</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Karen Westney</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Ivelisse Rivera</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Kathy Correa</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Lleana Diaz</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

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

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

### NYCDOE’s Quality Review (QR)

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

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

### School Quality Guide

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

### Title I Requirements and Strengthening Title I Parent Involvement

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure that each and every child that passes through the doors of CS 134 is provided with the highest quality education and necessary skills for college and career. To develop in every child, a love for learning that lasts throughout their lives.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Our school supports learning for all members of our school community including students, school staff, parents and families. The school has collaborated with many community based organizations and have formed partnerships with the following: New York Edge, which provides after-school and extra-curricular activities; Visiting Nurse Service of NY also provides parent outreach and workshops for parents; Center for Integrated Education (CITE), works with teachers, parents and students in various professional learning experiences and Cub Scouts of America, who work weekly with our students in developing character, social and emotional skills. Visiting Nurse Services of New York serves as a resource for parents and students in crisis.

The school has a safe and inclusive environment that is conducive to student learning and teachers’ professional growth. Administrators and teachers analyze student performance by class and subgroups and inform teachers of necessary instructional and curricular adjustments to support student learning.

Teachers use data from formative and summative assessments to identify goals that enable students to work towards mastery of Common Core Learning Standards.

In order to maximize learning for ENL (English as a New Language) students, they are placed in specific classes by grade in order to allow the ENL teacher to push in during instruction. As a result, at least 10% of ENL students who take the NYSESLAT Exam test out of ENL each year. Students with disabilities who perform at a level 2 or higher in ELA or Math are integrated for instruction in those subjects, in a general education setting. To meet the needs of students who are at risk or not meeting standards, we will be implementing small group instruction during a focused after school program using Performance Tasks from Engage NY for Math and Coach ELA for Reading and Writing. This program will be differentiated to customize individual learning for students. Acquiring basic skills in Literacy/Writing and Math is the instructional focus for the school year 2018-2019.

The teacher team structure is organized around grade level inquiry and school improvement planning, resulting in increased collaboration and a focus on improving student achievement.

For the 2018-2019 school year we will continue our work with Teacher’s College implementing the Reader’s and Writer’s Workshop. In order to increase our Math scores we will continue using the Eureka Math curriculum. Students in grades k-2, as well as students who need math intervention, are administered the Early Childhood Assessment in Mathematics to target individual and group needs.

In order to promote parent engagement, the school provides parents with learning opportunities on a monthly basis including arts and crafts, cooking and curriculum. We have parents working with Visiting Nurse Services of New York, who are school based as of Spring 2018 two days per week. The attendance at PTA meetings continues to increase.
with specialty activities, food, gifts and performances. We must continue to increase parent involvement as we move forward. Perfect Attendance certificates are presented at each PTA meeting, with one specific grade to receive certificates in front of parents.

Curriculum fairs and “Make and Take” workshops are conducted 5x per year in order to engage parents in school activities. Tuesdays are also opportunities for parents to meet with teachers to discuss progress and student achievement throughout the school year. During the 2018-2019 school year, we are going to conduct a parent workshop during the Parent engagement time that are relative to the issues our families are facing. Each grade will be responsible for a workshop each month.

The School Leadership Team, grade leaders and PTA provide monthly workshops and other activities for parents in order to increase parent involvement and deepen their understanding to increase their child’s academic performance and social/emotional well-being. This is done through partnerships with VNSNY, SASF and contracted vendors(ART/Dance).

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

Community School 134, George Bristow Elementary, is geographically located in the Morrisania section of the Bronx. The school grades range from Pre-Kindergarten to Grade 5. There are 627 students currently enrolled, with the majority of students (93.4%) eligible for free lunch.

Our student population is comprised of 40.2% Black, 54.1% Latino, and 5.7% other ethnic backgrounds. 14.3% of our student population is English Language Learners, with students from Latin American, African, and Arabic backgrounds. 19.2% of the student population consists of Students with Disabilities.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

One of the school initiatives is to increase parent engagement. To bring more parents into the building, the parent coordinator will schedule parent classes that include GED preparation, English as a New Language, and technology courses.

The school needs to ensure that instruction in all classes include strategies or routines which further promote student independence and engagement and offer strategic supports that help all students achieve higher-order thinking and application of skills. (Domain 3, Danielson) We saw a 6% increase in ELA Scores since working with TC.

The school also needs to continue to provide multiple opportunities for teacher leaders to model systems, structures and pedagogical strategies during Professional Development sessions. For the 2018-2019 school year, we will be staffing two Teacher Leaders to support pedagogy and increase student achievement.
Student attendance and parental involvement are continued areas in need of improvement. Student attendance was 88.6% for the 2017-2018 school year.
### School Demographics and Accountability Snapshot for 12X134

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05</th>
<th>Total Enrollment (2017-18)</th>
<th>651</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>38</th>
<th># SETSS (ELA)</th>
<th>37</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>36</td>
<td># SETSS (Math)</td>
<td>25</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>21</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>29</th>
<th># Music</th>
<th>30</th>
<th># Drama</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td># Foreign Language</td>
<td>N/A</td>
<td># Dance</td>
<td>N/A</td>
<td># CTE</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>50.0%</th>
<th>% Attendance Rate</th>
<th>88.8%</th>
<th>% Free Lunch</th>
<th>91.0%</th>
<th>% Reduced Lunch</th>
<th>1.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Limited English Proficient</td>
<td>14.3%</td>
<td>% Students with Disabilities</td>
<td>19.2%</td>
<td>% White</td>
<td>2.9%</td>
<td>% Multi-Racial</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>0.6%</th>
<th>% Black or African American</th>
<th>40.2%</th>
<th>% Hispanic or Latino</th>
<th>54.1%</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>0.9%</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>0.1</th>
<th># of Assistant Principals (2016-17)</th>
<th>2</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>3%</th>
<th>% Teaching Out of Certification</th>
<th>8%</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>26.3%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>16.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>54%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>YES</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>YES</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

2018-19 CEP

13
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

While 50% of teachers are effectively using a system of formative and summative assessment data, we, as a school, still need to ensure that all teachers are using formative and summative assessment data to better inform instruction and meet the needs of students to promote higher student achievement across grades and disciplines. We as a school provided teachers yearlong PD in Running Records and their analysis to inform instruction. All teachers now have hands on experience in administering and analyzing running records to inform instruction and increase student achievement. Our school had a 1.2% increase in ELA state test scores, which means that we have a 26.3% proficiency rating. The Measure of Teacher Practice data shows that as a school, we need to focus in on improving Using Assessment in Instruction ratings.

Data Source: F&P and Progress Monitoring, MOTP Growth Explorer

Currently we are administering F&P 3x per year. (September, January, May). Teachers are asked to complete running records monthly for their students to track their progress and inform grouping and targeted instruction. All teachers are now doing this with varied levels of success. At the end of each assessment period, we will lead a goal setting meeting with teachers using the TC Assessment Pro database to progress monitor.

Data Source: PPO-Focus Area-Teacher teams will better analyze student work/progress from common assessments as indicated in year long assessment calendar, including progress for groups such as English language learners and students with disabilities, and make adjustments to their unit plans. Teachers will then provide feedback to school leaders at monthly grade leader meetings. AP’s will create data boards to analyze and track student progress to capture data at a school wide level to provide a big picture view of school progress towards meeting goals.

Data Source: School and grade leaders look at NYS data in Mathematics (2017-18, 16.1% Proficient) and English Language Arts (2017-18, 26.3% Proficient) as well as F&P. The Item Analysis is used at the beginning and at the end of the year and F & P data is tracked three times per year. Although this data is discussed among staff, it does not yet connect with the curricula data that teachers and teacher teams are collecting to create a clear, school wide, coherent
analysis of curricula. We are working with TC Data Staff to provide PD in analyzing data to increase student achievement via the TC Assessment Pro database.

Data Source: Grade Leaders/Team Meetings: Based on Grade Meetings and Cabinet meetings with grade leaders we have found that 50% of our teachers lack the skill in analyzing/using data to inform rigorous instruction as well as understanding individual student needs.

Part 2 – Annual Goal

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

By June of 2019, we will increase reading and math proficiency across all grade levels as evidenced by a 5% increase in the percentage of students scoring at or above grade level level 3 from 26% to 29% (ELA) and from 16% to 19% (Math) as measured by the ELA and Math State Test Scores.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Teachers College Staff developers will provide support with the Readers Writers Project September 2018. Staff Developer will provide feedback for each PD session. This growth in pedagogy will be monitored through the Danielson rubric during observations and during a weekly grade meeting analyzing student work. | All Teachers K-5 | October 2016-June 2019 | New Teacher Center Mentor  
Grade Leaders  
Reading Recovery Teacher  
Administration  
Teacher’s College  
Raising Readers Together Workshops  
ULIT |
| Teachers will have ongoing individualized/differentiated support from NTC Mentor Coaches as well. NTC Mentor along with Grade Leaders and Reading Recovery Teacher provide Monday PD sessions around TC, Small group instruction and analyzing data. | All Teachers Administrators Staff Developers | 2x per month September –June 2019 | Administration  
Grade Leaders trained by UFT/NTC Staff Developer  
Teacher’s College  
ULIT |
| Teachers, Admin and outside resources such as TC and BFSC will continue to facilitate and support teams of teachers in looking at student work and analyzing and applying findings using the modified ATLAS protocol during Professional Learning Cycles as proposed by our TDEC. Administration will be present at grade meetings (Looking at Student Work to inform instruction). Clear next steps will be established at the end of each meeting and will be communicated with the Principal. | All Classroom Teachers Admin | Ongoing - June 2019 Weekly | Teachers, Administrators  
NTC Staff Developer  
Grade Leaders  
Ms. Kirk (Leading Afterschool) |
| Teachers will keep accurate data from all assessments stated on the yearly testing calendar as well as student work products to ensure adequate progress is being made by every child through targeted, rigorous instruction. We are currently working with BFSC in building our data systems to track student progress. We will again purchase i-Ready (pending funding availability) to use in the after-school program targeting students who are slightly below grade-level. i-Ready will be implemented in grades 2-5 to track students’ | All Classroom Teachers Admin | | |
progress and to provide targeted intervention/enrichment, as well as, individualized/small group instruction. Teachers will use i-Ready data to inform their instruction.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teacher Center Staff Developer Doreen Torres will prepare monthly PD with grade leaders on standards based curriculum to engage parents and keep them informed. PTA and PC, Jasmine Pineda will inform parents of monthly meetings and topics being covered.

### Part 4 – Budget and Resource Alignment

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

- Per session for Grade Leaders 2x per month
- Per session for PD committee 2x per month
- D 12 New Teacher Center Position will be working with all new staff
- 2 Reading Recovery Positions with a first teacher being trained
- TC Reading/Writing Program PD
- All funded by Title I and Tax Levy
- Math PD provided by BFSC- Training rate will be paid to teachers
- Academic Afterschool beginning January 2019

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

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

### Part 5 – Progress Monitoring

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

Administration will continue to sit in grade meetings 2X per month, looking at student work/assessments and identify how student needs are being met through planning of instruction for all students as well as observations. Administration will provide teachers with actionable, timely feedback and support. A calendar will be provided for teachers and staff, so entire school is informed about work products and assessment due dates. Administration saw a
need for improvement in student work products. More focused PD warranted as well as inter-visitations within classrooms and to other schools. Implementation of process boards in writing. Analysis of student work at bi-weekly grade meetings.

Principal will have weekly meeting with instructional team including Admin, NTC Mentor, Reading Recovery Teachers and grade leaders to discuss new teacher progress based on conversations, observations, student work products and achievement. Principal will review logs of assistance and provide next steps for implementation.

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

- NYC Performance Tasks Benchmarks in ELA and Math, Common Assessments for Grades, New York City Performance Tasks, F&P, State Exam Data, Ready Data, TC Assessment Pro

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

We as a school understand the importance of a child’s social emotional development and its connection to academic success. We have one guidance counselor to service both our mandated and non-mandated students. We have a Community Associate for parent/community/child outreach. Our PTA is very active in our school and work with children during lunch and after school. We have a Teacher Center specialist that serves as a coach in both ELA and Math. All of the above mentioned constituents along with Administration and Teachers work in collaboration to meet the social and emotional well-being of all students. We are looking forward to a full implementation of Restorative Circles, to improve students time on task and student achievement, socially, emotionally and academically. We will continue to fully implement, as part of school culture, all ten traits of Cloud 9 character development. The Quality Review indicator 3.4 from 2018 indicates that the school has consistent communication of high expectations resulting in a culture of mutual accountability for teaching and learning allowing all students to own their educational experiences and preparing them for the next level.

We are going to continue an advisory program where all adults are responsible for at least one student who is exhibiting low achievement in social, emotional, and academic areas. This needs to be an area of focus as we have seen an increase in incident reports with new enrollment.

Teachers continue to use Brain Power strategies during transitions to support learning.

Data Source: Our OORS Report Data shows an increase in OORS reports for the 2017-18 school year by 100 incidents from 117 to 217. This is 100% increase.

Data Source: Referrals to SBST

Data Source: Danielson ratings in Domain 2 (2a and 2d) and 3. Teachers ratings will show growth over time as strategies are implemented following targeted, differentiated PD in these Danielson Domains, Supportive classroom environment. In the 2017-18 school year, the teachers’ Advance ratings showed an area of growth in component 3d Assessment.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 50% of staff will fully implement and execute our school wide PBIS/Restorative Circles resulting in a decrease in serious incidents by 10% as measured by OORS data.
###Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of emotionally and behaviorally at risk students</td>
<td>October 2018-June 2019 1x per month</td>
<td>Administrators, Guidance, Restorative Circles Team Members, VNSNY, BFSC</td>
</tr>
<tr>
<td>Parents At risk students</td>
<td>Commencing October 2018 at least 1x per month</td>
<td>Guidance Counselor; Community Associate; and Mental Health Professionals</td>
</tr>
<tr>
<td>Students and parents of at risk emotional and behavioral students</td>
<td>September 2018-June 2019 As needed</td>
<td>Associates of mental health organizations, VNSNY and Crisis Mobile</td>
</tr>
<tr>
<td>Emotionally and behaviorally at risk students</td>
<td>Continuing as needed beginning September 2018</td>
<td>Administration, teachers, Guidance, paraprofessionals, School Aides, Parents</td>
</tr>
</tbody>
</table>

Administrators continue to foster a collaborative relationship amongst the PTA, Community Associates, Parent Coordinator and Guidance Counselor to unify resources (i.e. personnel & funds) and collectively establish a series of parent workshops to address the social and emotional needs of identified behavioral at risk & emotionally challenged students. Mr. Alvarado will work with BFSC for support.

Workshops will be facilitated to specifically address the behavioral, emotional needs as well as provide effective strategies parents can implement to support their child’s emotional needs. Workshops will also be provided to parents on creating a conducive learning environment in their homes. Frequent meetings will be held to discuss progress of these most at risk students with parent, admin, PC, CA, and SBST to ensure students are making academic progress.

Guidance will secure a collaborative relationship with a mental and behavioral health center associate to organize workshops and support students and parents of students with emotional/behavioral special needs.

High risk students will be paired with staff members who will serve as surrogate advisers. In addition to providing assigned students support, “advisers” will keep record of student’s progress as well as communicate with classroom teachers, administrators, and parents.
3b – Parent and Family Engagement

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

We will continue to engage parents in monthly meetings beginning in September 2018 with what they can do at home to support their children. Each month meetings will have theme with important parent issues being addressed as well as celebrating student achievement. Ms. Pineda, Parent Coordinator will be in charge of parent engagement as well as engaging and growing the PTA.

Part 4 – Budget and Resource Alignment

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

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekday/ Evening/ Saturday Workshops for Parents provided by staff</td>
<td>Tax Levy</td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
<td>Title III, Immigrant</td>
</tr>
<tr>
<td>Students in Temporary Housing Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VNSNY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday Basketball for at risk students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Part 5 – Progress Monitoring

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

This will be monitored in OSYD OORS looking for a 10% reduction in incidents.

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

OSYD Data portal for OORS reports.

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

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

Part 1 – Needs Assessment

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

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

Teachers are using formative data sources such as TC Running Records, NYCPT ELA and Math, i-Ready, monthly writing work (daily), and ongoing running records (2x per month) in October, February and May to screen and plan for individual students’ needs, as well as to place students in instructional groups. The challenge for teachers has been to find tools that will help progress monitor throughout the school year to inform their instruction and make the necessary adjustments for all and groups of students. We continue to work on progress monitoring as a key to student improvement.

Data Source: NYS ELA/Math Preliminary data Spring 2018 “Met Criteria” in ELA/Math and Item Analysis for NYS ELA and Math.

This data identified children who met preliminary requirements. After receiving actual scores, only 26.3% (ELA) and 16.1% (Math) actually met on the NYS exams. This year we also used preliminary scores for summer school as well as teacher created portfolios of student work. After receiving actual scores we will reevaluate student needs in September and continue to do so weekly and monthly throughout the 2018-2019 school year.

Data Source: TC Running Records, Writing Samples, Unit Tests, Interim Assessments

All teachers have been retrained in the administration of running records and analyzing the data to inform instruction. Receiving Teachers will use this data to plan for 2018-2019. Teachers will continue to receive professional development in the administration and norming of running records and progress monitoring tools.

Collaborations within the inquiry teams strengthen teachers’ instructional capacity while data reveals increases in student achievement. Across the school within a variety of team structures, teachers have built leadership capacity and have a voice in key decisions that affect student learning.

Data Source: 2018 Quality Review, Quality Indicator 4.2

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 100% of teachers will participate in 2 inquiry cycles to collaboratively analyze student performance tasks using the Data inquiry approach to improve the average ELA and Math proficiency by 5% as evidenced in the ELA and Math State Exams.
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>September 2018-June 2019</td>
<td>AP's D. Torres(UFTTC/NTC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ULIT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BFSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Admin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Leaders</td>
</tr>
</tbody>
</table>

Professional Development is being provided in deepening teachers’ understanding of formative assessment data as well as setting up a tracking system that will allow teachers to quickly identify standards not met and those mastered. Data supports such as the June 2018 Instructional Reports and September level reports will identify the "pushables" and "slippables" which we will monitor.

<table>
<thead>
<tr>
<th>Training sessions on (as well as modeling of) administering and coding of TC Running Records will be provided to small groups of teachers who have demonstrated inaccuracy in their assessment of students. Ongoing support will continue to be provided based on need. Teachers are receiving PD from TC, external PD from the BFSC and school coaches (ULIT, Peer Collaborative Teacher) to support student engagement and pedagogy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select teachers based on need</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Professional learning sessions will be provided in the miscue analysis of running records to inform the instructional next steps. Strategies good readers use will be demonstrated to support teachers in addressing targeted students’ needs. Tools from TC will be used across grades. There will also be internal PD with coaches.

<table>
<thead>
<tr>
<th>Professional learning sessions will be provided in the miscue analysis of running records to inform the instructional next steps. Strategies good readers use will be demonstrated to support teachers in addressing targeted students’ needs. Tools from TC will be used across grades. There will also be internal PD with coaches.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select teachers based on need</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Highly effective teachers (with high efficacy) are assigned to a grade team they will work with throughout the academic year to provide instructional support as well as solidify usage of structures put in place. (Teachers College Readers Writers Project).

<table>
<thead>
<tr>
<th>Teacher Type</th>
<th>Grade Level</th>
<th>Start Date</th>
<th>End Date</th>
<th>Staff Developers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Recovery Teachers</td>
<td>Grades K-5</td>
<td>Commencing October 2018 to June 2019</td>
<td>I. Toro, K. Westney, &amp; AP Kirk, I Rivera, V. Figueroa, K. Ebanks</td>
<td>UFTTC/NTC and ULIT Staff Developers</td>
</tr>
</tbody>
</table>

To support our ELL population, in-house teachers and AP will provide teachers who teach ELL students with professional development to improve student learning outcomes.

<table>
<thead>
<tr>
<th>Teacher Type</th>
<th>Start Date</th>
<th>End Date</th>
<th>Staff Developers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL Teachers</td>
<td>April 2018 to June 2019</td>
<td>AP Almonor, C. Santana, M. Savinon</td>
<td></td>
</tr>
</tbody>
</table>

To support teachers in the implementation of "The Five Mathematical Practices", Tammy LaGuarina from the BFSC, provided professional development and school intervistations to improve student learning outcomes in mathematics.

<table>
<thead>
<tr>
<th>Teacher Type</th>
<th>Grade Level</th>
<th>Start Date</th>
<th>End Date</th>
<th>Staff Developers</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

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

Grade Teams and our Literacy staff developer will work with the PC and PTA on a monthly basis beginning September 2018 to engage families in Curriculum workshops at monthly PTA meetings and during Parent Engagement Tuesdays throughout the year.

### Part 4 – Budget and Resource Alignment

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

Grade leaders will receive per session 2x per month to meet and discuss progress as a grade and school funded by Tax Levy and Title I

Professional Development Team will meet 2x per month and receive per session to plan and adjust PD plan funded by Title I and Tax Levy

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

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

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

Teachers will use the PLC template provided by our TDEC to analyze student work and identify trends and next steps across the grade by looking at student work to inform instruction at least 2x per month. Common planning time has been built into the schedule to allow for this collaboration. We will also monitor through mastery of standards. Teachers improvement of pedagogy will be tracked using Danielson, conducting rounds of daily informal observations and monthly walk-throughs. TC Running Records will be used to progress monitor.

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

NYC ELA and Math exam, NYC Performance Task in ELA and Math, Eureka Math Performance Task, TC Running Records

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

The school leader reviews of lesson plans during frequent observations based on Advance, to ensure that the staff consistently and strategically use their resources, including peer supports and technology, to bridge the language deficiencies of transitional English Language Learners, support SWDs and all students with the rigor necessary to increase student achievement for every child. Leaders provide teachers with SMART feedback. As evidenced in the QR 2018 quality indicator 1.2 Pedagogy, we will target across all classrooms teaching practices such as small group instruction and peer conferencing, as well as providing multiple entry points with scaffolded activities.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>By June 2019, school leaders will create and implement a professional development plan that builds teachers’ capacity to use assessment techniques for all students, resulting in a 10% increase in teachers improving one performance level reflected in component 3d Using Assessment in Instruction in Advance.</td>
</tr>
</tbody>
</table>
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Beginning Sept. 2018-June 2019</td>
<td>Administration, frequent ongoing cycles of feedback</td>
</tr>
</tbody>
</table>

The school leader created a year long calendar of observations that are adjusted as needed to address the quality of teaching, based on observations and student work products and data.

School leaders will ensure that all teachers will be able to accurately collect, analyze and use data to inform their instruction through a focused PD Plan that is revisited monthly based on observations of both teacher practice and student work.

In order to increase capacity, Highly Effective teachers will be given the opportunity to conduct PD for colleagues during the allotted time frame, outlined by UFT (Mondays). New teachers will be given the opportunity to work with mentors and the assistant principals, where they will receive specific PD according to the development of their pedagogy. We will plan Monday PD around Danielson component 3d. Teachers will work in teacher teams to coplan or look at writing across the grade aligned with CCLS.

Administration reviews student assessment data and student work products and provide feedback through frequent observations and grade meetings. Teachers will refine their instructional practice based on actionable feedback. NTC will support new teachers in implementing feedback and in planning and instruction. The coaches will provide additional supports in implementing the Science Amplify units.

School leaders schedule common planning time so that teachers can collaborate, plan lessons, plan student next steps, and share best practices across the grades and across
ENL and SpEd students. School leaders schedule schools inter-
visitations so that teachers can view model TC classrooms, share best practices and student work products.

<table>
<thead>
<tr>
<th>June 2019</th>
<th>Grade Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>D12-NTC</td>
<td></td>
</tr>
<tr>
<td>TC Staf Developers</td>
<td></td>
</tr>
<tr>
<td>BFSC Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

During parent monthly meetings the administration will provide a workshop on how we are moving the school to benefit their student and how they can support and volunteer. As referenced in the school quality guide, we will make a supportive environment by having parents as school partners.

Part 4 – Budget and Resource Alignment

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

Administrators, TC, RR, Grade Leaders funded by Title I SWP and Tax Levy for any per session work, Coach, per-
session for planning, substitute teachers to support inter-visitations, district and BFS coaches.

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

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

Part 5 – Progress Monitoring

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

Administrators and D12-UFT, TC/NTC Staff Developer will meet at least 1x per month to monitor progress of teacher mentees and plan next steps for mentoring and implementing effective teaching strategies. Advance trends across observations will be monitored.

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

Using Danielson, the Administrative Team will track teacher improvement within the components on a monthly basis, charting gains in specific components based on daily observations through the Growth Explorer tool. We will explore trends which in turn will inform our PL plan in support of teachers.

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

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

**Part 1 – Needs Assessment**

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

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

Survey the incoming English language learners to find out the language(s) spoken in their homes and ensure that communication to families is available in the respective languages.

Ensure that communication is translated into the respective languages to solidify engagement, communication, and collaboration by all constituencies.

While we met our AYP for our ENL population our ENL students continue to test below proficiency levels in ELA and Math. Workshops will be provided to parents in their native language to support them in supporting their children in school. Books will be provided to students in their native language as well as English to take home. Parents will receive training on how to support their students in reading at home. Children will also have access to online programs they can access from home.

Our new Parent Coordinator provides translations to parents in Spanish and AP Almonor in French and Spanish.

**Part 2 – Annual Goal**

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

By June 2019, the school will develop a more collaborative partnership with families and community organizations, as measured by a 10% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.
Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018-December 2018</td>
<td>D12-NTC Grade Leaders Admin</td>
</tr>
<tr>
<td>Parents, Teachers, Administrators, Parent Coordinator, Community Associate PTA</td>
<td>Each Month from October 2018 through June 2019</td>
<td></td>
</tr>
</tbody>
</table>

Parent workshops will be provided monthly on our curricula and new learning standards in Reading, Writing and Math.

Monthly attendance and parent logs to show increased attendance and make informed decisions about professional development for parents.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018-December 2018</td>
<td>D12-NTC Grade Leaders Admin</td>
</tr>
<tr>
<td>Teachers, Administrators, Parent Coordinator, Community Associate PTA</td>
<td>Each Month from October 2018 through June 2019</td>
<td></td>
</tr>
</tbody>
</table>

n/a

n/a

n/a

n/a

3b – Parent and Family Engagement

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

VNSNY and Sports and Arts will continue to support at risk families throughout the 2018-2019 school year.

New York Edge at CS 134X offers wide variety of activities ranging from homework assistance, various forms of recreation, visual and the performing arts, coding, as well as our signature literacy program Ready Readers/Rising Readers funded by ExpandED Schools. In addition, we are currently involved in an agency wide Flag Football league that occurs every Saturday this month. In December/January, I anticipate us participating in an agency wide Basketball league which will also occur on several Saturdays (weather permitting).

We are also part of an afterschool program with Cub Scouts of America on Thursdays.

Part 4 – Budget and Resource Alignment

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

● Translation services as provided by Translation department/ Per session for teachers

● Scheduled meetings for CBO

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

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

**Part 5 – Progress Monitoring**

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

- Attendance Sheets
- Parent Surveys
- Feedback Forms
- Mid Year Survey
- ClassDojo
- Parent/Teacher Communication Logs

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

Mid Year Survey

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)  
*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**          | NYS ELA scores  
MOSL scores  
Interim Assessments  
Tc Running Records  
Unit Tests  
Writing Samples | Reading Recovery  
TCRWP  
SETSS  
ESL Instruction  
Vocabulary Dev.  
Guided/Shared Reading/Writing  
Small Group Instruction  
Model Lessons | Whole Class  
Small Group  
One to One  
Pull-out  
Push-in | Reading Recovery-daily support for targeted students.  
Small Group AISSupport  
SETSS-IEP  
ESL Instruction-Targeted ELL  
Vocabulary Dev.-daily in classrooms.  
Guided/Shared Reading/Writing-daily in classrooms. |
| **Mathematics**                          | NYS Mathematics scores  
MOSL scores  
Interim Assessments  
Unit Tests | Math Coach-training teachers in effective math instruction  
Push-in/pull-out support for targeted students  
STEM  
Vocabulary Dev.  
Model lessons | Teachers  
Targeted students  
Small Group  
One to One | Math Coach-teachers receive daily support  
Math Coach also works daily with small groups of students as well as one on one with students  
SETSS-IEP  
STEM-K-5, 2x per week |
<table>
<thead>
<tr>
<th>Class inter-visitations</th>
<th>Vocabulary Dev.-daily inter-visitations/model lessons-weekly/daily ESL instruction-based on level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class inter-visitations</td>
<td>Sets S L Instruction Vocabulary Dev. daily inter-visitations/model lessons weekly/daily ESL instruction-based on level</td>
</tr>
<tr>
<td>Science</td>
<td>NYS Science scores Unit Tests Hands on projects Project based learning (Amplify) STEM Robotics Maker Club Art/Science Fair Parent Workshops Whole class Small groups During instructional day and after school.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Specific targeted students Grades 3-5 Map skills DBQs Vocabulary Non-Fiction reading/writing Small groups During instructional day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Targeted at-risk students for crisis intervention provided by mandated and at-risk Guidance Counselors IEP students ELL students Conferencing and mediation Small group One on one instruction Vocabulary Dev. Creating smart goals for students with IEPs Small groups or one on one Services provided during instructional day.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

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

| Number | 39 |

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

- Providing students with uniforms and school supplies
- Support with transportation services
- Counseling
- Outside agency to support parents and assist them with permanent housing

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).

| Number | N/A |

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment

We recruit teachers through HR, Job Fairs, Interviews and Model lessons. Our school team has developed interview questions as well as an evaluation sheet that is discussed and used to further the candidate along the interview process. If a prospective candidate is called back for a model lesson, Danielson is used to evaluate that lesson for its effectiveness and a decision is then made about possible employment. We created a hiring team in May 2018. UFTTC/NTC Coach will support all new hires.

Retention

In order to retain teachers we provide extensive PD and support through our New Teacher Center and Math Coach as well other support and outside PD that we send staff to attend. By providing support for teachers to succeed in the classroom and school, we have found that we have very low turnover rates. Teachers who leave usually do so due to retirement or relocation.

Assignments

Teachers are assigned based on strengths and data (formative and summative assessments and Danielson observations). 98% of our teachers are teaching in their license area.

Professional Development

We began with Professional Learning sessions from the Citywide Instructional Expectations to bring a cohesive understanding to the work that needs to be done in order to provide our students with rigorous, engaging, purposeful instruction. Based on CIE and administrative observations, student data (F&P, MOSL, State Exams, and teacher input), a high quality professional development plan was set in motion.

Next Steps
We will continue to revise the school’s mission. We also plan to continue the design of IEP goals that meet student needs and align them to the CCLS. We will continue to work with teachers on progress monitoring, looking at student work using the ATLAS protocol, planning and preparation and guided reading.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Administrative staff attends monthly PD conducted by UFTTC/NTC Coach, Teachers College, ELI and other organizations. Administrative staff continues to improve their craft through professional journals, books, and articles and ESSA training.

Paraprofessionals receive training each Monday from 2:35 p.m. to 3:55 p.m in how to support instruction in the classroom. Teachers work within their professional learning teams 2x per month during common planning time, and PD every Monday from 2:35 p.m. to 3:55 p.m. The focus of PD this year will be using data more effectively and its impact on student achievement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

We have our Pre K teachers sit in with our Kindergarten Teachers and discuss curriculum. Pre K teachers are included in all PD. Early interventions are provided and information about students is shared. Teachers receive monthly PD from Pre K social worker. Teachers are following Units of Study for Pre K and evaluating students using ECERS.

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.

Assessments are discussed with administration, UFT and grade leaders and then brought back to grade level constituents. Decisions are then discussed and made based on student needs.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>592,657.00</td>
<td>$Salary, supplies, per session X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>144,722.00</td>
<td>$Salary X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>13,774.00</td>
<td>Per session, PD, Parent Involvement, supplies X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>5,271.00</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,338,729.00</td>
<td>$Salary, textbooks, supplies, PD, Per session X</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
• **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

### Parent and Family Engagement Policy

**Community School 134 Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. CS 134, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

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

C.S. 134 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

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

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

• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

• providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;


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

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

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

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

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

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

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

• provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Every Student Succeed Act (ESSA)

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

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

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

| Encouraging School-Level Parental Involvement |

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

| School-Parent Compact (SPC) |

Community School 134 Parent Compact

Community School 134, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.
## I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

- supporting parental involvement activities as requested by parents;

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

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeed Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
● volunteer in my child’s school or assist from my home as time permits;

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>- conceptually consolidated (skip part E below)</td>
<td></td>
</tr>
<tr>
<td>- NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

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

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 40 |
**Part B: Direct Instruction Supplemental Program Information**

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

2
2
0

**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: ____

In 2018, the total number of students who took the NYSESLAT was 110 students. Students in grades 2, 3 & 4 demonstrated difficulty in academic vocabulary, fluency, and the writing of English. Based on results of 2018 NYSESLAT; 14 of our students remained at the same proficiency level and demonstrated a significant drop in the area of writing. Eight of our students mostly dropped one proficiency level from 2016 to 2017. The focus is to increase proficiency for Emerging, Transitioning, and Expanding students.

Grades 2, 3 & 4 ELL students will receive supplemental ENL instruction from 2 teachers who are TESOL certified. The focus for the supplemental instruction is in reading and writing. The selected programs of instruction will be Imagine Learning and Language Power Reading and Writing. Imagine Learning is a technology-based program specifically designed to assist students in second language acquisition. Language Power Reading and Writing builds language proficiency with a highly differentiated component. It also provides the rigorous instruction needed in all four language domains. Students will also receive additional intervention support in writing strategies, mechanics, and vocabulary. 50% of instructional time will be devoted to Imagine Learning while the other 50% will be focused on Language Power. In addition, students will receive New York State English as a Second Language Achievement Test (NYSESLAT) preparation. Students will practice test prep for 45 minutes weekly during the After School program. Title III funds will be used to purchase materials. Imagine Learning will continue to be used along with Language Power during the after school program. Teachers will be provided classroom libraries, which are also part of the Language Power program to work with students. Beginning students are instructed using Basic Interpersonal Communication Skills (BICS) through various techniques: TPR, SIOP model, music, etc. These approaches are research-based and yield the most results with our Long-term ELL and Transitioning level students.

Emerging and Transitioning students will be instructed using comprehension skills as a focus using the Imagine Learning program. The focus of both after school programs for our ELLs will be on building and expanding their academic vocabulary, while also developing and strengthening their foundational reading skills. Ongoing assessment will be used to progress monitor student success and the success of the program. Activities will consist of group work, independent work, and shared/independent writing.

The program is scheduled for 120 minutes, three days a week (Wednesday, Thursday, Friday) for 60 days, after school from 2:40 p.m - 4:40 p.m. This program services a total of 40 students. One class will be for Emerging and Transitioning students (20 students) and the second class will be for Long-term ELLs and Expanding students (20 students).
### Part B: Direct Instruction Supplemental Program Information

Selection of students is based on NYSESLAT results and classroom teacher referrals. The projected start date for the after-school academy is November, 2018 to April, 2019. Attendance is taken on a regular basis and records are kept in a Title III binder. A log of Title III Parental Contact is kept in a binder along with student samples in the Main Office. Home language support is provided to students in the form of translated text, bilingual dictionaries, pairing with language alike buddies and parent volunteers. 12X134 will supplement cost of Title III program with other funding sources.

### Part C: Professional Development

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

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

Begin description here: ____

The professional development plan includes ELL related PD to all available teachers. ELL teachers receive training from outside providers such as UFT, Generation Ready, and Teacher’s College. The PD will provide training not only to ENL teachers but also general education teachers. These teachers in turn support students in the classroom using appropriate strategies. Teachers involved with these two programs receive professional development on correct usage and implementation before and during instruction. There is on-going training on how to analyze student work to assess and revise student goals in collaboration with ELL liaison. Teachers also use results from NYSESLAT performance to assist in planning and preparation for the upcoming exam. Teachers also meet with students to discuss goals and progress. This information is used to further support students during the after school program.

Professional development on Imagine Learning online is scheduled for two days by an Imagine Learning consultant; one in September, 2018 for teachers and one on November, 2018 for parents. These dates are tentative and subject to confirmation of program. The cost of the Imagine Learning consultant is funded by Title III funds. Additional professional development will be provided to teachers by trained ENL staff in order to support the students in the general education classroom. This additional PD is at no cost.

An in-house staff member, the ELL Liaison, will provide training in Looking at Student Data. Dates are as follows:

- Tuesday, October 16, 2018 - Setting Goals (at no cost)
- Tuesday, December 18, 2018 - Looking at Student Work & Next Steps (at no cost)
- Tuesday, March 5, 2019 - Looking as Student Work & Next Steps (at no cost)

The title of the first two workshops: Imagine Learning - Classroom Library/Imagine Learning Reading-Online, will be conducted by Imagine Learning consultant (Title III funds).

After assessing students in January, ELL Liaison will look at student data and work with teachers on how to use data to drive instruction and provide next steps for the remainder of the program. Teachers can then determine what is needed to prepare students for NYSESLAT. NYSESLAT prep is also reviewed with teachers during one of the Monday PLC days in order to better prepare teachers on how to support ELL in their classrooms.

All agendas and documentation are stored in a binder in the Principal's office.
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: 

In order to inform parents of the ELL program as a way to better support their children at home, a number of workshops are given throughout the year. Workshops are scheduled for parents of ELL students. These workshops are designed to help parents work more effectively with their children at home. The Parent Coordinator will oversee workshops which will be given every third Thursday of the month, usually at 9:30 a.m. Parents are notified through the monthly calendar, memorandums sent home, and through school messenger. Translation and interpretation will be done by staff members and one parent.

Workshop 1: January 10, 2019 - Parent Workshop: Homework without Tears - conducted by a Generation Read consultant.


Workshop 3: March 14, 2019 - Parent Workshop: Bilingual Common Core Progressions and ELL Students - conducted by Generation Ready consultant and ELL Liaison.

The workshops scheduled will consist of parents assisting their children with the home online usage for the Imagine Learning program. Parents practice and learn the various tools necessary to navigate the activities on the computer. Additional assistance is available for the parents in the library. The workshops also provide opportunities for parents of ELL students to assist their students at home with homework. Parents are also informed on the Common Core Progressions and how it relates to student work and standardized exams for ELL students.

All dates are tentative but are conducted in conjunction with the Parent Association and Community Associate.

All records of parent meetings are stored in the Main Office. Parents are notified in the preferred language through letters, phone messenger, translated documents, and volunteers.
### Part E: Budget

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

**Allocation Amount:** $13774

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>12</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>134</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Community School 134</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Martin Alvarado</th>
<th>Assistant Principal</th>
<th>Marie Almonor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Doreen Torres</td>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL/Teacher</td>
<td>Mercedes Savinon</td>
<td>School Counselor</td>
<td>N/A</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Leyda Cintron</td>
<td>Parent</td>
<td>Jaritza Landron</td>
</tr>
<tr>
<td>Subject Area</td>
<td>John Solis</td>
<td>Parent Coordinator</td>
<td>Jasmine Pineda</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Delia Genoa</td>
<td>Field Support Center Staff Member</td>
<td>Karyna Tejeda</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Jacqueline Rosado</td>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>621</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>114</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>18.36%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Year</td>
<td>K</td>
</tr>
<tr>
<td>TBE</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

   Students are assessed using Fountas & Pinnell (administered four times a year) and a baseline assessment which is the New York City Performance Task as a tool to guide the academic focus. The Performance Task is the selected growth model for the school. ELL interim assessments are administered twice a year and determines the focus for ENL instruction. The data reflects ELL students who have been assessed using these tools demonstrate a deficiency in vocabulary and comprehension skills. 40% of our English language learners demonstrate low proficiency in Reading. 50% of our English language learners demonstrate low proficiency in writing. Particular struggles continue to be in the area of expository writing, vocabulary development, and reading fluency and text complexity. Children with specific deficiencies in the different modalities are grouped together by grade. Classroom teachers meet with the ENL teacher to plan on a weekly basis. The data patterns also demonstrate that for the past three years, 10-12% of our students continue to test out of ENL, particularly, in Grade 4 and Grade 5. The team continues to analyze the data and look at evidence that demonstrates progress in these two grades. Strategies are explored in order to select the most appropriate resources, materials, and approaches that will enhance and support learning.
2. What structures do you have in place to support this effort?
Currently, most of our free standing ENL students are placed in one class by proficiency level. This is in order to maximize the hours needed to support students. Teachers who have ENL students in these classes are also provided with ENL strategies and training to further support the learning.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The school is meeting the AYP for ELLs. NYSESLAT results indicate ELL movement from one proficiency level to another. ELLs are also meeting school-wide goals and demonstrate improvement in writing portfolios. We analyze assessment data (NYS ELA, NYS Math, NYSESLAT, Running Records, Periodic Assessments, etc.) with a lens for progress. Meeting AYP for ENL students are evaluated. The push-in program has been most successful. Each year, a bulk of our 4th and 5th Grade students test in the Commanding level on the NYSESLAT. The after school academy continues to focus on students who are Transitioning and Expanding. Several workshops for teachers are conducted to support ELL students in monolingual classrooms. Assessment and student learning is on an ongoing basis. Teachers assess students at the beginning, during, and after lessons using instruments for diagnosing reading and writing abilities, language proficiency, and general achievement.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Supplemental services are provided for ENL students after school twice a week. Explicit instruction is given in order to support students in language and literacy. Selected pedagogical focus is given in concept development; differentiation, assessment, and feedback; questioning, academic language, and student discourse. Several materials including technology is used to support learning.

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.] Data (NYSITELL, NYSESLAT, ELA, Fountas & Pinnell, Unit Tests, etc.) is used to provide high quality instruction for ELL students. Both the classroom teachers and the ENL teacher use data to identify the area of need, group students and plan appropriate instruction. This Tier II intervention takes place throughout the school day including when the ENL teacher pushes in for services. The ENL teacher provides Tier II instruction by pushing-in classrooms during ELA instruction in Grades 3-5. ENL students with disabilities receive Tier III intensive and individualized instruction through after-school support in addition to pull-out service. K-2 students are pulled out for instruction for both Tier II and Tier III support depending on how many units of instruction individual students receive. The ENL teacher conducts ongoing progress monitoring to ensure movement.

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].) There continues to be an influx of African and Latino students who speak various dialects entering the school system. Recently, we are getting Arabic speaking students registered at the school. These students are identified as ENL students. Students are administered the NYSITELL. Based on NYSITELL results, eligible students are placed in appropriate settings. The data shows a considerable growth among newcomers compared to our developing ENL students. Currently, the need for a bilingual program may become necessary based on our increased Latino population. The results of the 2018 NYSESLAT demonstrates a high concentration of Expanding ENL students. Our special education population continues to demonstrate little progress. Additional focus will be on this group of students.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Based on proficiency levels, ENL teacher creates a schedule that will maximize learning. This includes both the integrated and pull-out model. Students who have scored the same proficiency levels on the NYSESLAT for three consecutive years are placed in the extended day program for ENL students and also receive more explicit instruction during the day.
Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      
      C.S. 134 has a freestanding ENL program with all instruction in English. The ENL population is approximately 18.36% of the population (currently including current Kindergarten students). This service is delivered to ELLs via the pull-out and integrated models depending on the number of ELLs on the grade level. ELLs in grades 3-5 receive instruction in English content area classes such as ELA, math, science, and social studies and are brought together for high quality English acquisition focused instruction. The ENL teacher pushes into as well as push into all classrooms to provide both small group and additional support to ELLs. The current program is for 114 students, with a high concentration of African and Latino students. There are no SIFE students. The current majority is at the Transitioning and Expanding levels. Students are generally grouped by grade but are homogeneously grouped by level of proficiency within the program. Our ENL program is aligned with mandated ENL, ELA, and content area learning standards and the core curriculum. The ENL teachers are licensed and receive ongoing professional development.
   b. TBE program. If applicable.

   Paste response to questions here:

   c. DL program. If applicable.

   Paste response to questions here:

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

      As per CR Part 154, the organization of staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ENL program by allowing the ENL teacher to either push-in to the classrooms or pull-out of the classrooms to service students. Teachers of ELLs are notified in September of the ELLs in their classrooms. These teachers are trained in second language acquisition and given an overview of NYSESLAT requirements. The ENL teacher informs classroom teachers about students’ NYSESLAT scores. The level of English language proficiency, as well as the scores on all four modalities are also discussed. Data is analyzed and targeted students receive additional support. ELL students are also invited to attend the Title III After School program in order to receive extra support. The ENL teacher and classroom teacher collaborate in planning and working toward a common goal for each student.

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.

   Content area instruction is all in English in the classrooms with native language support when possible. Classrooms have libraries with Spanish books. English/Spanish and English/French dictionaries and glossaries are available to help support students during content area instruction. Currently, we plan to purchase additional Arabic book to support our Arabic speaking population. The students who speak other languages are supported through peer translation and technology. The ENL program focuses on reading, writing, listening, and speaking in English with content subjects integrated as well. If an ENL student is having specific trouble with a topic, the ENL teacher is available to help. Teachers instruct using ENL strategies such as differentiated instruction, scaffolding for all students, TPR for newcomers, using visuals, graphic organizers, and some teachers have smart boards in their classroom to help with translation when needed through technology. Teachers are explicit in their instruction to help all students. They always question and assess students to make sure the content is comprehensible and students are developing English language skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   N/A

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

Currently, we have two SIFE students. These students will be included in our after school supplemental program. The ENL teacher groups students according to proficiency areas within the grade. Newcomers and Developing learners receive both integrated and Pull-out services where the teacher provides small group instruction using interactive resources. The main program for newcomers is Imaging Learning which is a technology based program that provides visuals support. This program also has a home component where students can continue to practice language at home.

Our former ELL work on Language Power, which is a text-based program that contains high-interest text aligned to the CCLS. The classroom teacher also works with former ELLs during the extended learning program after school. Students are given instruction in small groups with scaffolds that reinforce student learning. Test accommodations are given to all ELL and former ELL students.

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

Teachers of ELL-SWD students use explicit instructional strategies that both access to academic content areas and accelerate English language development by separating tasks into smaller components. Separating tasks, help students achieve the goal and complete tasks. Teachers use strategies to fit the needs of their students to provide access to academic content areas and to accelerate English language development. Teachers assess their students' multiple intelligences to see what kind of learner they are and then teach using strategies to accommodate their students' learning style. If a child is a visual learner, the teacher will use the appropriate approaches. Students who need help understanding and answering inferential questions, the teachers will practice skills on vocabulary and context clues to make connections. Teachers also use prior knowledge and use different genres to help identify specific books. Particularly, non-fiction. Grade level materials are used with teacher support and students build their knowledge until they can use materials on their own.

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

The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD students within the least restrictive environment by pulling children out of the classroom while their class is working on the subject that they have the most difficulty. Students are supported in breaking down material in a more comprehensible fashion. The teachers address the students' areas of need by matching appropriate instruction.

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.

Results of running records are identified and appropriate strategies are utilized during Tier II and III intervention. Based on results from the New York City Performance Tasks, the ENL teacher works on writing strategies and small group instruction during push-in. Lessons provide scaffolds and methodologies successfully implemented by the ENL teacher. Targeted intervention in Math focuses on student work and unit assessments. Math lessons utilize manipulative and are modified to meet the need of ENL students. After-school intervention is also provided.

During academic intervention, students also prepare for the ELA with ENL teacher. Other content areas are also addressed if the child needs help in other subject areas. The success of the ENL program is due to the collaborative effort of the teachers with the goal of helping each ELL meet or exceed NYS and City learning standards. Teachers work together to deliver a balanced approach to literacy as well as tailor content area instruction. The classroom teachers and ENL teacher meet to
articulate the instructional plan for the week to ensure curricular alignment incorporating the necessary methodology and instructional strategies. Formal and informal assessments are ongoing and include portfolios and projects to determine growth towards meeting standard work.

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

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
After-school programs are available to ELL students through Title III funds. Differentiated instruction is practiced using ENL methodology. Extended time after school is taught by two licensed ENL teachers, from 2:35 p.m. - 5:00 p.m. Material used for the program is supplemental to the reading and math program used during the day. Transitional and Former ELLs use the Language Power Reading program. The rationale behind using this program is to provide extra support in order for students to perform at grade level on the NYS ELA and NYSESLAT. This program also provides extra enrichment, vocabulary, reading comprehension strategies, and writing support.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Imagine Learning is used for Grades K-2; Imagine Learning is used for Grades 3-5. Students and parents have access to Imagine Learning at home to support learning. Both technology programs have been set up so that parents and students have access to material at home.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
All materials are sent home in English and students' home languages. The translation and interpretation unit is utilized for specific materials sent home. Parents can also reach out to the ELL liaison who can assist with glossaries and dictionaries.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
The Bilingual Social Worker and Guidance Counselor are on site to support our ENL students. There is also a Speech Therapist who provides services to our native Spanish speakers.

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?
Imagine Learning Reading is used for Grades K-5. Students and parents have access to Imaging Learning at home to support learning.

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).
An orientation is given to students who are newly arrived. The ELL teacher, classroom teachers, Guidance Counselor, and Community Associate, take part in this orientation which is usually given in collaboration with a parent orientation session in September. Here is a "Meet and Greet" designed for students who are new to the school, conducted by classroom teachers and Community Associate, and CBO. are invited to "Meet and Greet" as a way to inform parents on after-school programs, health and welfare outreach, sports, arts, and other school community related programs.

17. What language electives are offered to ELLs?
C.S 134 does not offer any foreign language classes. However, there are staff members who speak a second language who also assist ELL students when needed.

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?

   The professional development plan for ELL personnel including teachers of ELL students, includes training for teachers in ENL strategies, methodologies, second language acquisition. This training is provided by in-house personnel licensed in ESL. Teachers of ENL students are encouraged to take courses leading to ENL extension. Study groups in SIOP strategies focus on second language acquisition and planning aligned to Danielson Framework. Generation Ready provides a consultant who has been and continues to train teachers of ENL students.

   - October, 2018: Wilson Training
   - November, 2018: ENL Strategies Training
   - February, 2019: ENL Strategy Training
   - April, 2019: ENL Strategies Training

   School staff will have the opportunity to benefit from monthly workshops organized either in-house through qualified staff or through ELL institutes provided by Generation Ready. A designated staff member holding a special education license will attend the monthly workshops and then turnkey information to other teachers of ELLs.

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.

   In order to support ENL students who will be transitioning from elementary to middle school, the Guidance Counselor, Community Associate, Assistant Principal, and Parent Association provide various support systems for parent and students. Inter-visitations with neighboring schools are encouraged and assist parent in making informed decisions about where they would like their child to attend. The Parent Coordinator and Guidance Counselor monitor and support the middle school selection and application process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selection of appropriate schools to meet individual student needs as well as to complete necessary forms.

   Support is provided to staff to assist ELLs as they transition from elementary to middle school includes trainings.

   The ENL Coordinator is responsible for providing the necessary training for teacher of ENL students. Training is provided by Generation Ready and in-house. Training hours are recorded and placed in teachers' files.

**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?
Every year, the school is making every effort to increase parental involvement. This is attributed to programs that have become available to parents. There are several workshops conducted for parents of ELL students by ENL teacher and other contracted personnel. The ENL teacher, Assistant Principal, and Parent Coordinator have worked very closely together in planning and providing additional services.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Other parental involvement events include the quarterly award ceremonies, Back to School Night, parent-teacher conferences, PTA meetings, parent workshops, SLT meetings, and field trips. Our partners with the Sports & Arts provides workshops to parents. Among parental needs addressed by the school are translation and childcare services during workshops.

Additional Information

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

Paste response here:
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Martin Alvarado, 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>Martin Alvarado</td>
<td>Principal</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Marie Almonor</td>
<td>Assistant Principal</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Jasmine Pineda</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Mercedes SavinonCatherine Sant</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Jaritza Landron</td>
<td>Parent</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Leyda Cintron</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>John Solis</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>School Counselor</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Jacqueline Rosado</td>
<td>Superintendent</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Karyna Tejeda</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td></td>
<td>ELL Services Administrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aurora Felicier</td>
<td>Other Community Associate</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 12x134  School Name: C.S. 134X  Superintendent: R.

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>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></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.

   Based on the needs assessment survey conducted at the beginning of the school year, members of the ELL team made the following recommendations for services beneficial to our non-English speaking population:

   - Most materials are scheduled for translation prior to meetings. New materials, if not provided in Spanish, are translated by a member of the faculty as soon as possible in order to be available in a timely manner. Requests are also made to the Translation and Interpretation Unit in advance in order to have materials translated on time.
Data based on yearly accountability status demonstrates an increase in different ethnic and cultural backgrounds other than Spanish. This includes recent immigrants and transfer students coming from various cultural backgrounds (Arabic, African, Latino). We find that for some African dialects, French is an official language. A French-speaking staff member assists with translation during the initial enrollment process and completion of the HLI. During the parent choice orientation, information is translated in one of the five languages available, otherwise arrangements must be made to ensure parents are explained the process in their native language.

All materials are prepared in the summer, based on data provided on the demographic breakdown on ATS. Parents need more assistance in understanding effective instructional practices necessary for increasing the academic performance of their child(ren). Workshops are provided throughout the year to parents in order to assist them in utilizing strategies at home.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The preferred languages at C.S. 134 are English, Spanish, Fulani, and French. These are the native languages that make up the majority. A limited number of our parents need Arabic translation. Currently, we have a staff member who speaks Arabic. The staff member assists with translation during Parent-Teacher conferences. All other written correspondence is available unless specific to our school. In this case, the Translation and Interpretation Unit is contacted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.
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>All school-wide written translation is delivered to students/parents in both English, Spanish and French. Written translation services are by in-house school staff with the exception of French in which a translator/interpreter is ordered. The Assistant Principal receives requests from teachers and assigns translations to a teacher hired on per diem to translate documents as needed. Parent Handbook, Parent Bulletin, Monthly Calendar, Test Prep materials for parents, First Day packet, permission slips, trip slips, teacher newsletters to parents, Parent/Teacher conferences, Assemblies, Lunch forms, Discipline Codes, blue cards, School Expectations. Parent guides to &quot;Social Media and Internet Safety; Empowering Immigrant Parents; and Homework Strategies&quot; are distributed in Spanish, French, Arabic, and English, during parent workshops throughout the school year.</td>
<td></td>
<td></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 Orientation - September, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Selection Meetings - Ongoing (once a month on Thursdays)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday Parent Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Conferences - November, March, May</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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.)

The Parent Coordinator also receives additional training about the translation and interpretation process when necessary. The Guide is posted in the front entrance of the school. The Community Associate and PTA president play major roles in identifying language needs of parents and the circulation of information. Parents' Bill of Rights is available in the main office and is available in English, Spanish, Arabic, and French.

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 parent survey is given at the beginning and end of the school year. Theses surveys are analyzed to determine specific concerns and needs of parents. Feedback is also gathered from the SLT and monthly parent meetings.

Art & Science Fairs - December and May
Homework Help - December and February
Assemblies - December, May, June
Graduations-June