2018-19

COMPLETE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. O1M001): 10X280

School Name: P.S./M.S. 280 MOSHOLU PARKWAY

Principal: JAMES WEEKS
Comprehensive Educational Plan (CEP) Outline

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## Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PSMS 280</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>10X280</td>
</tr>
<tr>
<td>BENDS Code:</td>
<td>10X280</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>3202 Steuben Ave, Bronx, NY</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-405-6360</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-405-6329</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>James Weeks</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Jweeks3@schools.nyc.gov">Jweeks3@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>James Weeks</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Nancy Hernandez</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Richard Montenegro</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Antoinette DiBias</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Maria Estrada</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 10 |
| Superintendent: | Ms. Maribel Hulla |
| Superintendent’s Office Address: | One Fordham Plaza Bronx NY 10458 |
| Superintendent’s Email Address: | MHulla@schools.nyc.gov |
| Phone Number: | 718-741-5852 |
| Fax: | 718-741-7098 |

### Field Support Center (FSC)

| FSC: | Bronx |
| Executive Director: | Jose Ruiz |
Executive Director’s Office Address: 1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, NY 10458

Executive Director’s Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776 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>James Weeks</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Elan Schy</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Richard Montenegro</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Nancy Hernandez</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Rosalia Medina</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Victor Luna</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Antoinette DiBiase</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Maria Estrada</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Nelly Diaz</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Beatrice Cortes</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Hector Soto</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Bartola Vasquez</td>
<td>Member/</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<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><strong>VISION - PS/MS 280</strong> cultivates lifelong learners and believes each child is capable of achieving academic excellence through rigorous instruction in a supportive environment to be prepared for college, careers, and life in the 21st century.</td>
</tr>
</tbody>
</table>

2018-19 CEP
MISSION - “Challenging students’ intellect, encouraging independent thinking, and fostering social responsibility” by:

- Using professional development to strengthen our instructional core by examining and further refining our practices aligned to Advanced Literacy.

- Continuing to develop collaborative teacher teams, improving teacher practice, while monitoring student progress towards increased student outcomes.

- Partnering with parents, students, and the school community to foster a shared responsibility, while integrating culturally responsive social-emotional learning strategies to help students reach their full academic potential.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The student demographic at PS/MS 280 is comprised of 24.3% ENL students and 28% SWD. The CEP was created through collaborative efforts on the part of the principal and the other members of the SLT with support from assistant principals and content areas coaches to gain an even perspective from both elementary and middle school practices. The constituents met weekly to reflect, discuss and record examples of coherent school-wide practices regarding curriculum, instruction and assessment.

Coaches and administrators at the elementary and middle school level consolidated a summary of their common practices for each component of the CEP.

We have also strategically partnered with consultants who are dedicated to increasing teacher effectiveness, one of the most critical factors in student success. Working closely with the right consultant services can transform how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. One specific initiative in our school includes implementing Mastery Connect, a web based tool to define essential key standards to be measured and tracked. We build common assessments and organize them on curriculum maps, align assessments to standards, administer, norm and score the assessments as a team and adjust instruction based on the data analysis. Being the one of the first schools in NYC to pilot the Mastery Connect Tool, we continue to build teacher capacity and develop formative assessments to drive instruction. For the 2018-2019 school-year, PS/MS 280 has been chosen as a lead school for Teaching Matters’ Network Improvement Community initiative (NIC). As a NIC school, Mastery Connect will be used to monitor student progress against the standards, a competency based coaching model for teacher leaders will result in micro-credentialing teacher leaders, and structured opportunities for collaboration will continue. The intended outcome of participating schools will result in receiving Proficient or Well Developed in QR 2.2, 4.2, both components in which PS/MS 280 received a Well Developed in the 2014 school Quality Review.

3. Describe any special student populations and what their specific needs are.
Our ENL population is 24.13%. A goal that we have is for 50% of students to make at least one level gain of performance on the NYSESLAT test. To meet this goal, we hired a fourth ENL provider to meet their service requirement. In addition to a pull-out ENL program, ENL teachers are also pushing into students' regular classroom to provide students with additional support in accessing the general ELA curriculum.

Our SWD population is 37.14%. The goal is to raise the percent of students reaching a proficiency level of 3 or 4 on the New York State ELA assessment from 9.6% to at least 12%. To reach this goal, we will use formative assessments to identify areas of needs and work with these students during small group instruction as provide academic intervention support (AIS).

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.

Over the past year, PS/MS 280 has made significant progress in the Framework for Great Schools element related to building stronger family ties. This past year, we invited families in to learn about their child’s progress and to learn about the rigorous curriculum students engage through monthly parent workshops hosted by classroom teachers. Parent engagement continues to be a goal for our school, so that we can work together for greater student outcomes.
# School Demographics and Accountability Snapshot for 10X280

## School Configuration (2018-19)
- **Grade Configuration**: 0K, 01, 02, 03, 04, 05, 06, 07, 08
- **Total Enrollment (2017-18)**: 876
- **SIG Recipient (Y/N)**: No

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

## Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 77
- **# SETSS (ELA)**: 78
- **# Integrated Collaborative Teaching (ELA)**: 85
- **# Special Classes (Math)**: 77
- **# SETSS (Math)**: 78
- **# Integrated Collaborative Teaching (Math)**: 85

## Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 29
- **# Music**: 1
- **# Drama**: 4
- **# CTE**: N/A

## School Composition (2017-18)
- **% Title I Population**: 96.0%
- **% Attendance Rate**: 91.7%
- **% Free Lunch**: 92.9%
- **% Reduced Lunch**: 2.9%
- **% Limited English Proficient**: 16.8%
- **% Students with Disabilities**: 28.0%

## Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.6%
- **% Black or African American**: 7.9%
- **% Hispanic or Latino**: 75.1%
- **% Asian or Native Hawaiian/Pacific Islander**: 10.4%
- **% White**: 5.9%
- **% Multi-Racial**: 0.7%

## Personnel (2015-16)
- **Years Principal Assigned to School (2016-19)**: 11.58
- **# of Assistant Principals (2016-17)**: 6
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 23%
- **% Teaching with Fewer Than 3 Years of Experience**: 13%
- **Average Teacher Absences (2014-15)**: 11.2

## Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 35.9%
- **Mathematics Performance at levels 3 & 4**: 35.2%
- **Science Performance at levels 3 & 4 (4th Grade)**: 78%
- **Science Performance at levels 3 & 4 (8th Grade)**: 47%

## Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

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

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

### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**:
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: YES
  - Students with Disabilities: NO
  - Economically Disadvantaged: YES

### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**:
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**:
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: YES
  - Students with Disabilities: NO
  - Economically Disadvantaged: YES

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**:
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: NO
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: NO

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

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

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

Part 1 – Needs Assessment

<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>
</table>
| 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. |

Strengths:

According to the 2014-2015 Quality Review, our school’s strength is aligning curricula across subjects and grades to Common Core Learning Standards and strategically integrating the instructional shifts. Teacher teams plan and refine units of study and academic tasks using student work and assessment data. Impact: The school’s strategic curricular decisions result in coherence across grades and subjects for all students, and promote college and career readiness. Teacher team’s use of varied student data and student work ensures all learners have access to the curricula and that tasks are cognitively engaging.

Each year, we look at Item Analysis Reports from the state assessments and create a trends analysis by grade. This analysis is shared with teachers so they can make curricular adjustments in ELA and MATH.

Needs:

According to the 2017 ELA trends analysis, it was determined that ELA curriculum needed to be modified, refined and focused on key standards, so that teachers focus on a fewer standards per unit of study allowing for a deeper student understanding and demonstration of the mastery of each standard.

Part 2 – Annual Goal

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

By June 2019, teachers will be able to effectively develop coherent instruction that advances students through the content through cognitively engaging learning activities and which will result in a 10% increase in average ELA proficiency to 2.55 and math proficiency to 2.70.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
| Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| Teachers will engage in Professional Development on the topic of Danielson Framework for Teaching Component 1e: Designing Coherent Instruction | All teachers | September 2018- June 2019 | Instructional Coaches/Administrators |
| Teachers will engage in cycles of Teacher Driven Observations (TDO) following protocols from The Transparent Teacher. The observed teacher will set the focus aligned to school wide goal (i.e. thoughtfully construct lessons that account for individual learning needs including ELLS and SWD, incorporating appropriate resources and materials, and the intentional grouping of students) and charge peer observer with collection of data on a specific aspect of his/her teaching. Pairs of teachers will analyze the data to set next steps to improve practice using a non-evaluative, action research based approach. | Teachers, Bottom 1/3 students | September 2018-June 2019 | Classroom teachers Teams, Cluster Teacher Teams |
| Continue to refine curriculum with a focus on identifying key standards for each unit so that all students, including bottom 1/3, SWD and ELLS, gain a deeper meaning of key standards and have more opportunities to show mastery on specific standards. Through small group instruction bottom 1/3 students will receive targeted instruction. | All Teachers, ELLS, SWD | September 2018–June 2018 | Classroom Teachers, Cluster Teachers |
| Develop and implement specific protocols with clear expectations, checklists and rubrics for engaging ALL students in quality discussions especial students in the bottom 1/3, SWD and ENL students, using strategies such as accountable talk stems, protocols for classroom discussions such as Number Talks, Book Club Discussions, Debates, and Presentations etc.) | All Teachers, ELLS, SWD | September 2018–June 2018 | Classroom Teachers, Cluster Teachers |
| Create and capture additional assessments on Mastery Trackers for ELA and MATH that address standards that were not previously assessed. | ELA and Math Teachers, Coaches | September 2017 –June 2018 | ELA/ Math Teachers and Coaches |

### 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.

Host Family Workshops that address parent concerns regarding child development, study skills, and an introduction to curriculum being covered in each subject. Assistant principals and the parent coordinator will work with coaches, guidance counselors and teachers to ensure this is first addressed at the September "Meet the Teacher" night and then followed up consistently 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.

**Human Resources:** Money will be allocated for consultants from Teaching Matters and other vendors to work with our staff to provide direct professional development as well as guide our administration and coaches to create professional development.

**Instructional Resources:** Money will be allocated to purchase Mastery Connect, instructional literature for coaches and teacher teams and common core tasks.

**Scheduling:** Money will be allocated for per diem substitute teachers to provide coverage for teachers to attend professional development during the regular school day. Money will be allocated for teachers to earn per session for after school professional development, curriculum planning and participation in parent engagement activities.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</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></th>
<th>Tax Levy</th>
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<th>Title I TA</th>
<th>Title II, Part A</th>
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</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>
</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.

In October, January and May, Mastery Connect Trackers will be analyzed to see students growth by at least 1 level of mastery of key standards in ELA and Math. Mastery Connect Progress reports will be shared with families during the January and May PTC.

By January 2019, teachers will be more adept in the process of intentionally grouping students and putting small group instruction into practice.

By January 2019, progress monitoring will be evidenced by agendas and presentations of each PD session, teacher attendance to various cycles of professional development, teacher reflections including the implications of new
learning on teaching practice, and teacher growth on the Danielson rubric for component 3b on formal and informal observations.

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

Teacher programs will indicate small group instruction targeting bottom 1/3 students.

Mastery Connect Trackers will indicate student growth by at least 1 level of mastery for each individual student, with a focus on bottom 1/3 students.

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

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

Part 1 – Needs Assessment

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

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

Strengths:

According to the most current School Quality Guide, our school exceeds the target with a 4.48 in supportive environment. Our strength in providing a safe and productive learning environment includes overall safety, peer interaction and classroom behavior. This is in part due to offering programs that develop the whole child. Some examples of K-8 engaging programs include K-8 AIS programs for students who rank in the bottom 1/3, K-2 academic enrichment morning program, BOKS Morning Fitness programs, Basketball, Volleyball, Football, Green Team, after school Arts in partnership with the Bronx Arts Ensemble to offer dance, chorus, Latin drums and visual arts, and Partnership with Bronx Gear Up Network to offer enrichment in the content areas and promote college and career readiness. Our current attendance rate is over 92%.

Needs:

To further engage students in their learning and progress, we started implementing school-wide student-led conferences at the May PTC. According to the Assessment Matters Summary Report, to further develop this emerging practice of student led conferences, we need to:

- develop a culture around “growth-mindset” among teachers, students and families. In a “growth-mindset” people believe that their most basic abilities can be developed through dedication and hard work. This view creates a love of learning and a resilience that is essential for great accomplishment.
- Revisit teacher practices around student goal-setting, to develop a consistent standards aligned practice across grades and teachers that can be integrated into conferences.
- provide parents with deeper supports early in the year for understanding standards and Mastery Connect data.

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, teachers will have prepared and hosted 3 student led conferences during November, March and May PTC's in which students can present their work and set goals against the standards, which will result in 50% students making progress by at least 1 mastery level (i.e. from remedial to near mastery or near mastery to mastery) on power standards such associated with Problem Solving in Math and Word Meaning in ELA.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principal, Instructional Coaches, Assessment Matters Consultants</td>
</tr>
<tr>
<td>Bottom 1/3 students</td>
<td>October 2018-May 2019</td>
<td>Principal, Assistant Principals, Classroom Teachers</td>
</tr>
<tr>
<td>Families, Students and Staff</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals, Guidance Counselors</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals and Guidance Counselors</td>
</tr>
<tr>
<td>Teachers 6-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidence-based Instructional Programs
- Provide professional development to teachers to develop a consistent standards aligned practice for student goal setting, across grades and teachers, that can be integrated into conferences.

### Strategies to Address Needs of Students
- Differentiate instruction and scaffold learning for bottom 1/3 students targeting their specific learning needs through small group instruction and goal setting. Bottom 1/3 students will participate in Academic Interventions programs.

### Engage Students and Families
- Engage students and families in Student-Led Conference at the November, March and May PTC.
- Host Family Workshops that address parent concerns regarding child development, study skills, relieving anxiety and stress, and preparing for HS, college and beyond.

### Continue Partnerships
- Continue partnerships with NY Gear Up Network, Bronx Arts Ensemble, CHAMPS and BOKS to provide students with enriching experience in sports and the Arts.

### Implement Academic Advising
- Implement academic advising and SEL advising in the Middle School.
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.

Host Family Workshops that address parent concerns regarding child development, study skills, and review school policies and procedures that help ensure a safe positive learning environment for all. Assistant principals and the parent coordinator will work with coaches, guidance counselors and teachers to ensure this is first addressed at the September "Meet the Teacher" night and then followed up consistently 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.

Human Resources: Money will be allocated for consultants from Teaching Matters and other vendors to work with our staff to provide direct professional development as well as guide our administration and coaches to create professional development

Instructional Resources: Money will be allocated to purchase Mastery Connect, instructional literature for coaches and teacher teams and common core tasks.

Scheduling: Money will be allocated for per diem substitute teachers to provide coverage for teachers to attend professional development during the regular school day. Money will be allocated for teachers to earn per session for after school professional development, curriculum planning and participation in parent engagement activities.

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 | X | Title I TA | X | Title II, Part A | X | Title III, Part A | X | 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.

By January 2019, 50% of students would have achieve mastery on the power standards for problem solving in math and RL. 4 (Determining the Meaning of Words and Phrases in Text) in ELA Midline Assessment.
<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mastery Connect reports will serve as instruments of measure that show student level of mastery on the standards and growth.</td>
</tr>
</tbody>
</table>

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

Our school receive a rating of Highly Effective for QR Rubric indicator 4.2: Teacher Teams. Teams of teachers meet regularly to analyze samples of student work, discuss trends in student mastery using the Mastery Connect tool and make curricular adjustments to improve impact on student learning. Teachers engage in Professional Learning Cycles and use an inquiry approach to improve teaching practice that have high impact on student learning. Team meetings are documented on google docs.

According to Assessment Matter’s Consultant summary report, we need to continue to build and sustain teacher-team capacity to improve formative assessment practices school wide by:

- leveraging coaches to support and monitor the progress of all teams in implementing and tracking common formative assessments, beyond unit and benchmark assessments.

- building the analysis of frequent common formative assessment data, as well as the implementation and testing of effective classroom-based formative assessment practices, into each team’s databased cycles of inquiry.

- Use intervisitations to further spread innovative student centered assessment practices (such as analyzing strong and weak work samples)

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, 90% of teachers will engage in 3 rounds of intervisitations to learn and implement common formative assessment practices to improve student outcomes, resulting in an increase of Advance Rating by 1 level in 3d.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams will engage in professional development in creating common formative assessments, by unit/topic, in ELA and Math</td>
<td>Classroom teachers</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Weekly team meetings and after school planning time will be used to analyze data from the common assessments to inform instructional groups and instruction with a focus on students identified as bottom 1/3.</td>
<td>Classroom teachers</td>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td>Strategies to meet the needs of students that have been identified as bottom 1/3 for each assessment will include flexible scheduling to accommodate small group, scaffolded instruction that is differentiated to meet individual student needs.</td>
<td>Bottom Third Students</td>
<td>October 2018- June 2019</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Host Family Workshops that address parent concerns regarding child development, study skills, and an introduction the the curriculum used in each subject. Assistant principals and the parent coordinator will work with coaches, guidance counselors and teachers to ensure this is first addressed at the September “Meet the Teacher” night and then followed up consistently 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.

Human Resources: Money will be allocated for consultants from Teaching Matters and other vendors to work with our staff to provide direct professional development as well as guide our administration and coaches to create professional development.

Instructional Resources: Money will be allocated to purchase Mastery Connect, instructional literature for coaches and teacher teams and common core tasks.

Scheduling: Money will be allocated for per diem substitute teachers to provide coverage for teachers to attend professional development during the regular school day. Money will be allocated for teachers to earn per session for after school professional development, curriculum planning and participation in parent engagement activities.

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

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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 65% of teachers will have added authentic formative assessments to Mastery Connect tool.

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

Common Assessment implementation will be monitored through the use of Mastery Connect Tool and Table reports which will show how many formative assessments each teacher has added to the Mastery Connect tool.

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

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

An area of strength that aligns to Quality Review indicator 5.1, noted on our Spring 2017 PPO visit, states that we have ensured that teachers understand they’re accountable for monitoring student progress. Data is analyzed and then students who need support are provided academic interventions. Student data is constantly tracked and monitored to determine student growth through a variety of systems that are accessible to administrators, teachers and parents. Analysis of data is collected and reviewed by the instructional leaders to determine teacher and student support.

Feedback from the 2017 PPO, which aligns with the Quality Review Rubric, states that a priority should be placed on highlighting teachers who are strategically using multiple teaching strategies to support all students and who are developing open-ended questions that promote higher order thinking through rigorous tasks.

### Part 2 – Annual Goal

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

By June 2019, 90% of teachers will have participated in at least 3 professional learning cycles where they will collaborate to plan and implement at least 2 out of the 10 thinking practices from Making Thinking Visible by Ron Ritchhart. This will result in an increase in students' engagement in quality discussions measured by peer and self-assessment rubrics.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier I students</strong></td>
<td>October 2018-February 2019</td>
<td>Principals, Assistant Principals, ELA teachers, ENL Teachers, Assessment Matters consultants</td>
</tr>
<tr>
<td><strong>Tier II and Tier III students (i.e. Bottom Third Students)</strong></td>
<td>October 2018-April 2019</td>
<td>Assistant principals, teachers</td>
</tr>
</tbody>
</table>

- Researched based instructional programs to impact change in ELA growth percentiles include the structuring of small group instruction with an emphasis on Guided Reading and Literature Circles K-8. Tier III intervention includes Wilson Reading for high need students (i.e., ELL and SWD and the bottom third students.).
- Professional Development for teachers will focus on a cycle of inquiry around Danielson 1e: Designing Coherent Instruction with an emphasis on multiple entry points and differentiated instruction. Consultants from Assessment Matters will work with ELA teachers to use Mastery Connect Data to make planned and informed decisions about multiple entry points and differentiation to impact student outcomes with ELA curriculum.
- AIS after school program will include 2 days/week of targeted ELA instruction through multiple cycles.

### 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.

Host Family Workshops that address parent concerns regarding child development, study skills, and an introduction to the curriculum used in each subject. Assistant principals and the parent coordinator will work with coaches, guidance counselors and teachers to ensure this is first addressed at the September "Meet the Teacher" night and then followed up consistently 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.

Human Resources: Money will be allocated for consultants from Teaching Matters and other vendors to work with our staff to provide direct professional development as well as guide our administration and coaches to create professional development.
Instructional Resources: Money will be allocated to purchase Mastery Connect, instructional literature for coaches and teacher teams and common core tasks.

Scheduling: Money will be allocated for per diem substitute teachers to provide coverage for teachers to attend professional development during the regular school day. Money will be allocated for teachers to earn per session for after school professional development, curriculum planning and participation in parent engagement activities.

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 | X | 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.

By December 2018, 90% of teachers will have participated in at least 1 professional learning cycle where they will collaborate to plan and implement at least 2 out of the 10 thinking practices from Making Thinking Visible by Ron Ritchhart. By March 2019, 90% of teachers will have participated in at least 2 professional learning cycles where they will collaborate to plan and implement at least 2 out of the 10 thinking practices from Making Thinking Visible by Ron Ritchhart.

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

Attendance from PD sessions.

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

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

Part 1 – Needs Assessment

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

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

Strengths:

According to the 2014-2015 School Quality Review:

- The school has created monthly workshops for parents, on Tuesdays, during which teachers review the curriculum for the coming month, the assessments being used, and student progress. Parents stated that the workshops give them a clearer understanding of the Common Core Learning Standards and provided them with tools to support their children at home with the strategies they learn in school. One parent said she told her child he was doing his homework incorrectly when he was marking his paper with stars, underlining words, and circling phrases, but then she came to a workshop and learned that these were the strategies her son was using. Additionally, parents receive monthly standards-based progress reports.

- Teacher and school leaders effectively use technology-based communication tools for parent out-reach, giving real-time data and to keep them informed of school events. In kindergarten through grade 4 teachers use Class

Needs:

Based on 2016-2017 School Survey, 10% of parents feel that there aren’t enough opportunities for them to come in and view classroom instruction.

Based on parent attendance at monthly workshops, we need to continue to engage parents and families so they are likely to play an active role in supporting their child’s education.

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.
During school year 2018-2019, PS/MS 280 will build stronger partnerships with parents and families so that they are more likely to play an active role in supporting their child’s education which also result in an increase on at least 3 out of the 6 indicators on the parent responses to Strong Family Ties on school survey:

School staff regularly communicate with parents/guardians about how parents can help students learn. (93)

Parents/guardians are invited to visit classrooms to observe instruction. (85)

Parents/guardians are greeted warmly when they call or visit the school. (94)

Teachers work closely with families to meet students' needs. (94)

Teachers communicate regularly with parents/guardians. (93)

Teachers understand families' problems and concerns. (94)
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline 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>
| - 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). | Parents, bottom third students | At least 4 times a year from September 2018-June 2019 | Teachers, Coaches, Assistant Principals and Principal. |
| Host parent workshops to review curriculum for the coming month. | Parents | Each month from September 2018-June 2019 | Teachers, Coaches, Assistant Principals and Principal. |
| Inform families of student progress through Parent Teacher Conferences, Progress Reports, Mastery Connect Student Report. Students who fall in the school’s bottom third will be identified for AIS and partake in additional targeted instruction to meet their needs. | Parents | At least once a week from September 2018-June 2019 | Teachers, Coaches, Assistant Principals and Principal. |
| Provide teachers with time both during the school day and during the after school parent engagement time to plan and prepare for the workshops.  
Provide teachers with time both during the school day and during the after school parent engagement time to plan and prepare progress reports. | Teachers | At least once a week from September 2018-June 2019 | Teachers, Coaches, Assistant Principals and Principal. |
| Use of school based web site and phone alerts to notify parents of workshops as well as all school activities. | Parents | All parent notifications should be sent home through e-mail, put on the school website and also announced over the school phone system from September 2018-June 2019 | School technician, parent coordinator, school secretaries. |
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.

The Bronx GEAR UP Network

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.

Human Resources: Funding will be allocated for consultants from Teaching Matters, who will work with our staff on the curriculum planning and feedback that will guide the planning of the monthly curriculum workshops. Per session money will be allocated for Paraprofessionals will provide baby-sitting services.

Instructional Resources: Funding will be allocated to purchase assessments from each of the ELA and math curriculums used for each grade as well as those that are teacher generated through Mastery Connect.

Scheduling: Money will be allocated to provide per diem substitute coverage for teachers to attend professional development during the regular school day and per session money will be allocated for teachers to attend professional development after school.

Money will be allocated to purchase of school based web site and phone notification system to notify parents of workshops as well as all school activities.

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

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

C4E 21st Century Grant SIG PTA Funded In Kind Other

Part 5 – Progress Monitoring

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

By February 2019 we will see evidence of parent involvement through sign in sheets from at least two activities inviting parents into the school.

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

School Survey will be used as the instrument of measure to assess progress on this goal.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students who fall in the bottom third range on ELA State Assessment</td>
<td>Small group reading instruction, Close Reading Strategies, Scaffolded reading protocols, Written Responses to Prompts, Performance Tasks related to standards.</td>
<td>$small group</td>
<td>During and After School</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students who fall in the bottom third range on MATH State Assessments</td>
<td>Small group instruction, Fluency, Computation and Standards Based Performance Tasks</td>
<td>$small group</td>
<td>During and After School</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students who fall in the bottom third on Science State Assessments</td>
<td>Standards Based Performance Tasks</td>
<td>$small group</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students who perform in the lowest 1/3 on standards based classroom work.</td>
<td>Standards Based Performance Tasks</td>
<td>$small group</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students will be identified by classroom teachers, administrators and families if at risk guidance is required.</td>
<td>One-on-one or small group counseling for 4 week cycle.</td>
<td>One-on-one or small group.</td>
<td>During and After School</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

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

   - 140

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

   Our belief is that in order for students to progress academically all aspects of a child’s development must be addressed and nurtured.

   This is especially true of our STH population.

   STH funds have been used in the following manner:

   - to purchase multiple uniform shirts for students
   - to purchase book bags containing supplies such as notebooks, pencils etc.
   - to purchase independent level reading books so that student's can create home libraries
   - to purchase various school supplies crayons, markers, etc. that are distributed throughout the course of the year as they are consumed
   - I pads and chrome books have also been obtained for student use

   School staff employs a team approach and closely monitors the progress and well-being of our STH.
   Key staff members are made aware of each child's situation and the following safety nets and strategies and put into place:

   Pupil accounting secretary ensures that the child and parent are provided with metro cards and helps to ascertain other modes of transportation such as a school bus. This helps alleviate anxiety on both the parents and child's part and makes it easier to get to school on time and have good attendance (most shelters where students are placed are typically very far from the school's they attend)

   The Assistant Principal through her efforts with the Helen Keller Foundation has made it possible for the student’s to receive free eyeglasses.
The Parent Coordinator meets with each family member to welcome them and also offer any support and guidance that is needed.

Guidance Counselors and the Sapis Counselor provide group and individual counseling.

Cafeteria Staff has been informed that they must provide some type of meal/snack at any point of the day when the child arrives to school.

Every effort is made to include the student's in all extended day intervention programs and enrichment programs. (transportation is made available and options offered so the student's can attend)

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

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

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   N/A

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.

   N/A
Section 8: Title I Program Information

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

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Currently, 100% of the teaching staff is highly qualified teachers. In order to maintain 100% HQT status, administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. The Pupil Personnel Secretary will work closely with our network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support new teachers, under qualified teachers, and struggling teachers.

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).

Our administration along with the coaches will plan weekly professional development sessions where teachers refine their practice in preparing students for college and career readiness. Specific PD topics include,

- Understanding and using the Danielson Framework for Teaching
- Revising the ELA and Mathematics curricula
- Devising multiple entry points for our struggling, ELL and IEP students
- Analyzing and monitoring individual student data from 4 ELA and 4 Math Simulations
- Professional development on the Common Core Standards (CCS) and aspects of the DOE Instructional Shifts in ELA/Literacy and Mathematics.
- Promoting Social Emotional Learning to develop the whole child
- Utilizing the Mastery Connect Tool to assess and communicate student achievement against the standards
- Providing students with meaningful actionable feedback
- Sharing Best Practices
In addition to the PD, supervisors and coaches will provide differentiated professional support (modeling, interclassroom visits, 1:1 tailored planning meetings, as deemed necessary, or requested); continuous access to professional in class support – as requested and/or required; new teachers meet weekly with their grade leader, or coach, to receive mentoring; all teachers participate in 1:1 meeting with supervisor, following an observation, for timely and actionable feedback that is based on the Danielson framework for Teaching.

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.).

Kindergarten Orientation is held in June prior to a child’s entrance into Kindergarten at PS/MS 280. Two sessions are held, one in English and one in Spanish. During this session parents are invited to the school to meet the kindergarten teachers and walk through the current kindergarten classrooms. The Math and Literacy Coaches also provide an introduction to the curriculum and learn more about the emotional/social transition their child will face from the guidance counselor.

Our Response to Intervention Team (RTI) provides parents with resources for struggling Kindergarten students so they can receive early intervention services as needed.

Through the “Turning 5” process, IEP’s are generated for Pre-K students as needed as they transition to Kindergarten.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are consistently encouraged to give feedback during all PD’s a well as asked to submit suggestions privately if they prefer.
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.</th>
<th>Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>871,141.00</td>
<td>X</td>
<td>5a,5b,5c,5e</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>67,711</td>
<td>X</td>
<td>5a,5b,5c,5e</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>19,278</td>
<td>X</td>
<td>5a,5b,5c,5e</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>4,192</td>
<td>X</td>
<td>5a,5b,5c,5e</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>5,672,785</td>
<td>X</td>
<td>5a,5b,5c,5e</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

*(Required for All Title I Schools)*

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

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

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

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 280, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PS/MS 280 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
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

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

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

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

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

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

Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

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

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

School-Parent Compact (SPC)

PS/MS 280, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

II. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;

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

- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

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<table>
<thead>
<tr>
<th>Part A: School Information</th>
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<tbody>
<tr>
<td>Name of School:</td>
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<tr>
<td>This school is (check one):</td>
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<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
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<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
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<tr>
<td>☐ Before school</td>
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<tr>
<td>Total # of ELLs to be served:</td>
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<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5</td>
</tr>
<tr>
<td>☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
</tr>
<tr>
<td># of content area teachers:</td>
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</table>
The goal of our ENL Title III program is to empower our ELLs with the necessary skills, so that they can become English proficient and meet the Common Core Learning Standards. It is our belief that ELLs acquire English language skills by being immersed in the language. The children will be taught in English, however Native Language will be used to provide support to children who need it. The teachers will incorporate various ENL strategies, methodologies and good practices in their lessons. The ENL standards and the Common Core Learning Standards will be an integral part of lesson planning. After examining the NYSESLAT and NYSITELL results along with the ELL Data Analysis Tool (EDAT), pertinent information will be utilized to develop an instructional program that will promote academic achievement for ELLs specifically in their sub groups. ELL sub groups will encompass Newcomers, Developing, Long-term, SIFE, ELLs with disabilities and former ELLS. Our after school program will focus on developing the four language modalities: listening, speaking, reading and writing. The program will consist of 5 classrooms: one kindergarten class that will service all language proficiency levels-Entering, Emerging, Transitioning, Expanding and Commanding and one first grade class of all proficiency levels, one second grade class which will service all language proficiency levels, one third grade class of all proficiency levels and one fourth grade class with a focus on long term and Commanding ELLs. Each class will service from 15-24 students of different language proficiency levels. The ENL teachers and the content area teachers will work in both flexible grouping instruction and whole class instruction. In order to provide specific language instruction, an ENL teacher will push into three of the classrooms being taught by content area teachers. For example, an ENL teacher will work in the Kindergarten class for twenty five minutes and then rotate to first grade classroom for twenty minutes and then the 3rd grade classroom for twenty minutes. During this time, the ENL teacher will provide explicit language instruction while being supported by the content area teacher. The other two ENL teachers will provide their own language instruction in their perspective classrooms of second and fourth grades. The schedule will be as follows: 2:45pm-3:00pm Developing Academic Vocabulary /or Phonological Awareness, 3:00pm-3:30pm Building Comprehension- Mini Lesson:Teach/Model (Listening,Speaking & Reading), 3:30pm-4:00pm Practice/Application & Share (Listening, Speaking, Reading and Writing). Approximately, 95 children will be serviced under Title III. The program will be offered to all ELLs within the grade spans and the various ELL sub- groups including SETSS and SWDs. The program will meet twice a week-Wednesdays and Thursdays for an hour and fifteen minutes. Five bilingual Educational Assistants, who will be paid for from another funding source, will also facilitate with small group instruction in the kindergarten, 1st grade, second grade, third grade and fourth grade.

The teachers will choose a theme in which the children will be totally immersed for a duration of four to six weeks. The children will develop the four language modalities of listening, speaking, reading and writing via thematic units of study. An emphasis will be placed
Part B: Direct Instruction Supplemental Program Information

on developing thematic units throughout the content areas. A specific focus will be placed on building literacy skills, reading comprehension and writing in the upper grades. The teachers will purchase materials that will enhance the thematic units of study as well as deepen the children's understanding of various concepts and topics. The materials purchased will be tailored to promote and facilitate the acquisition of language. These materials are supplemental and differ from the materials used throughout the school day. Title III will fund an array of materials for example, Continental Press-Chall Popp Phonics, Read, Reason and Write: New York Animals, Bears and Legends of America's Past, Phonics by Pearson on all levels, Lakeshore vocabulary development activities, bare books, notebooks, oak tag, folders, crayons, pencils, paper, markers and other consumables as well as art materials for culminating activities. In addition, we will use some units from National Geographic-(Windows on Literacy & Reading Expeditions) Language, Literacy and Vocabulary. The RIGOR- intervention for ELLs kit will be used in the upper grades as well. Thematic units might include Dinosaurs, Bears, Transportation, The Solar System, Wolves, Animals of the Polar Region, Nocturnal Animals, Mexico, Ancient Egypt, China, India, United States, Ocean Life, Rain Forest, Animal Habitats, Fairy Tales like the Cinderella stories around the World, Tall Tales and Food and Nutrition. Fiction and Non-Fiction books as well as Poetry and the Arts will be used to enhance each theme. Throughout the development of each theme, the content areas of science, social studies, and math will be addressed. The thematic units will run for the duration of a couple of weeks to a month. Once a theme has been completed, another one will be chosen. At the conclusion of each thematic unit, the children will produce a culminating activity. The children and teachers will partake in the decision of which theme is chosen next. The proficiency levels will also be considered in order to provide differentiation of instruction. They will also keep a portfolio of all their work. The children will also develop and create books and crafts which will reflect the specific thematic units which they have been learning about. At the end of the program, the children will have a celebration of their work and they will receive a completion certificate. The parents will be invited to attend the celebrations. On occasion, the parents may be asked to volunteer for classroom projects or to give a presentation. The program will begin on January 23, 2019 and will continue until the NYSESLAT (May 4-15, 2019). The program will be offered to the 3 ENL certified teachers as well as 3 content area teachers.

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: 

Teachers who are part of the After School Title III will be offered a series of four mini-workshops. The workshops will be offered once a month for an hour and fifteen minutes. These workshops will be offered on a Friday. The teachers will be given Per session pay from the Title III budget. The workshops will be conducted by the Bilingual Coordinator who holds an Elementary license and a bilingual extension, an ENL certified teacher who holds an ENL license, the Testing Coordinator who also holds an ENL license and the Literacy Coach who holds a Common Branch license. The purpose of these workshops is to provide teachers with support, strategies, ideas and best practices as they promote second language acquisition in
Part C: Professional Development

their class. The Professional Development Program will provide the following opportunities for the after school staff members:

a) Overview of the Common Core Learning Standards as applied to ELLs & Using the ELL Data Analysis Tool (EDAT) to drive instruction: NYSITELL and NYSESLAT (January 17, 2019)
b) Teaching Advanced Literacy Skills Nonie K. Lesaux, Emily Phillips Galloway and Sky H. Marietta Revisiting Hallamark 4 - Vocabulary (February 14, 2019)
c) SIOP Model and Differentiated Instruction (March 14, 2019)
d) Literacy/Writing Strategies and best practices that can be used for the ELA/NYSESLAT (April 18, 2019)

Four Professional Development sessions will be offered. The duration of each session will be one hour and fifteen minutes. The teachers will outline, highlight, discuss and devise a list of Best practices and Reading and Writing Strategies that they will use during small and whole group activities and instruction. In addition, Agendas for these sessions and attendance sheets will be kept on file by the Bilingual Coordinator.

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 promote parental participation, parents will be offered workshops that will enable them to extend the themes at home and provide them with strategies and activities that they can use to help their children. The workshops will be provided by Health Professionals, Community Leader Representatives, School personnel and a Motivational Speaker. The Bilingual Coordinator who holds an Early Childhood license with a Bilingual Extension and an ENL certified teacher will facilitate the workshops. The workshops will be offered once a month starting with the month of January and ending in the month of April. The workshops for January through April will be an hour and half. Refreshments for these workshops will be provided by another funding source. The workshops for January, February and March will be offered during the school day. The workshop in April will be offered during the afterschool hours. Some of the following topics will be offered to parents:

- Health and Nutrition: Staying Fit and Making Healthy choices presented by Montefoire Hospital (January 25, 2019)
- The Implications of Living in a Technological Era - A world of Smart Technology - Presented by our School Technology Department (February 22, 2019)
- Tapping into Community Resources - community based organizations presented by the New York Public Library or Bronx Borough President's office (March 22, 2019)
- Motivational Workshop: Prioritizing things in your life based on the concept of The 7 habits of Highly Effective families by Stephen R. Covey Presented by Mitchell Fleiss (April 26, 2019)
**Part D: Parental Engagement Activities**

These workshops will be offered to the parents of all ELLs but a special emphasis will be placed on the parents of students who are participating in the Title III Extended Day Program. Although the workshops will be offered in English and Spanish, speakers of other languages who require a translator will have the opportunity to request one from the school in advance. As per the language and interpretation regulation, a translator will be provided. Refreshments will be served at every workshop. The parents will be notified via written communication (letters), phone calls, fliers will be placed throughout the school building and reminder letters will be sent home as well. The materials to be purchased for these workshops will include copy paper for handouts, folders, take-home projects, writing tools and chart tablets. These materials will be funded by Title III. Agendas and the attendance sheets will be kept in a file by the Bilingual Coordinator.

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
<td><strong>Budgeted Amount</strong></td>
</tr>
</tbody>
</table>
| Professional salaries (schools must account for fringe benefits)  
  • Per session  
  • Per diem | N/A | N/A |
| Purchased services  
  • High quality staff and curriculum development contracts. | N/A | N/A |
| Supplies and materials  
  • Must be supplemental.  
  • Additional curricula, instructional materials.  
  • Must be clearly listed. | N/A | N/A |
| Educational Software (Object Code 199) | N/A | N/A |
| Travel | N/A | N/A |
| Other | N/A | N/A |
| **TOTAL** | we are conceptually consolidated | N/A |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>10</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>280</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>P.S./M.S. 280</td>
<td></td>
<td></td>
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</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>Mr. James Weeks</th>
<th>Assistant Principal</th>
<th>Christina Aiello</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Dahiana Adames</td>
<td>Coach</td>
<td>Danielle Navatta</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Sandra Garcia-ENL Teacher</td>
<td>School Counselor</td>
<td>Rhona Weiss</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Antionette Dibiase-Test Coor.</td>
<td>Parent</td>
<td>Bartola Vasquez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
<td>Parent Coordinator</td>
<td>Nyesvanova Rodriguez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Lourdes Garcia-SETSS</td>
<td>Field Support Center Staff Member</td>
<td>Socorro Diaz</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Maribel Hulla</td>
<td>Other (Name and Title)</td>
<td>Rosalia Medina-ENL Coor.</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

- Number of certified ENL teachers currently teaching in the ENL program: 3
- Number of certified bilingual teachers *not* currently teaching in a bilingual program: 1
- Number of teachers who hold both content area/common branch and TESOL certification: 1

- Number of certified bilingual teachers currently teaching in a bilingual program: 0
- Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12): 0
- Number of teachers who hold both a bilingual extension and TESOL certification: 1

- Number of certified ENL teachers *not* currently teaching in the ENL program: 0
- Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]: 0
- Number of special education teachers with bilingual extensions: 0

D. Student Demographics
Total number of students in school (excluding pre-K) | 895 | Total number of ELLs | 141 | ELLs as share of total student population (%) | 15.75%

**Part II: ELL Demographics**

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

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

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

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<th>Tot #</th>
</tr>
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<tbody>
<tr>
<td>TBE</td>
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**Part III: Assessment Analysis**

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

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

   Paste response to questions here:

   Some of the assessments tools used to assess early literacy skills for ELLs are DRA (K-5), Reading Street -Benchmarks and unit exams,leveled readers,Teachers College-Running Records (6-8), Fountas and Pinnell for Reading levels correlations. In addition, the ENL teachers use National Geographics-Reach and Benchmark Explorers. In Reach, the children are assessed at the end of each unit of study and are grouped by language proficiency levels: Entering, Emerging, Transitioning and Expanding. Teacher observation and differentiated teacher created assessments are also used for examples performance sampling based on specific tasks, integrated curriculum projects, multimedia presentations, story re-enactment, leveled questions, dioramas cooperative group presentations, buddy presentations and language experience activities. The insights that the data provides...
about our ELLs is that there is a need to create more rigorous lessons that would engage students. ELLs need to be provided with activities that will enhance their interpersonal communication skills as well as developing critical thinking skills.

2. **What structures do you have in place to support this effort?**
   In order to ensure that formative assessments are being used as a guide for instructional planning, during formal and informal observations, school administrators view teacher plans and provide feedback for observations. Using Danielson, Administrators focus in on differentiated instruction, quality of instruction as well as rigor and how ELLs are being addressed in the instruction and the assessments used. This process is done for both the monolingual and ENL teachers. On occasion, during grade meetings or professional development, the teachers are asked to share best practices during a lesson with other teachers and this creates a forum for self assessment and peer assessment.

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?**
   Paste response to question here: The success of the ENL program and the services provided to our ELLs will be measured by how well the children perform on the NYSESLAT as well as other summative assessments. The growth can also be measured by the transition from one proficiency level to the next as well as their scores on the NYS ELA and Math exams. Meeting annual yearly progress for ELLs is another way of evaluating the success our programs. In addition, our school has purchased new Reading programs which are aligned to the Common Core State Standards. For example, Reading Street, Reach, Inside and Inside USA. Many of these programs have an ELL support resource section with an additional technology component as well as benchmarks and unit assessments. Mastery Connect and MY Cengage are also utilized to record students’ scores on assessments used for both math and reading. Parents are also provided with progress reports.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**
   Once the summative data has been gathered, the ENL teachers, the ELL Coordinator and both the Literacy and Math Coaches will devise a plan that would better address the needs of the ELLs. For example, which class would benefit from push-in or pull-out ENL instruction? What students need individualized instruction, small group, Response to Intervention or Academic Intervention Services?

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**.]
   Paste response to question here:
   Our school uses data as a guiding tool for instruction. Data is also used to determine what services should be put in place. One of the purposes for using a Response to Intervention model is to ensure that ELLs are given an opportunity to receive rigorous instruction while preventing children from being referred to special education because of lack of language skills. This model is used to build on the standard core curriculum utilized in classrooms. It provides intervention through a 3 tiered system of instructional support. The 3 Tiers of Instructional Support are Core of Instruction-Tier I, "Double Dose" of Instruction-Tier II and Intensive Intervention-Tier III. The levels of support can increase or decrease based on the individual needs of each ELL. Through assessment and evaluation, students growth is closely monitored. Often ELLs are placed at the center of Language acquisition vs Learning disability. The RtI framework affords ELLs who are far below standard, to receive instruction that is on their cognitive level. This instruction is an intervention. Once intense instruction is provided and students show growth, there may not be a need for the students to continue to the next tier. Our ELLs are also invited to the Academic Intervention Services Afterschool Program. The teacher’s focus on skill specific, individualized, and small group instruction.

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].
   Paste response to question here:
   Assessment Analysis of the NYSITELL/NYSESLAT 2017-2018
   The data reveals that 13.6% of our ELLs are Entering, 15.6% are Emerging, 19.7% are Transitioning, 51% are Expanding and 20% are at the Commanding level. The data further reveals that as children transition from one grade to the next, they generally move up a proficiency level or remain on the same level. This is extremely crucial as this affords us the opportunity to meet our AMAOs 1 and 2. Patterns across the modalities will affect instructional decisions made be the ENL teachers and
the scores will be shared with the classrooms teachers as well. The teachers will tailor their lessons to meet the needs of ELLs across all language modalities and provide more focused instruction. The ENL Coordinator will also use this data to order appropriate materials to further help the ELLs with the academic areas of need.

According to the most recent English Language Arts exam, 84% of our 4th grade ELLs scored on Level I and 15% scored at Level II. In the 5th grade 50% of our ELLs scored at Level I and 50% scored at Level II. In the 6th grade, 90% of our ELLs scored at Level I and 10% scored at Level II. In the 7th grade, 90% of the ELLs scored at Level I and 10% scored at Level I. In the 8th grade, 100% of our ELLs scored at Level I.

According to the most recent New York State Math exam, 62.5% of our 4th grade ELLs scored at Level I, 31% scored at Level II and 6% scored at Level III. In the 5th grade, 52% of our ELLs scored at Level II and 47% scored at Level II. In the 6th grade, 86% of our ELLs scored at Level I and 7% scored at Level II and 1% scored at Level III. In the 6th grade, 54% of the ELLs scored at Level I and 46% scored at Level II. In the 7th grade, 54% of the ELLs scored at Level I and 45% scored at Level II. In the 8th grade, 100% of the ELLs scored at Level I.

Our ELLs performed slightly better in the NY State Math exam than on the ELA. More ELLs scored at level II in math as opposed to the ELA where more of our ELLs scored on Level I. More emphasis will be placed on helping ELLs to develop more reading skills, vocabulary strategies and writing skills. ELLs in grades 4th and 6th scored higher at Level II part to do with the fact that they piloted the Modules from Engage. These modules, although very rigorous, provided students with more exposure and structure. Writing on Demand and look back and write also provided students with more scaffolds for their writing.

According to the New York State Science exam, the 4th grade results were as follows: 10% of the ELLs scored at Level I, 40% scored at Level II and 40% scored at Level III and 10% scored at Level IV. In comparison to last years Science scores, our ELLs scored higher this year than last year. The increase in scores could be attributed to the increase of rigor in science and non-fiction genre study throughout our grades. It is imperative that we continue to provide our ELLs with high-quality instructional practices, scaffolds and numerous strategies.

Our ELLs are closely monitored and are provided with ENL services as per New York State CR Part 154 mandates. English Language Learners who are in the proficiency levels of Entering and Emerging are provided with 360 minutes of ENL instruction per week. ENLS who are at the Transitioning and Expanding levels of language proficiency are provided with 90 minutes of ENL and 90 minutes of ELA. Additionally, ELLs who have scored Commanding in the NYSESLAT will continue to receive services for an additional two years. They will be provided with 90 minutes of integrated ENL in ELA, Math or any other Content Area. The ENL teachers as well as the classroom teachers who have ELLs, group them according to their language proficiency levels and reading levels. The ENL teachers create rigorous and challenging lessons that promote the four language modalities of Listening, Speaking, Reading and Writing. In addition, an array of teaching materials, tools, manipulatives and literature pieces both fiction and non fiction are used to compliment the different learning styles. Since the data reveals that our ELLs are not performing well in the ELA exam, there will be a greater focus in both reading and writing. Children will be provided with additional scaffolds that will target literacy and writing instruction as well as reading and writing strategies. Our ELLs will also have the choice of participating in after school programs like AIS-morning or afternoon, Saturday Academy, Title III-Extended Day and a new Morning Program specifically designed for Entering ELLs in grades 6-8. The ELLs will also be assessed through the following programs: Fundations and Wilson, Reading Street Benchmark for Guided Reading and Reach and Inside for freestanding ESL. They will receive instruction in strategies and skills for ELA and NYSESLAT exams using National Geographic Reach, English at Your Command, Continental Press and thematic units of study. Teachers will monitor ELLs progress using data, formal and informal assessments, running records, DRA, Periodic & Standardized assessments and writing and math benchmarks. ELLs will be provided with extensive and diverse vocabulary instruction, strategies and skills for reading and writing and small group reading interventions. Additionally, a focus will be placed on supporting ELLs to engage in quality discussions. Although the ELL periodic assessment was not utilized this school year, it is definitely a consideration for next year. In the past it served as a tool for identifying the students’ areas of needs and teachers used it to gain a better understanding of the skills their ELLs were strong and weak in.

In conclusion, since one of our school goal is to use data to drive instruction, teachers will utilize Envision Math, Reading Street, Expeditionary Learning and Code-X and engage modules to track their students. Students will also be held accountable for their learning as well through Peer and self assessments and conferring notes. Students and teachers will also keep work portfolios, further track their work.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
In order to disseminate these findings and make adjustments to our programs, the language allocation policy team will provide staff with opportunities to engage in conversations and feedback regarding ELLs and their sub groups. Time will be allotted for such discussions to take place during grade meetings, parent meetings with teachers and after school staff professional development guided by administration and coaches.

**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.
      Paste response to questions here: At present the numbers of ELLs being serviced are as follows: K=18, 1st grade=14, 2nd grade=17, 3rd grade=25, 4th grade=17, 5th grade=23, 6th grade=14, 7th grade=15 and 8th grade=07. The number of ELLs being serviced is 147. This number includes both part time and self contained special education students. 15.75% of our school population are ELLs. The ENL students who are in an ENL pull out model are grouped and instructed homogeneously according to their language proficiency level as per the NYSESLAT and NYSITELL. When using the push in model of ENL, the children are grouped heterogeneously. The ENL instruction provided runs in intervals of 45 minute periods per day. ELLs who require 360 minutes of ENL instruction meet 8 periods a week, ELLs who require 180 minutes of instruction meet 4 periods a week and Commanding students who require 90 minutes of instruction meet 2 periods a week.
   b. TBE program. *If applicable.*
      Paste response to questions here: At the moment, we do not have a Transitional Bilingual Program at our school.
   c. DL program. *If applicable.*
      Paste response to questions here: At the moment, we do not have a Dual Language Program at our school.

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)?
      Paste response to questions here: The organization of the ENL program, ensures that the mandated services are provided as per CR Part 154-2. The flexibility in scheduling that the ENL teachers have allows them to organize their groups by proficiency levels. The ENL teachers meet with the classroom teachers to devise a schedule that best meets the needs of the ELLs in each class. Our ENL teachers who provide ENL services are certified and provide both Pull-Out (organizational model) and Push-In (Co-Teaching) ENL instruction. Entering and Emerging ELLs are provided with 360 minutes per week of ENL instruction and Transitioning and Expanding ELLs are provided with 90 minutes of ESL and 90 minutes of ELA instruction for a total of 180 minutes per week. Commanding students are provided with 90 minutes a week of support via ELA/Content area.

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.
   Paste response here: ENL instruction Pull-Out model is delivered via the content areas with an emphasis in literacy, writing and math. Although the main language used for instruction is English, Spanish as well as other languages will also be used when necessary. Either the teacher will translate or interpret or a student who dominates the specific language will be asked to do so. Additionally, glossaries, picture dictionaries, thesaurus, picture cards, bilingual dictionaries and realia will be used to support native language as well. The teachers use materials aligned with the common core learning standards. Talking dictionaries are also used. During the Push-In model of ENL instruction, the ENL teachers support the classroom teacher using...
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Paste response to question here: Since we do not have a bilingual or dual language program at this time in our school, ELLs who need interpretations or translations whether its school related or personal have never been denied the service. A trained staff member or pedagogy will assist children when necessary.

5. How do you differentiate instruction for each of the following ELL subgroups?

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

Paste response to questions here:

a) Students who are SIFE are also provided with additional services. Parents are interviewed at registration to further assist the school with information pertinent to the child’s educational background thus ensuring proper class placement. When students arrive at our school, they are given an informal assessment. Students are assessed in their classrooms and are provided with the opportunity to work with small multi-level groups. We do our best to pair the SIFE students with another student of the same country in order to provide them with additional support. The students are reintroduced to a school setting. Students and parents are also given the opportunity to meet with a guidance counselor, the dean and the teacher. Staff members are also made aware of these students and are provided with ideas, activities and training that can further facilitate and support them. These students are also carefully monitored in order to organize a plan that would focus in on the their weaknesses and strengths. In addition, they are provided with the same educational materials as all the other ELLs.

b) The plan for Newcomer ELLs includes a parent workshop or individual conference for the selection of a program that best meets the needs of the ELLs and their parents. Once our ELLs are identified and placed in their program selection, they are then provided with the services of English as a Second Language using the push-in and pull-out models. In addition, our ELLs are provided with a class buddy/partner, AIS, differentiated instruction, scaffolding, SIOP model, time for transition and after school programs. In order to address the No Child Left Behind policy, student’s progress is tracked and monitored as these children will be required to take the ELA after one year. To ensure students are prepared, the ENL teacher provides these students with two ESL units with intense focus on language acquisition. In addition, these children also receive English Language Arts in their regular school program.

c) Students receiving 4 to 6 years of English as a Second Language are also monitored in order to provide them with tailored instruction based on the results of the NYSESLAT modalities, ELA, State exams, teacher assessments, class work and homework. Afterwards, the students are provided with services according to their individual needs. These services may include Fundations, Wilson, Guided groups for Reading and Writing, Early Intervention/At risk and Extended Day. Additionally, ELLs who have reached a proficiency level on the NYSESLAT will be provided with two years of transitional support through testing accommodations, peer tutoring, AIS instruction and special programs offered after school.

d) Long term ELLs are provided with all mandated services and safety nets such as AIS support in Literacy and Math, Saturday Academy, individualized or small group instruction and regular meetings with the guidance counselor. The ELL Coordinator monitors their progress and ensures that they receive the necessary services. Teachers provide students with meaningful feedback on their work and allow students the opportunity to self assess and set educational goals for themselves. In addition to the city and state standards, teachers provide exemplars so students can have models. Students are also trained on different rubrics for the various writing genres. They are encouraged to make connections across other disciplines. Accountability also includes monitoring the funding allotted to facilitate second language acquisition and the effective use of classroom materials purchased. The materials purchased vary and are age appropriate. Instructional materials include collections from Reach for grades K-5, Lakeshore manipulatives such as create a Word and flip charts, Into English, English at your Command, Rigby for ELLs, authentic literature from Lectorium, book baggies with CDs, bilingual supplementary libraries and dictionaries, updated software, Big Books and thematic units. All supplementary materials are used to enhance context and content skills. The following are used as support: hands-on manipulatives, realia, pictures, multimedia, demonstrations, adapted text, graphic organizers, outlining, note taking, leveled texts and study materials, highlighted and "reading street, code-x and Expeditionary Learning."
taped text, literature circles and cooperative grouping.
e) The plan to support ELLs who pass the NYSESLAT is to continue to provide them a per mandate, with additional 2 years of support for additional testing accommodations, continue to allow them access to special ELL programs permitting space, small group instruction and access to the ENL resources if needed. These students will be provided with push in or pullout ENL support in the content areas for 90 minutes a week. In order to provide ELLs who have passed the NYSESLAT with transitional support, the children will be tracked and monitored. In doing so, support will be provided in the subject areas as needed per individual students. In order to determine what supports are needed, various forms of assessments will be utilized as well as City and State exam results. Title III will also be offered to these students as well as testing accommodations. All our ELLs are exposed to Smart boards, laptops and classroom computers. The programs used vary.

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?**

Paste response to question here: P.S./M.S. 280 has a Kindergarten Collaborative Team Teaching class and a Kindergarten /1st grade self contained, Special Education class 12:1:1, a 1st grade CTT, a 2nd grade CTT and a 2/3 self-contained Special Education class-12:1:1, two 3rd grade Collaborative Team Teaching classes, a 4th grade Collaborative Team Teaching class, a 4/5 Self-contained Special Education class-12:1:1, two 5th grade Collaborative Team Teaching classes, a 5th/6th grade Self Contained 12:1:1, two 6th grade Collaborative Team Teaching classes, a 7th grade Self-contained Special Education-12:1:1, two 7th grade CTT classes and an 8th grade Self Contained 12:1:1 and one 8th grade CTT. The school is addressing alternative placement in Special Education by supporting students who are in the mainstream and providing them with all the support services they require or are entitled to as per their IEP. Such services include: an educational assistant to support the child’s academic and language needs, occupational therapy, speech therapy, physical therapy, SETSS (Resource Room), Wilson Reading program, guidance counseling, I.S.T. evaluations/child study, updated IEPs, referrals with follow-up phone calls and feedback, parent meetings to discuss student progress, monolingual placement and bilingual referrals as well as CSE Type III alternative placement. Some of the instructional strategies teachers use for ELLs with disabilities include: multi-sensory approach, modeling every activity, using mnemonic strategies to promote memory association, direct instruction, pacing instruction carefully thus ensuring clarity, presenting technical content in small incremental steps, writing legibly with focused text, using props to present narrative situations in a vivid and clear manner, using highlighters and underlining key words, using word frames, visual cues, outlining texts with a focus on the main idea, and using various forms of assessments. The materials used to provide instruction varies. Some materials include: foam, raised and magnetic letters and numbers, dry erase boards, counters, beads, making word cards and other hands-on and teacher created activities. Grade appropriate materials are purchased such as make a word center from Lakeshore, technology and educational short videos and teachers bring in realia when introducing a new concept. For example, using real fruits and making a salad, tens frames, abacus and large cube manipulatives for counting.

In order to meet the diverse needs of ELLs with disabilities within the least restrictive environment, the school has scheduled support periods within some teachers’ programs. Some teachers provide math support and small group instruction and other teachers provide literacy support or small group instruction. These providers work closely with the classroom teachers in order to integrate the class curricula with the instruction provided. The children chosen for small group instruction are usually identified by the classroom teachers, school administrators, exam history or are IEP driven. Additionally, ELLs who are classified with learning disabilities are served as per their IEP and usually receive multiple services.

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?**

Paste response to question here: The school uses curricular, instructional and scheduling flexibility to enable ELL-SWDs to achieve and attain English proficiency within the least restrictive environment. The teachers on each grade level meet weekly with the coaches and support staff to engage in conversations and protocols focused on student progress, analyzing student work, using data to drive instruction and analyzing performance trends on Mastery Connect. The teachers then use their findings and analysis to create differentiated activities and lessons, adjust curriculum and instructional practices and pace lessons within units of study. Through small guided groups and one on one instruction, the children are then taught as per their IEP goals and language proficiency level.
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.

Paste response to question here: The targeted intervention programs for ELLs in ELA, math and other content areas are: Response to Intervention, Academic Intervention Services, Guidance Counseling, Small Group-Guided Instruction, Wilson, Foundations, Saturday Academy and Title III Morning or After school for ELLs. Although the language of instruction is English, interpretation and translations are also provided in Spanish, if needed.

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

Paste response to question here: For the upcoming school year, the school is considering an AIS after school program for grades 4-8. This program will be offered in addition to Saturday Academy and Title III for ELLs. Title III will now service more children and an extra class has been added to service more third grade students since there are so many of them. The program will continue to run after school for two days a week for the duration of five months for an hour and fifteen minutes each day. Additionally, a morning program will also be implemented for grades 5-8. Our goal is to promote language acquisition through the content areas of Science, Math, Social Studies and improve in Reading and Writing through the study of thematic units and small group instruction. In addition, as part of the Title III After school program, the children will be using National Geographics and RIGOR from Benchmark.

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

Paste response to question here: Many years ago, before the parental option initiative was introduced, our school had a bilingual-Spanish/English program that consisted of a Kindergarten and a 1st grade and 2nd grade bridge class. As the demographics of our school community changed, so did the need of our parents. Although the parents were informed of the importance and the benefits of bilingualism, the parents were not persuaded. Parents’ desire for bilingual education began to decrease. Presented with the choices of bilingual, dual language and ENL services, parents began opting for the latter choice, thus the bilingual program at our school phased out. We will continue, however, to enhance existing programs and tailor lessons and activities to meet the needs of our students. We will continue to provide the students with quality instruction and promote high standards for all our English Language Learners.

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

Paste response to question here: ELLs are afforded equal access to all school programs. Because our ELLs are on different language proficiency levels, ELLs are able to take advantage of various programs as long as they meet the criterion for these programs. They are not excluded from school wide activities and events. They are represented in all our after school programs: basketball, volleyball, flag football, soccer, green team, yearbook committee, track and dance AIS Saturday Academy, Immigrant Grant morning program, Title III- ENL After school, Advisory, Life Skills, Las Divas, Peer tutoring and Project Gear Up-provides Academic services throughout the day for 8 th graders, Bronx Arts Ensemble promotes music, art, chorus and dance for the Middle School students.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Paste response to question here: There are various instructional materials used to support ELLs. With this being said, ELLs are given all materials used by the monolingual programs as well as materials that have been purchased to meet the specific needs of all ELL sub groups and targeted proficiency levels. In Literacy, the Elementary level ELLs use Reading Street (K-4) that has an English Language Learners Handbook for each grade and in the Middle School Level, ELLs in 5 th grade use Expeditionary Learning(modules from Engage). With the help of the ENL teacher, the classroom teachers have created parallel tasks and activities for the ELLs and SWD’s. ELLs in grades 6-8 use Code-X when needed, there exists differentiated tasks. In Math, the Elementary level ELLs as well as the middle school ELLs use Envision Math (K-8) the program also provides a response to Intervention piece that is used for differentiated instruction. All programs mentioned above come equipped with a technology piece. The teachers are able to show the children samples, videos and print resources and assign work. Parents have access to online resources in some cases both in Spanish and in English. These programs have built in bench marks and assessment pieces. In the free standing ENL program, the children have their own materials that has been specifically designed for ELLs and is Common Core Aligned. The Elementary students use Reach by National Geographic-Cengage and the
Upper grade students use Inside and Inside the USA. Both programs have a technology component as well. This affords teachers the opportunity to model lessons, demonstrate strategies, show beautiful realistic pictures where available, assign work to students, share interactive activities for the children. The ENL teachers can create, enhance and edit the lesson plan units on-line. The programs also have assessments pieces after every unit. The lesson plan format promotes the language modalities: listening, speaking, reading and writing.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: Native language is supported by providing the students, when necessary, with translations of texts, bilingual books, glossaries, dictionaries, native language articles, books, literature and computer software. ELLs are also supported through small group instruction. During this time, students might feel more comfortable using native language to communicate their ideas clearer, clarify key points and vocabulary and make connections in order to understand better.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Paste response to question here: Required services support and resources correspond to ELLs ages and grade levels. Our school Finance Director along with other key staff members, Coaches and ELL Coordinator purchase grade and age appropriate materials. Most of the materials purchased is now aligned to the CCSS. The programs also come with math manipulatives, picture cards, alphabet cards, picture books and guiding reading materials. The majority of the books ordered are leveled. Children are matched to their Reading levels. In order to enhance classroom libraries, books that have multi-levels have been purchased for example, Building Literacy for Entering and Emerging levels and RIGOR for Transitioning and Expanding levels. The support services are provided by licensed teachers. Supports includes small group instruction, guiding groups, and peer groups.

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?
Paste response to question here: Although our school shares a building with another school, we share common areas within the building. We service students form Kindergarten to 8th grade. The other school building services middle school students in grades 6th to 8th grade. There are various instructional materials used to support ELLs. With this being said, ELLs are provided with all materials used by the monolingual programs as well as materials that have been purchased to meet the specific needs of all ELL sub groups and targeted proficiency levels. In Literacy, the Elementary level ELLs use Reading Street (K-4) that has an English Language Learners Handbook for each grade and In the Middle School Level ELLs in 5th, 6th, 7th, and 8th grade use-Expeditionary Learning( modules from Engage). With the help of the ENL teacher, the classroom teachers have created parallel tasks and activities for the ELLs and SWD’s, ELLs in grades 6-8 use Code-X when needed, differentiated tasks are available. In Math, we utilize Envision Math 2.0 for grades K-8 which comes equipped with a response to Intervention piece for differentiated instruction. All programs mentioned also have a technology component. The teachers are able to show the children samples, videos and print resources and assign work. Parents have access to on-line resources in both Spanish and English. These programs have built in bench marks and assessment pieces. In the free standing ENL program, the children have their own materials that have been specifically designed for ELLs and is Common Core Aligned. The Elementary students use Reach by National Geographic-Cengage and the Upper grade students use Inside-language, literacy and content and Inside the USA for Beginners. The programs also contain a technology component that provides assessments, resources for the students and the teachers. This affords teachers the opportunity to model lessons, demonstrate strategies, show beautiful realistic pictures where available, assign work to students, provide interactive activities for the children and the teachers can create the lesson plan units on-line. The programs also have assessments pieces after every unit. The lesson plan format promotes the language modalities of listening, speaking, reading and writing and focus on the language proficiency levels.

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).
Paste response to question here: Some activities that assist newly enrolled ELLs before the beginning of the school year are:
a) Pre-registration meeting for incoming Kindergarten students conducted individually by our Bilingual Parent Coordinator
b) List Notice meeting for new students to our school where the parents are able to discuss areas of concern conducted by the
Parent Coordinator

c) New Parent Orientation for perspective Kindergarten students Conducted by the ENL Coordinator- Workshops are offered in Spanish and English.

d) Curriculum Night/ Meet the teacher Most of the staff is present for example, administrators, teachers, educational assistants, support staff, school based support team and guidance counselors

e) Getting Ready for High School Guidance Counselor, Parent Coordinator

Various activities are conducted throughout the year like school dances for students. The student council also partners up with a newly arrived ELLs to teach them how to get around the school building and give them advise on how to succeed in school. In addition, the school counselors assist these new students through small group discussions and parent contact. In the upper grades, the Bilingual SAPIS worker accepts newly arrived ELLs in a small group where she provides them with positive motivation and a forum in which they could express themselves. Additionally, the guidance counselors and the Dean of students work with their assigned grades to provide students with mini workshops and lessons on conflict resolution as well as promoting good study habits and strategies for adjusting to a new school. They also assist at-risk students with academics and behavior issues, teach life skills, good choices and bullying prevention.

17. What language electives are offered to ELLs?
Paste response to question here: This year we will be implementing a Spanish class for the 8th grade students.

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)?
Paste response to question here: We do not have a Dual Language program at this time.

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?
Paste response to question here: Teachers must meet State certification licensing requirements. The teachers are licensed in the area in which they teach. The staff is provided with many opportunities for professional development on various topics that address the needs of the ELLs both in the mainstream and special education. This year various workshops will be offered during grade meetings, common preps, professional development, volunteer lunch time meetings and after school. All staff will be invited to the workshops. The personnel will include teachers, instructional coaches, educational assistants, psychologists, occupational, speech and physical therapists, secretaries and the parent coordinator. The topics covered for professional development are listed below. In addition, other areas of concern will be addressed during the year.
   • Who are our ELLs and how are ELLs identified-HUIS/LAB/NYSITELL?
   • Lesson planning and correlation with the standards, performance indicators and the new common core curriculum- Emphasis on Co-Teaching/Co-Planning
   • Examining the New language proficiency levels, language progressions and developing sample lessons with strategies focusing on the different Proficiency Levels
   • What is the NYSESLAT?
   • Tailoring lessons in the content areas to further meet the needs of ELLs and ELLs who are SWDs
   • Common Core Learning Standards: Implications for all ELLs
   • Stages of Language Acquisition
   • BICS & CALP
   • Examining the four language modalities Listening, Speaking, Reading and Writing and creating activities and teaching.
strategies for each modality

- Jose P. Training updates-New Common Core Curriculum as it pertains to ELLs
- SIOP model & Differentiated Instruction
- Scaffolding Language and Scaffolding Learning By Pauline Gibbons
- Addressing the Learning Styles
- Charlotte Danielson’s- DOMAINS 1,2,3 &4

In addition, all teachers of ELLs will receive specific professional development presented by the Literacy and Math Instructional Coaches and the Assistant Principals. As part of our school wide Professional Learning Plan, the Instructional focus is: "If teachers plan and implement rigorous instruction that meet the depth and complexity of the CCLS and that further develops critical thinking and communication skills, then students will be more engaged and have an increased understanding through these quality discussions, Which will lead to increased learning and achievement." This instructional focus will allow teachers to develop and explore a rapport of best practices and strategies that support the levels of language proficiency. Entering, Emerging, Transitioning, Expanding and Commanding. In turn, the teachers will help support and encourage ELLs on all levels to engage in quality discussions and accountable talk.

As we thrive to expose teachers to the many facets of Danielson, Professional Learning Communities are encouraged. All staff members are encouraged to meet once a week for grade level team meetings. These meetings are goal based and usually focus on student data and analyzing student data to drive instruction. The ENL, special education, and the monolingual staff meet and plan collaboratively. Teachers also meet with the ENL Coordinator to facilitate the implementation of future instruction as well as the use of the ENL toolkit and to address compliance issues. The Testing Coordinator works closely with the ENL staff in ordering grade specific and age appropriate materials, test prep booklets and providing on-going professional development with an emphasis on test taking strategies and thematic units. The School Base Support team members work closely with the providers and teachers to ensure that the children are properly assessed. The school leadership team meets with key staff to brainstorm ways in which to help children and increase parental involvement in the school and in school activities. The guidance counselors also play an intricate part in helping ELLs transition. They also meet with the teachers, administrators and parents to help these students transition in a school setting, adjust to a new culture and language. The guidance counselors aid the students during their selections of junior high schools and high schools. They serve as mediators between teachers and students and students experiencing problems with other students.

Both the Literacy and Math Instructional Coaches meet and plan with the staff, present and model demonstration lessons and attend and facilitate every grade meeting.

Paste response to question here: Teachers of ELLs are offered all the professional development mentioned above, this includes an invitation to any meetings that the ELL team might have as well. This invitation is also opened to workshops being sponsored by the Office of ELLs, Eventbrite and the district.

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. 

Paste response to question here: Fortunately, our school services grades K-8, making the transition from elementary to middle school much smoother. The ENL teachers are veteran teachers who have developed a good support system to help aide ELLs as they transition from elementary to middle school. They share notes, parent logs, insight and observations about their ELLs with the other teachers. The guidance counselors are great facilitators as well especially during the transition from middle school to high school. The middle school counselor meet with ELLs individually to help find high schools that offers excellent ELL programs. They confer with classroom teachers and call schools to ensure proper placement.

Paste response to question here: Our school plan to meet the professional development requirement of 15% as per CR Part 154.2 will take place on specific Tuesday meetings during our scheduled professional development time. This professional development will be aligned with the school wide Professional Learning Plan for the school year. This plan is designed to work in cycles. The 50% of total hours for the ENL teachers will be conducted on Tuesdays during scheduled grade planning time. The teachers will conduct a study group centered on a professional book. They will also attend workshops sponsored by Teacher’s Matter, Office of ELLs and the district. The agendas will be kept on Google docs and a hard copy will be kept on file alongside the attendance.
### Parental Involvement

1. **How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas?**
   Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   
   Paste response to question here: Ample time is allotted in the school day for setting up individual meetings with ELL parents in order for the ENL teachers to meet with them to discuss the goals of the program, language development progress and language development needs in all content areas. At the beginning of the school year, the ENL teachers meet the parents during meet the teacher night. The teachers collect phone numbers and email addresses in order to set up meetings. They send a copy of their prep schedule home with each student so parents are aware of their availability time. They can also meet with parents during the After school Parental Engagement time on Mondays. The teachers have sign in sheets that serves as evidence of the meeting. Later on, they log the meeting in their parent log sheet. Provisions for interpretation and translation are done on a needed basis by asking parents if they require an interpreter and by looking at the blue cards and home language surveys under the category listed as language of choice both written and spoken. If an interpreter is warranted in a language that no staff members or older student speaks, than the ELL Coordinator will communicate with the translation unit to locate one. During the meetings, the ENL teacher may invite the classroom teacher and collaborate on their observations as well as to provide pertinent information and data that could be used to support the ENL teacher’s findings. The AMAO Estimator/EDAT will also serve as a great tool during the meetings to provide parents with detailed data on individual students as well as focus in on filters like at risk, attendance, ELLs sub groups and provide feedback on specific skills that may need to work on.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.**
   
   Paste response to question here: ELL parental involvement includes but is not limited to Title I ENL for Parents Program, PA meetings, PA school events like pajama night, movie night and the laser show. Events like Classroom celebrations, awards assemblies, field day for all grades, Halloween parade, holiday show, class trips, mystery guest reader, meet the teacher night, Mother’s day celebration, Father’s day celebration, Thanksgiving feasts, Multicultural celebrations-parents present artifacts, foods and pictures from their country of origin, teacher driven workshops -teachers present workshops that are grade and content area specific. The Parent Coordinator offers workshops on topics like life skills, health awareness and money management. The Literacy and Math Coaches will continue to provide workshops on various topics of interest. Interpreters and child care will be provided by the school.

### Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, James Weeks, 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>James Weeks</td>
<td>Principal</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Christina Aiello</td>
<td>Assistant Principal</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Nyesvanova Rodriguez</td>
<td>Parent Coordinator</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Sandra Garcia</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Bartola Vasquez</td>
<td>Parent</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Lourdes Garcia</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dahianna Adames</td>
<td>Coach</td>
<td></td>
<td>7/11/10/17</td>
</tr>
<tr>
<td>Danielle Navatta</td>
<td>Coach</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Rhona Weiss</td>
<td>School Counselor</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Maribel Hula</td>
<td>Superintendent</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Socorro Diaz</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Rosalia Medina</td>
<td>Other ENL Coor.</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td>Antoinette DiBiase</td>
<td>Other Testing Coor.</td>
<td></td>
<td>7/10/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10X280  School Name: P.S./M.S. 280  Superintendent: Maribel Hulla

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>Nyesvanova</td>
<td>Rodriguez</td>
<td>Parent Coordinator</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   Parents are provided with appropriate and timely information in a language they can understand. The following data and methodologies are used to assess the language preferences of our parent community for both written and oral communication:
   a. Registration Screening- The parents fill out the Home Language Identification Surveys where they request the language in which they would like to receive written and verbal information. A Parent Survey and Program Selection Form are also used to determine language of preference. On the parents blue emergency cards, they are also asked what language they prefer the school to communicate with them both orally and written. Additionally, ATS reports on home language (RCPL) and (RAPL) can also used.
   b. Teacher Surveys- The teachers send home parent letters requesting the language in which they would like to receive information from the school
   c. Curriculum Night-The teachers meet with the parents and discuss standards, expectations, grade curriculum and areas of concern. Interpreters and translators remain on standby. There is at least two interpreters stationed on every floor.
d. Parent/Teacher Conferences—Parents are encouraged to attend school-wide meetings and conferences as well as individual meetings, as needed, per child. Translators, from our staff, are available for parents at these meetings/conferences. The following languages are spoken by our staff: Spanish, Albanian & Croatian, Italian, Haitian Creole, Arabic and French. Even though the teachers record their report card grades in STARS, hard copies of previous translated report cards are used so that parents have access to native language as well as English.

e. The New York City Board of Education Website has provided excellent translations of important documents like Parents Bill of Rights, the Common Core Learning Standards and letters to parents for workshops, parent teacher conferences and the Discipline code. These resources are valuable in providing translations in languages such as Arabic, Bengali, Urdu, Albanian, Russian, Korean, Chinese, Spanish and Haitian Creole to name a few. School Personnel uses the valuable resources provided on the DOE Website—ENL Parents are also provided with written translations of documents and notifications. For example, Home Language Identification Surveys, Promotion in Doubt documents, Learning Environment Surveys and the ELL Parent Brochures.

f. New York City School/Parent Survey: The Parent Coordinator ensures that the parents understand the importance of the survey. In order to encourage parental participation, the Parent Coordinator writes a letter asking parents for their E-mail address. Parents who provide the Coordinator with their E-mails, receive her notices for workshops, weekly updates on school news and special events.

g. As a school-wide initiative, parents will receive school messages or special classroom teacher messages via the Blackboard Connect which is a telephone parent notification system. Teachers also communicate with parents via Dojo. This message is delivered in Spanish and English. The school also provides the parents with a monthly calendar in both English and Spanish.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>10</td>
<td>0.91</td>
<td>10</td>
<td>0.91</td>
</tr>
<tr>
<td>Arabic</td>
<td>30</td>
<td>2.74</td>
<td>29</td>
<td>2.65</td>
</tr>
<tr>
<td>Bengali (Bangla)</td>
<td>32</td>
<td>2.93</td>
<td>29</td>
<td>2.65</td>
</tr>
<tr>
<td>Bambara</td>
<td>1</td>
<td>0.09</td>
<td>1</td>
<td>0.09</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>1</td>
<td>0.09</td>
<td>1</td>
<td>0.09</td>
</tr>
<tr>
<td>Khmer Aka Camboge</td>
<td>1</td>
<td>0.09</td>
<td>1</td>
<td>0.09</td>
</tr>
<tr>
<td>Nepali</td>
<td>0</td>
<td>0.09</td>
<td>1</td>
<td>0.09</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.

The only language that represents a little less than 10% of our school population is Albanian.

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Calendars</td>
<td>Sept./ November/ March/ May</td>
<td>We will use saved templates and school- based personnel for translations.</td>
</tr>
<tr>
<td>Event Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters from the school Principal Announcements</td>
<td>Every Month-September-June</td>
<td>We use school-based personnel and We use DOE Intranet templates for the languages supported.</td>
</tr>
<tr>
<td>Every Month- September-June</td>
<td>We will use saved templates and school-based personnel.</td>
<td></td>
</tr>
<tr>
<td>PT Conference announcements</td>
<td>Sept./ November/ March/ May</td>
<td>We use DOE Intranet templates for the languages supported, bilingual school-based personnel, Translation and Interpretation unit, or if needed, a translation vendor for languages not offered.</td>
</tr>
<tr>
<td>*IEPs</td>
<td>Through out the year</td>
<td>We use DOE Intranet templates for the languages supported, bilingual school-based personnel, Translation and Interpretation unit, or if needed, a translation vendor for languages not offered.</td>
</tr>
<tr>
<td>Parent Association announcements/meetings</td>
<td>Every Month-September-June</td>
<td>We will use school personnel, Parent Members-Volunteers and if needed, Translation and Interpretation unit.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>Sept./Nov. March/may</td>
<td>We use Bilingual school personnel, over the phone interpretation services and parent volunteers.</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>September-June</td>
<td>We use DOE Intranet templates for languages offered; We use school based bilingual personnel and/or when needed, the Translation and Interpretation unit or a translation vendor for languages not covered and Existing Templates.</td>
</tr>
<tr>
<td>After school Parental Involvement and Parent Initiated Meetings</td>
<td>September-June</td>
<td>School-based bilingual Personnel, parent volunteers and when needed, over-the-phone interpretation services and translation and interpretation unit.</td>
</tr>
<tr>
<td>Event</td>
<td>Dates</td>
<td>Communication Strategy</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ELL Parent Meetings</td>
<td>Sept. - June</td>
<td>We use bilingual school based staff, parent volunteers and the translation unit.</td>
</tr>
<tr>
<td>Promotion in doubt</td>
<td>February-June</td>
<td>We use DOE Intranet templates for languages offered; We use school based bilingual personnel and/or when needed, the translation unit or translation vendor for languages not covered</td>
</tr>
<tr>
<td>Disciplinary Meeting</td>
<td>When necessary</td>
<td>We use DOE Intranet templates for languages offered; We use school based bilingual personnel and/or when needed, the translation unit or translation vendor for languages not covered</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>September</td>
<td>School-based personnel, Community based Organization/guest speakers, Parent Volunteers and Parent Association members</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Parents are informed at registration as well as during teacher meetings, about the importance of an updated emergency card with the names of siblings, alternative contact phone numbers like close family members and job numbers. Office staff ensures that all blue emergency cards are kept current. Additionally, the school uses Black Board Connect to deliver phone messages in various languages. In the event of an emergency, The Language Access Coordinator or a trained school personnel contacts The Translation and Interpretation unit to request the desired language. Once an interpreter is located, the caller will provide details as to the nature of the emergency. Once the parent has contacted the school, the LAC or trained school personnel will proceed to use the three way call phone service to connect the parent, the interpreter and the school so that a conversation can proceed.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The school will ensure that all staff members will be made aware of the goal of the Chancellor's Regulation A-663 during staff meetings and staff development. The Language Access Coordinator and the ELL Coordinator will turnkey the language access information, policies and procedures and the distribution of Language Line Information. The staff will be informed of the importance of working closely with the LAC and ELL Coordinator so that parents who are in need of translation and interpretation services can receive it on a timely basis. Additionally, the office staff will distribute a procedural memo highlighting key points and resources available.

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 school will fulfill parental notification requirements for translation and interpretation by posting copies of the Chancellors Regulation A-663 and other notifications such as a Welcome poster, parents Bill of Rights, Parents guide to access language on the Parent bulletin board located in front of the school entrance. Also, the school will provide school security with a language ID guide so limited-English Proficient parents can receive information or services in their language of preference. The parents will also be offered a new parent orientation and be invited to curriculum night where they will be able to ask questions and share their concerns. The parents will also receive copies of the guide to language access. The Parents Association will offer monthly meetings where various topics of interests will be addressed. When available, the school will also use translated documents provided by The Department of Education website and services from the Translation and Interpretation unit or vendor. The parents are also welcomed to visit the Parent Coordinator’s office where they will have access to a computer connected to the DOE website, bilingual dictionaries, brochures on all types of topics of interests for example, self help, health and how to help your child at home.

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?

As a new initiative, the school will gather feedback from limited-English proficient parents in regard to the language services they received. Parents will be provided with a yearly survey or questionnaire that will rate their language services. The results of the surveys will be used to improve language services. Additionally, the Parent Coordinator/LAC and the ENL Coordinator will continue to communicate with parents via e-mails, phone calls and face-to-face interactions. The feedback will improve communication with parents as well as serve as a tool for monitoring the quality of language services our school is providing.