2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 11X483
School Name: 11X483
Principal: MARIA CIOFFI
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 483 The Matilda Avenue School
School Number (DBN): 11X483
BEDS Code: 321100010483
Grades Served: Kindergarten, First Grade, Second Grade, Third Grade
School Address: 4520 Matilda Avenue Bronx, New York 10470
Phone Number: 718-325-4360
Fax: 718-325-4365
School Contact Person: Maria Cioffi
Email Address: mcioffi@schools.nyc.gov
Principal: Maria Cioffi
UFT Chapter Leader: Jennifer McNickle
Parents’ Association President: Miriam Borgella
SLT Chairperson: Maria Cioffi
Title I Parent Representative (or Parent Advisory Council Chairperson): Jasmine Urena
Student Representative(s): N/A
CBO Representative: N/A

District Information

Geographical District: 11
Superintendent: Meisha Ross Porter
Superintendent’s Office Address: 1250 Arnow Avenue Bronx, New York 10469
Superintendent’s Email Address: MRoss@schools.nyc.gov
Phone Number: 718-519-2620
Fax: 718-519-2626

Field Support Center (FSC)

FSC: Bronx
Executive Director: Jose Ruiz

2018-19 CEP
Executive Director’s Office Address: 1230 Zerega Avenue Bronx, New York 10462

Executive Director’s Email Address: Jruiz2@schools.nyc.gov

Phone Number: 718-828-7776  Fax: 718-828-3113
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>Maria Cioffi</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Jennifer McNickle</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Miriam Borgella</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Vanessa Katz</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>CBO Representative, if applicable</td>
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<tr>
<td>Jessica Dean</td>
<td>Member/ Staff</td>
<td></td>
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<td>Michael Pagliaro</td>
<td>Member/ Staff</td>
<td></td>
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<tr>
<td>Alanna Thorton</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Samantha Young</td>
<td>Member/ Staff</td>
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<tr>
<td>Sandy Ellison</td>
<td>Member/ Parent</td>
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<td>Cody Lake</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

**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.

**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**Effective School Leadership**: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties**: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust**: 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.

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

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>Our Mission at P.S. 483 The Matilda Avenue School is to create a community of life-long learners who are prepared to meet the challenges of the 21st Century. Through rigorous and engaging standards based curriculum our students will develop the creative and critical thinking skills necessary to solve real world problems. Thoughtful, collaborative decision-making will support a positive educational environment. Our students will all learn best when they can take educational risks and exhibit pride and independence in themselves and others. School wide learning will focus on the skills students need to be college and career ready.</td>
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</table>

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

P.S. 483 The Matilda Avenue School is a small, new elementary school in the Wakefield section of the Bronx. We opened in September 2015 with two Kindergarten classes. For the 2018-2019 School Year, we will serve grades Kindergarten, First, Second, and Third. We will be adding a grade level each year until fully grown, K-5, with approximately 300 students in 2020. In 2017-2018, the school population comprised of 51% Black, 28% Hispanic, and 16% White students 2% are Multi-racial, and 2% American Indian. Boys accounted for 54% of the students enrolled and girls accounted for 46%. The average attendance rate for the school year 2017-2018 was 91%

The Matilda Avenue school was founded on the belief that all students can learn when we make learning challenging, engaging, and fun. We know that collaboration is the key to success and that partnerships increase student achievement. The Matilda Avenue School will continue to partner with the following organizations for the 2018-2019 School; Education Through Music, which provides formalized music instruction to all students. The 47th Precinct, where two officers have adopted our classrooms and come in once a month to participate in both student and family events. The Law Firm of Sayfarth & Shaw, who provide books and supplies to our students and host Holiday Celebrations. The Foodbank of New York which offers Cookshop weekly lessons and monthly parent lessons. Panera Bread, which provides baked goods to our families in need. School Mental Health Consultant Program, which supports us in connecting students and parents in need of assistance with local community agencies. Alvin Ailey American Dance Theater provides parent workshops and a dance residency for our First Grade Students. Swim for Life, which provides our Second Grade Students with free swim lessons. We will also continue to collaborate across our school district through the IFC Collaborative facilitated by Irene Rogan. In addition we will collaborate with other school districts though critical friends groups and Showcase School Visits. School staff will continue to be a part of professional learning communities within our district and attend professional development offered through our Field Borrow Support Centers.

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

The student body includes 10 English Language Learners across all grade levels. Their specific needs include exposure to English language, language acquisition, and vocabulary development. Currently, there are 12 students with disabilities. Special needs include ICT, SETSS, Speech, Guidance, Occupational and Physical Therapy Services.

### 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.

Based on the preliminary results of our 2017-2018 Quality Review, our school was well developed in the areas of Assessment, High Expectations, Leveraging Resources, Goals and Action Plans, and Teacher Teams and Leadership Development. Our school was proficient in the areas of Curriculum, Pedagogy, Learning Environment, and Monitoring and Revising Systems. Last year we adopted Teacher's College Reading & Writing Curriculum and will continue to utilize resources from that program for the 2018-2019 school year. We will continue to use Fundations for word study and Go Math! Curriculum for Math. We will incorporate Exemplars in Math as well to provide students with opportunities for exploration and problem solving.

As a new school that is continuing to grow, we will continue to focus on creating a positive school culture that is welcoming and safe. We will build trust among all stakeholders by identifying a common language in which we will communicate how our mission and core values will support our collective goal of student achievement. Our intimate environment gives everyone the unique opportunity to get to know one another on a personal level and to truly cater to the individual needs of all of our students and their families. We will continue to collaborate with staff, students, families, the community, and outside organizations to identify how we can work together to provide the resources needed to support student achievement. All stakeholders will engage in cycles of goal setting, assessing, and revising. We will use feedback and reflection as a tool for growth. Our focus will also include supporting our staff in providing engaging and rigorous instruction that will equip our students with the skills needed to be successful. Throughout the year we will monitor our progress toward meeting our goals.
# School Demographics and Accountability Snapshot for 11X483

## School Configuration (2018-19)

- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 125
- **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)**: N/A
- **# SETSS (ELA)**: 1
- **# Integrated Collaborative Teaching (ELA)**: 1
- **# Special Classes (Math)**: N/A
- **# SETSS (Math)**: 1
- **# Integrated Collaborative Teaching (Math)**: 1

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

- **# Visual Arts**: 8
- **# Music**: 8
- **# Drama**: 8
- **# Foreign Language**: 8
- **# Dance**: 8
- **# CTE**: 8

## School Composition (2017-18)

- **% Title I Population**: 94.0%
- **% Attendance Rate**: 90.7%
- **% Free Lunch**: 74.4%
- **% Reduced Lunch**: 10.4%
- **% Limited English Proficient**: 7.2%
- **% Students with Disabilities**: 10.4%

## Racial/Ethnic Origin (2017-18)

- **% American Indian or Alaska Native**: 3.2%
- **% Black or African American**: 45.6%
- **% Hispanic or Latino**: 33.6%
- **% Asian or Native Hawaiian/Pacific Islander**: 5.8%
- **% White**: 8.8%
- **% Multi-Racial**: 6.4%

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

- **3,26**

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

- **0%**

## Average Teacher Absences (2014-15)

- **0%**

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

- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A

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

- **ELA Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A
- **Science Performance at levels 3 & 4 (4th Grade)**: N/A

## Overall NYSED Accountability Status (2018-19)

- **Yes**

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

### Elementary/Middle School

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

### High School

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

### Math

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

### Science

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

### Graduation

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

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

Part 1 – Needs Assessment

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

Our School received a Proficient rating in the area of Curriculum 1.1 on our 2017-2018 Quality Review. Across content areas, teachers and school leaders tactically plan in-depth units of study that reflect the instructional shifts and are aligned to the Common Core. Rigorous habits for all students are coherently and strategically embedded into each task and unit of study. We want to maintain cohesiveness and rigor in instruction across classrooms and vertically across grade levels, as we continue to grow. A review of our end of year Reading Data collected in June 2018 indicated that 73.3% of our students moved three or more reading levels. 47.6% of our students met the TC end of the year benchmark. Our priority need in this area is to further develop our ELA curriculum so that more students will acquire the skills necessary to meet or exceed grade level ELA standards.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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.</th>
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<tr>
<td>By June 2019, all K-3 Teachers will collaboratively develop rigorous CCLS-aligned ELA Units of Study and performance tasks to improve rigorous instruction as measured by the development of at least five ELA units of study and resulting in 75% or more of our 3rd grade students scoring on or above grade level on the ELA State Exam.</td>
</tr>
</tbody>
</table>
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>All Staff will participate in on-going professional development.</td>
<td>All Staff, Administration</td>
<td>Sept. 2018-ongoing through June 2019</td>
<td>Administration, All Staff</td>
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<tr>
<td>All staff will engage in unit planning and curriculum mapping aligned to the CCLS using a combination of TC Writing and Reading Units of Study, as well as, teacher created resources.</td>
<td>All Staff, Administration</td>
<td>Common Planning daily</td>
<td>Administration, All Staff</td>
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<tr>
<td>Both Administration and Classroom Teachers will attend TC Calendar Day Professional Development specifically designed to support reading and writing development.</td>
<td>All Staff, Administration</td>
<td>Sept. 2018-ongoing through June 2019</td>
<td>Administration, All Staff</td>
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<td>All teachers will receive in house professional development on the implementation of common core standards, pedagogy, and the Danielson Framework for Teaching.</td>
<td>All Staff, Administration</td>
<td>Weekly Professional Development on Mondays ongoing Sept. 2018 through June 2019</td>
<td>Administration, All Staff</td>
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<tr>
<td>Daily Common Planning will provide an opportunity for teachers to collaborate to share best practices, plan instruction, and analyze student data to identify patterns, trends, and next steps.</td>
<td>Classroom Teachers</td>
<td>Sept. 2018-ongoing through June 2019</td>
<td>Administration, All Staff</td>
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<tr>
<td>Teachers will have weekly individual conferences with Administration to review data, plan instruction, and receive observation feedback and next steps for continued growth in the area of ELA.</td>
<td>All Staff, Administration</td>
<td>Weekly Individual Conferences with Administration for each teacher</td>
<td>Administration, All Staff</td>
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<td>Inter-visitations with a focus on providing feedback on teaching and learning.</td>
<td>All Staff, Administration</td>
<td>Oct 2018-May 2019</td>
<td>Administration, All Staff</td>
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• Cross School Collaborations with an opportunity for staff to visit schools within the district and collaborate with colleagues on grade level.  
  All Staff, Administration  
  Sept. 2018-ongoing through June 2019  
  Administration, All Staff

• Scaffolds such as visuals, manipulatives, paper choice, graphic organizers, modified checklists, and/or oral discussion, will be included in daily lesson plans and provided within each ELA lesson to support struggling students as needed.  
  Tier I Interventions will be provided during small group instruction by the classroom teacher.  
  Tier II Interventions will be provided in a small group by support staff as needed.  
  Reading A-Z online support for at-home practice will be assigned to students based on reading level.  
  Imagine Learning online support program will be assigned to students for additional support based on reading level.  
  Goals will be established, monitored, and revised as needed to ensure individual growth.  
  ELL Students, Students with Disabilities, Students identified as not meeting benchmarks  
  Ongoing September 2018 through June 2019 within each daily lesson plan  
  Intervention based on formative assessments daily through the unit  
  Administration, Classroom Teachers, Support Staff, RTI Team, Data Specialist

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.

• ELA overview presentation for parents on Back to School Night Sept 13th, 2018 -All Staff, Administration  
• Grade level monthly newsletter with highlights of learning and at home activities to reinforce reading and writing skills ongoing September 2018-June 2019- Classroom Teachers  
• PTA Meeting CCLS for ELA Presentation December 2018 PTA Meeting- Staff  
• Test Prep for Parents Workshop February 2019 PTA Meeting- 3rd Grade Staff  
• Grade Specific Parent Workshops on-going September 2018-June 2019 -All Staff  
• A-Z Reading/ RAZ Kids at home assignments to reinforce concepts ongoing September 2018-June 2019- All Classroom Teachers

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**- Classroom Teachers, Support Teacher, RTI Team. Per-Session for Curriculum Planning- 9 teachers, 10 days, 2 hours a day.  
• **Instructional Resources**- Core Curriculum, Supplemental Materials including A-Z Reading, Imagine Learning Online Support, RAZ Kids Online Support, Cricket Magazine Subscription.  
• **Schedule Adjustments**- Daily Common Planning, Weekly Individual Conferences with Administration, Grade Level Data Meetings with Data Specialist, Additional Support Staff schedule created to have time to work with small groups during ELA block time, inter-class grouping based on need.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

**Part 5 – Progress Monitoring**

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

In February 2019 75% of our 3rd grade students will be reading on or above grade level as measured by their F/P reading level and the TC benchmark for February to be on track for meeting our end of the year goal by June 2019.

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

Running Records using the F/P Benchmark Leveling System will be used to determine individual students F/P levels.

**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?

Our School received a Well Developed rating in the area of 3.4 High Expectations. Setting high expectations has resulted in a culture of mutual accountability with staff, students and families. Our 2017-2018 NYC School Survey results indicated that 100% of our staff agree or strongly agree that our school is safe and supportive for students. 99% of our parents agreed or strongly agreed that they are satisfied with the education their child received this year. We will continue to maintain a safe and nurturing environment for our students. Social/Emotional development plays a critical role in student achievement. As our school continues to grow, we want to continue to support our students and parents who face social and emotional challenges. Our priority need in this area is to increase teacher knowledge in Social/Emotional Learning and to provide resources and supports for students and parents.

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.

For the 2018-2019 school year, staff will engage in professional development sessions on social emotional learning to enhance knowledge and skills to support parents and students, resulting in 80% or more of teachers receiving an effective or highly effective end of the year Advance rating in the area of 2a: Creating an environment of respect and rapport and a decrease in the number of level 3 student infractions reported in OORS.
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff will participate in workshops on social emotional learning and use strategies learned to support students and parents who need them.</td>
<td>All Staff</td>
<td>September, October, Jan, March</td>
</tr>
<tr>
<td>Teachers will participate in District Level Self Efficacy Group and collaborate with colleagues across the district to explore ways to promote a positive school climate and culture. Information will be turn-keyed to staff.</td>
<td>All Staff</td>
<td>On-going September 2018-June 2019</td>
</tr>
<tr>
<td>Social Worker position was created full time 3 days a week to provide mandated and at-risk counseling as needed. Social Worker will facilitate professional development for staff and workshops for parents and provide resources to support social/emotional health and well-being.</td>
<td>All Staff. Students, and Parents</td>
<td>On-going September 2018-June 2019</td>
</tr>
<tr>
<td>At-risk Guidance Group will meet weekly to provide students with additional support in regulating behaviors.</td>
<td>All Staff</td>
<td>Weekly October 2018-May 2019</td>
</tr>
<tr>
<td>School-wide positive protocols such as calming corner, PBIS Light bulb incentives, &amp; peer mediation strategies to support positive behavior will be implemented.</td>
<td>At-Risk Students</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>Monthly assemblies to showcase positive behaviors and ways to promote a positive school culture</td>
<td>All Students &amp; Staff</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>For Students in Temporary Housing, outreach will be made to coordinate efforts with DOE Caseworker assigned to the Shelter to assist families that need additional support. Attendance teacher and Social Worker will visit the shelter and meet with families on-site to support them with consistency with attendance and any additional resources as needed will be provided.</td>
<td>STH, ELL Students and All Families in need</td>
<td>September 2018 and ongoing to June 2019 as needed</td>
</tr>
</tbody>
</table>
Translation & Interpretation services will be provided at workshops to support families that speak languages other than English.

Mental Health Consultant

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.

- Needs survey will be conducted to determine supports that families need.
- School-wide PBIS will be shared with families so that parents can support a positive school culture during Back to School Night on Sept. 13th as well as in the Parent Handbook.
- Weekly communication via "The Matilda Matters" email will highlight positive student behaviors and offer suggestions for students to contribute to a positive school culture. Email sent by Administration ongoing from September 2018-June 2019.
- PTA sponsored workshops for parents on topics including stress management, promoting positive behaviors, and how to help your child succeed. These will be conducted by school staff and administration in consultation with the PTA Executive Board on-going from September 2018-June 2019.
- Saturday Family Guidance Days facilitated by our Social Worker and Administration will be held in October 2018, January 2019, and April 2019.
- Workshops facilitated by Social Worker

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** - Social Worker, Mental Health Consultant, Brain Works Partnership
- **Instructional Resources** - Attendance Data, Behavioral Incidents, Teacher feedback, Parent feedback, Student feedback
- **Schedule Adjustments** - PTA Events, Tuesday Parent Engagement Time, Saturday Workshops, At-Risk Guidance Groups

Per-session for Social Worker to make outreach in the evenings as needed

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

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

Part 5 – Progress Monitoring

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

In February 2019 an analysis of Advance data will be conducted. If 75% of teachers have been rated effective or highly effective in the area of 2a, then we will be on track for meeting this goal. OORS data from February of 2017 will be compared with OORS data in February 2018. If there is a decrease in level 3 incidents then we will be on track for meeting our goal in June.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
<table>
<thead>
<tr>
<th>Advance data for 2a: Creating and environment of respect and rapport on the Danielson Framework for Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 OORS Reports</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.

The findings from our 2017-2018 Quality Review indicated that our school is Well Developed in the area of 4.2 Teacher Teams and Leadership Development. All staff members collaborate on structured teams and strategically analyze and revise curricula. School leaders and teachers have nurtured an environment whereby professional collaborations remain focused on improved teacher pedagogy, shared leadership, and advancing student achievement. Our 2017-2018 NYC Surveys indicated that 100% of our teachers agreed or strongly agreed that they talk with one another about instruction and that school leaders and teachers collaborate to make the school run effectively. Our priority in this area is to continue to foster trusting relationships among staff and administration and to support an environment where everyone is comfortable taking educational risks and offering each other feedback as a way to improve teaching and learning.

Part 2 – Annual Goal

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

For the 2018-2019 School Year, 75% of teachers will participate in at least three inter-visitations cross school or district to improve teacher practice, resulting in increased student engagement and an overall MOTP end of the year rating of effective or highly effective in the area of 3C: Engaging Students in Learning as measured by The Danielson Framework for Great Schools.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>Initial Planning conference Week of Sept 12th, 2018</td>
<td>Teachers, Support Staff, Administration</td>
</tr>
<tr>
<td>New Staff</td>
<td>Summer Professional development July 11th, 12th, 24th, 25th, Aug 14th, 15th</td>
<td>Teachers, Support Staff, Administration</td>
</tr>
<tr>
<td>All Teachers</td>
<td>Feedback ongoing Sept 2018-June 2019</td>
<td>Teachers, Support Staff, Administration</td>
</tr>
<tr>
<td>All Teachers</td>
<td>Inter-visitations Winter-November 2018-December 2018, Spring March 2019-April 2019</td>
<td>Teachers, Support Staff, Administration</td>
</tr>
<tr>
<td>All Teachers</td>
<td>Individual Conferences once a week Sept 2018 through June 2019</td>
<td>Teachers, Support Staff, Administration</td>
</tr>
<tr>
<td>All Teachers</td>
<td>Feedback ongoing Sept</td>
<td>Teachers, Support Staff, Administration</td>
</tr>
</tbody>
</table>
teacher who is rated below effective on any individual observation. Teachers who are consistently effective will be challenged to move their practices into the highly effective category.

| Instructional Focus Collaboration will continue for the 2018-2019 school year. A team consisting of administration and teachers will visit other schools within our district and provide feedback and support around our instructional focus. | IFC Team | On-going September 2018-June 2019 | Teachers, Support Staff, Administration |
| Teachers will participate in Cross District Grade Level Collaborations in Math. | All Teachers | On-going September 2018-June 2019 | Teachers, Support Staff, Administration |
| Support Teacher will provide ENL, SETSS, & AIS for students in need. | ELL, SWD, and any students who need support | Professional Development Sept 19th, 26th, Oct 17th, and ongoing September 2018-June 2019 | Ms. Fittipaldi Teachers, Support Staff, and Administration |

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.

- Parents will be informed of our instructional focus for the year and will be provided with strategies to support at home learning during Back to School Night September 13th, 2018. Classroom teachers will conduct workshops for parents by grade level.
- Weekly homework, (Talk to Me Tuesday), will target conversational skills. Parents will be provided with talking prompts to discuss what their child is learning in school weekly provided by classroom teachers on-going September 2018-June 2019.
- Monthly newsletters created by Classroom Teachers each month on-going from September 2018-June 2019 will highlight curriculum that is being taught and provide parents with strategies that can be practiced at home.
- Weekly emails to parents by administration on-going from September 2018-June 2019 will highlight topics for conversation and upcoming events that can promote discussion with their child at home.
- February 2019 PTA Meeting facilitated by classroom teachers will focus on discussion techniques that parents can use at home to support their child in conversational skills.

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** - District Talent Coaches to support Administration and Teachers in the implementation of Advance, Universal Literacy Coach, ENL/SETTS/AIS Teacher, 2 Lead Teachers, Administrative Interns

• **Instructional Resources** - Professional Literature to support continued learning and growth including, online publication subscriptions, Per-session and per-diem to attend outside professional development and school visits to collaborate with colleagues within the district and across the city.

• **Schedule Adjustments** - Common Planning Daily and Weekly individual meetings with Administration

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<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

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**Part 5 – Progress Monitoring**

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

By February 2019, 60% of teachers will have successfully incorporated best practices and strategies shared in professional development workshops and observation feedback sessions resulting in increased student engagement and effective or highly effective ratings as measured by their Advance ratings in the area of 3C: Engaging Students in Learning using the Danielson Framework for Teaching on formal and informal observations completed to this point.

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

Observation ratings for 3C: Engaging Students in Learning using the Danielson Framework for Teaching Rubric.

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

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

Part 1 – Needs Assessment

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

Based on the preliminary results of our Framework for Great Schools Report 2018 in the category of Effective School Leadership we received a 4.89, scoring above the citywide average by 2%. At The Matilda Avenue School we believe ALL students can learn when we make learning challenging, engaging, and fun. As constant learners we are continuously seeking to improve our practices, looking for ways to explicitly and effectively model strategies for students with a focus on equity. Aligning our priorities with the priorities of our District, we have been tracking the sub-group performance of boys of color. To support both their academic and social/emotional intelligence (SEI) our priority need for the 2018-2019 school year will be further developing our culturally responsive practices and strengthening our ability to engage our boys of color.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>By June 2019, 100% of teachers will engage in at least one cycle of professional development on culturally responsive teaching with a focus on engaging boys of color, resulting in an increase in student participation in at least three or more enrichment activities offered in the school community for this sub-group.</td>
</tr>
</tbody>
</table>
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will participate in a book study utilizing the text, &quot;Culturally responsive Teaching and the Brain&quot; by Zaretta Hammond</td>
<td>All Staff</td>
<td>September/October 2018</td>
<td>Administration Staff Development Committee Self Efficacy Liaison</td>
</tr>
<tr>
<td>&quot;Soar&quot; by David Banks Book Study</td>
<td>All Staff</td>
<td>On-going Sept 2018-June 2019</td>
<td>Administration Staff Development Committee Self Efficacy Liaison</td>
</tr>
<tr>
<td>District Level Training using Yale Center for Emotional Intelligence RULER Training</td>
<td>All Staff</td>
<td>On-going Sept 2018-June 2019</td>
<td>Administration Staff Development Committee Self Efficacy Liaison</td>
</tr>
<tr>
<td>Brain Power Wellness Training</td>
<td>All Staff</td>
<td>August/September 2018</td>
<td>Administration Staff Development Committee Self Efficacy Liaison</td>
</tr>
<tr>
<td>Teacher’s Guild Partnership</td>
<td>All Staff</td>
<td>On-going Sept 2018-June 2019</td>
<td>Administration Staff Development Committee Self Efficacy Liaison</td>
</tr>
<tr>
<td>Partnerships with District 11 Middle Schools to develop a peer mentoring program for students</td>
<td>Bottom third Boys of color identified as needing Tier II academic or behavioral intervention</td>
<td>On-going Sept 2018-June 2019</td>
<td>All Staff, Administration, Data specialist, Testing coordinator, Classroom Teachers, Support Staff,</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

- Information session conducted by administration during Back to School Night Sept 13, 2018
- Newsletter created by social emotional committee and distributed by classroom teachers the first Tuesday of every month on-going September 2018-June 2019
- Progress reports distributed by classroom teachers in Oct, February, and May will include a social/emotional goal.
- Individual Goals created by students in consultation with classroom teacher beginning in October 2018 and on going through June 2019
- Website with resources will be updated on-going September 2018-June 2019

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** - Classroom Teachers, Data Specialist, ENL/SETSS/AIS Provider, Family Worker, PTA Executive Board, Universal Literacy Coach, Self Efficacy Liaison
- **Instructional Resources**: Brain Power Wellness, Soar by David Banks, Culturally Responsive Teaching and the Brain by Zaretta Hammond, Yale RULER Program toolkit,
- **Schedule Adjustments**: Common Planning, Professional Development Mondays, Parent Engagement Tuesdays

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
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<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></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 February 2019 if students from the selected sub-group participate in two or more activities designed specifically for boys of color then we will be on track to meet our goal.

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

Peer Mentoring Proposal, Agendas, and sign-in sheets to indicate participation will be used to measure progress.

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.

   At The Matilda Avenue School we believe that partnerships increase student achievement and that collaboration is the key to success. We are committed to partnering assisting them in supporting their child’s academic and social emotional growth. The results of our 2017-2018 NYC School Survey Report indicates that in the area of Strong Family-Community Ties we received a 4.40, out performing the city average by 3%. Our surveys also indicated that 96% of families think the school offers a wide variety of courses, extra-curricular activities, and services to keep their child interested in school therefore our priority need in this area is to continue to seek out additional partnerships that align to our mission and vision and support our students’ success both academically and emotionally. We would like to increase the number of partnerships with outside organizations including other schools, community programs, and DOE partnerships.

**Part 2 – Annual Goal**

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

By June 2019, the school will develop collaborative partnerships with new schools, community organizations, and DOE partners as measured by a 10% increase in collaborations and partnerships with new outside organizations than in previous years to assist in supporting student success.
### 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) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</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., average/under-credited, SIFE, STH). | SLT, PTA Executive Board, Family Worker, Social Worker, Administration | September 2018 & June 2019 | Administration |
| • Conduct a needs assessment of existing partnerships to determine effectiveness and evaluate continued participation | SLT, PTA Executive Board, Family Worker, Social Worker, Administration | September 2018 & June 2019 | Administration |
| • Consult with School Leadership Team to identify additional partnerships that align to the school's mission and vision | SLT, PTA Executive Board, Family Worker, Social Worker, Administration | On-going September 2018-June 2019 | Administration |
| • Create sub-committee to research additional organizations for potential partnership | SLT, PTA Executive Board, Family Worker, Administration, Staff, Administration | September 2018 & June 2019 | Administration |
| • Work with Middle Schools within our District to provide peer collaboration | 3rd Grade Students | On-going September 2018-June 2019 | Administration |
| • Conduct parent surveys throughout the year to elicit feedback on the needs of our parent community and work with our PTA Executive Board and our Family Worker to research different ways to support parents based on need | All Families, All Staff, Students | September 2018, January 2019, and April 2019 | Family Worker |
| • Questionnaire and Exit tickets for parents to complete at the end of any workshops conducted to offer feedback and next steps to help inform future offerings | All Families | On-going September 2018-June 2019 | Administration, Family Worker |
| • Distribute flyers and information to families on outside workshops being offered on various topics including, parenting classes, GED programs, and homework help | All Families | On-going September 2018-June 2019 | Family Worker |
| • Family Worker will attend monthly CEC Meetings to gather information about offerings within the district to support parent | All Families | On-going September | Family Work, SLT, PTA Executive |
engagement and turn key information to all staff and administration

- Family Worker will attend Parent Coordinator Meeting monthly to gather additional information to support parents and turn key information to staff and administration
  - All Families
  - On-going September 2018-June 2019
  - Administration

- Separate interest surveys for parents/guardians in our sub-groups to determine particular needs.
- Translations & interpretation services will be provided on all written and oral communication as needed.
- Workshops specific to parent needs including academic workshops by subject area and grade level.
- Invite outside consultants to conduct workshops for parents based on need survey, (Education through Music, Cookshop, Alvin Ailey).
- Seek partnerships with outside organizations that align to our mission and vision and that will support parents and students emotionally and academically.

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.


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**- School Leadership Team, Family Worker, Mental Health Consultant, PTA Executive Board, Staff, Staff from Partner Organizations
- **Instructional Resources**- Workshop Handouts, Partnership Surveys & Assessments, Partnership Action Plan
- **Schedule Adjustments**- Partnership Committee, Flexible meeting times including a combination of mornings, afternoons, evenings, and weekends.

Title I Parent Envolvement Funding to pay for presentations and materials for parents

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

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

If by February 2019, the school has increased by 5% our collaborations with new partnerships, other schools, community organizations, and DOE partners to assist in supporting student success, then we will be on track for meeting our goal.

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


**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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>F/P Benchmark Assessments, Inquiry Results, Fundations Assessments, Writing on Demand, Performance Assessments</td>
<td>Leveled Literacy Intervention, Double Dose Fundations, A-Z Reading online, Imagine Learning English</td>
<td>Small group, one-on-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Beginning of the Year Go Math! Benchmark Assessment, Chapter Assessments, Performance Tasks</td>
<td>Tier II and Tier III Go Math! Re-teaching activities, think central online games, Imagine Math, First In Math, Exemplars</td>
<td>Small group, one-on-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Science</td>
<td>Formative and Summative Teacher Created Assessments</td>
<td>Differentiated, scaffolded learning supports, repeated readings.</td>
<td>Small group, one-on-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Formative and Summative Teacher Created Assessments</td>
<td>Differentiated, scaffolded learning supports, repeated reading.</td>
<td>Small group, one-on-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>When Tier I in-class interventions are not meeting the needs of the student, the child will be referred by teacher or parent to the RTI Team for Tier II support</td>
<td>Counseling sessions with a targeted focus on a particular skill or strategy that will support the students social-emotional group and development</td>
<td>Small group or one-on-one support</td>
<td>During the school day 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)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   
   Currently we have ten students who reside in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
   
   Services for students in temporary housing include basic materials such as school bag, supplies, and uniforms will be provided, as well as payments for trips and special events. Students who need academic or social/emotional support will be referred to our RTI Team and interventions will be offered as needed. At-Risk Guidance Groups will provide social emotional support as needed.

Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   
   N/A

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment for available positions for 2018-2019 included advertising on the DOE website, Open Market Hiring System, and New Teacher Finder. Of the hundreds of applicants that applied, the 18D Hiring Committee, comprised of all staff members at P.S. 483, thoughtfully selected highly qualified candidates who are certified in the appropriate license areas. Using a criteria based rubric, all applicants were screened to find potential candidates based on qualifications necessary for the positions that needed to be filled. As a new school, each year we will be growing and adding new staff members. During the interview and hiring process expectations are clearly defined including what it means to work in a new, small school and what contributions each staff member can make to our community. Retention of staff is critical to building a new community, therefore communication is encouraged to support staff in what they need to be successful. As a small school with a limited staff and budget, new staff is hired strategically to meet the needs and compliance of various learners, for example, preference is given to teachers with dual certifications or bilingual extensions. Assignments are based on the qualifications of staff including appropriate certifications, level of experience, and interest level of teacher. High quality professional development is customized based on individual teacher goals, and support is given to assist teachers in meeting their goals through weekly individual conferences with administration.

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).

As a community of life-long learners, the staff of P.S. 483 is committed to continuing to grow and learn to improve our practices and to find the best ways to meet the needs of all of our students. Student achievement is our common goal and the basis for which all decisions are made. Professional Development at P.S. 483 will be focused on team building and establishing trust as we learn about one another and identify individual strengths and needs. We will all engage in cycles of goal setting, feedback, reflection, and revisions as we work together to meet the challenges of educating 21st century learners. Staff will also engage in cycles of inquiry as a way of developing best practices and using data to drive instruction.

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

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### 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.).

During the registration process, school staff meets with each parent and child to discuss the child's school history including all academic, social, and medical needs and/or accommodations. Orientation is provided prior to the start of the school year so that parents and students can learn more about our school including curriculum and expectations. Materials are distributed to help parents and students prepare for Kindergarten. In July, a Summer Book Exchange is held to promote a positive experience with the school culture prior to the first day of school. A Welcome Picnic is held in August so that parents, students, and staff have an opportunity to meet and get to know one another prior to school opening.

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#### 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.

All staff meets prior to the start of the new school year to plan the assessment calendar for the year. As part of the planning process for each unit of study, teachers and administration collaborate to determine the assessments that will be used to capture growth and drive instruction. The Professional Development Team collaborates to design professional development that supports our school wide instructional focus which is alignment with our CEP goals and impacts student achievement.

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#### 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>Column A</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>127,145</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>868,752</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

Explanation/Background:

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

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

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

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

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
• **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

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

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

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

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

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

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

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

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

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

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

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**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 483 The Matilda Avenue School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

P.S. 483 The Matilda Avenue School, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

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 ESSA;
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)

P.S. 483 The Matilda Avenue School, 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 student led parent-teacher conferences each semester during which the individual child’s achievement will be demonstrated.
● 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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

● encourage my child to follow school rules and regulations and discuss this Compact with my child;
I. Parent Responsibilities

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

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
<td>483</td>
</tr>
</tbody>
</table>

**School Name** The Matilda Avenue School

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Pre-2018 Coaches</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Principal (where applicable)</th>
<th>Assistant Principal (where applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Cioffi</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Alexandria Fittipaldi</td>
<td>N/A</td>
<td>Jose Abel Ramirez</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach Jamie Polcari</td>
<td>Coach N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Jennifer McNickle/AIS</td>
<td>N/A</td>
<td>Jose Abel Ramirez</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Teacher/Subject Area</td>
<td>Related-Service Provider</td>
<td>Superintendent</td>
<td>Meisha Ross-Porter</td>
<td>Other (Name and Title)</td>
<td>Michae; Pagliaro Language Acce</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**C. Teacher Qualifications**

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 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] | 1 |
| Number of special education teachers with bilingual extensions | 1 |

**D. Student Demographics**

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>118</th>
<th>Total number of ELLs</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>5.08%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP 45
Part II: ELL Demographics

A. ELL Programs

This school offers the following grades (includes ELLs and non-ELLs)

<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>
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<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Check all that apply:

- Transitional bilingual education program (TBE) Yes □ No □
- Dual language program (DL) Yes □ No □
- Freestanding ENL Yes □ No □

If yes, indicate language(s):

Bilingual Program Breakdown

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

Part III: Assessment Analysis

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

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

   All students in grades K-2 will be given The Fountas and Pinnell Benchmark Assessment three times a year. In addition we will be administering performance based assessments at the end of each TCRWP ELA Unit of Study that will be analyzed to determine writing skills. All lessons will include language objectives that will be assessed and data will be monitored to inform future instruction. Data collected is analyzed by both the classroom teacher and our ENL provider. Common Planning time allows for both teachers to look at individual student data and make decisions on curriculum and instruction based on need. Student work samples are collected and analyzed throughout each unit of study to determine next steps and to drive future instruction. Modifications include visual supports and vocabulary building for those students who need it.

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

   Teachers meet daily for common planning and weekly with Administration. Unit Maps and Plans include instruction to support ENL students. Common Planning between classroom teachers and ENL provide allows for shared objectives and plans.
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? Summative assessments including NYC Performance Tasks, Go Math Beginning, Middle, & End of the Year Assessments, Fountas & Pinnell Benchmark Assessments, and the NYSESLAT Exam are being used to identify baseline and progress data. Teacher’s College Rubrics aligned to the common core standards for reading, writing, listening, and speaking will be used to assess specific areas of need and monitor student progress toward meeting grade level language standards.

4. What structures do you have in place to address interventions once the summative data has been gathered? Support Staff has access to all data and an opportunity to collaborate with classroom teachers to plan appropriate scaffolds and support. Daily Common Planning on each grade levels provides teachers with an opportunity to collaborate to design appropriate interventions. Daily schedules allow for blocks of instruction and support staff’s schedules allow for them to support students within the classroom during their scheduled literacy or math block based on need.

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.] Additional support services will be provided to English Language Learners who score below grade level on the annual English language proficiency assessments. Tier One interventions in ELA and Math will be utilized within the classroom setting and will include both small group instruction and computer based remediation programs. Teachers will follow the protocol for referring students to the RTI team for Tier Two or Tier Three intervention as needed. The protocol includes a teacher referral should be submitted to Team Leader. Parent Notification Letter should be sent home to parents informing them of the referral. Notify team members and referring teachers of time, location and date of referral meetings. RTI Folder started for each student (items in folder include, Referral, Action Plan, Progress Tracker, Assessments & Work Samples). Case Manager will be assigned to the case. Teacher shares the referral with the team. Dialog ensues. Determination is made. Action Plan is drafted. Following the intervention, Case Manager tracking report is shared. There is a review of recent classroom grades and new assessment data. We discuss the following: change intervention, Increase or decrease support, Continue, dismiss, or refer to next tier.

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). Since we currently service K-2 students only, NYSESLAT and NYSITELL scores are analyzed for information.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Our Data Specialist disseminates these findings to administration, classroom teachers, and our ENL providers. Weekly Data Inquiry meetings with each grade level provide an opportunity for staff to collaborate on scaffolds and supports needed to curriculum and instruction that will best meet the needs of our ENL learners.

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.
      Once students are given the NYSITELL exam and are identified as ENL students, then based on their level, instruction will be provided which will include a push-in model for integrated and a pull out model for standalone ENL instruction. Students will be grouped within the same grade level by class. Our ENL provider will push-in to the
classroom to provide integrated instruction working alongside with the classroom teacher. Our ENL provider will also pull out students to provide the appropriate number of minutes of standalone instruction. She will group pull out students according to proficiency level. Instruction will focus on listening, speaking, reading and writing.

b. TBE program. *If applicable.*
N/A

c. DL program. *If applicable.*
N/A

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

   All ENL students will receive 100% of their ENL/ELA instructional time based upon CR Part 154 requirements. Beginner/Entering students receive a total of 360 minutes per week. 180 minutes of stand alone ENL provided by an ENL teacher who pulls out students from their classroom and 180 minutes of integrated ENL/ELA where the ENL teacher pushes into the classroom. Low Intermediate/Emerging students also receive 360 minutes of instruction per week with the same model. Intermediate/Transitioning students receive 180 minutes of instruction. 90 minutes are integrated ELA and 90 minutes is integrated with other subject areas. Advanced/Expanding students receive 180 minutes using the same model. Proficient/Commanding students receive 90 minutes of integrated ELA instruction.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   Students will be taught in English. Using an ENL model, integrated instruction will be taught within the classrooms provided by our ENL and classroom teachers. Stand alone ENL instruction will be pull out instruction provided by our ENL teacher. The focus will be on the four modalities, listening, speaking, reading and writing. Language development will be a focus for all students. Each ELA Unit of Study will include language specific standards. The SIOP Model will be utilized to foster language development. The demands of NYS Learning Standards will be met utilizing scaffolds and supports such as visual aids, repetition, graphic organizers, and other teacher made resources. Additionally, all classrooms will be print rich and students will be explicitly taught to interact with one another through questioning and using academic vocabulary.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

   We will administer the Spanish LAB for newly identified Spanish speaking students. The Spanish LAB is administered to all new entrants in grades K to 2 whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results. It is administered throughout the year as necessary. The Spanish LAB is used to support instructional planning in providing ENL services to these students.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   11X483 is a K-2 school that opened on 9/9/15. As such, we do not expect having the following ELL Subgroups; SIFE, Developing and Long Term. For our Newcomer ELL's language and vocabulary development will be supported with visuals. Opportunities for listening, speaking, reading, and writing will be embedded into the curriculum. Small group instruction will support our ELL students. When necessary tier II and tier III interventions will be utilized. Former ELL students will be given the required 90 minutes of ENL services per week and the appropriate testing accommodations needed. Accommodations can include extended time, separate location, re-reading, bilingual dictionaries, etc. based on need.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>Teachers of ELL-SWDs will utilize the SIOP Model, explicit instruction, modeling and strategic, scaffolded activities to accelerate English language development. Visual supports will be utilized during whole class instruction. Small group work will be differentiated to meet the individual needs of all students including ELL-SWDs. Grade level materials include Fundations, Go Math!, Teacher’s College Reading and Writing Units of Study, Guided Reading Books, Fiction &amp; Non-Fiction Independent Books, Poems, Articles, Charts, Rubrics, &amp; teacher made resources.</td>
</tr>
<tr>
<td>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?</td>
<td>Curriculum is designed with all students in mind. Scaffolds and supports are planned with identified misconceptions ahead of the delivery of instruction. Teachers revise and edit curriculum based on student outcomes. All ELL-SWDs have individual goals that are monitored by the classroom teacher and support teacher. The ENL teacher and Special education teacher work to support the language development of the students in the least restrictive environment. Small group instruction within the classroom provides a structure for students to be grouped according to specific skills or strategies in need. Our scheduling is designed to allow for support staff to push in to support classroom instruction based on need.</td>
</tr>
<tr>
<td>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.</td>
<td>Interventions include small group instruction in ELA and Math. Double Dose Fundations and Go Math! Tier II and Tier III interventions will be utilized within the classroom. Specific programs including computer based technology such as Waterford, Award Reading, and Think Central will be considered to provide targeted intervention in ELA and Math. Programs will be provided in home students’ home language whenever possible. Currently we do not have any identifies ELL students, but as we grow as a school we will consider programs in each child’s’ native language.</td>
</tr>
<tr>
<td>9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?</td>
<td>Based on our listening and speaking data, we concluded that our students were able to state their opinions, support their ideas with evidence and participate in conversations using established protocols (including; eye contact, taking turns, and complimenting their partners answers.) Will be utilizing additional protocols for whole class discussions including using cooperative learning strategies to support students in having more authentic conversations where they can add on to their partners ideas and also offer their partner feedback to enhance learning. We will be encouraging active listening. We will be adding additional online resources to support our ENL learners. We will be utilizing more shared reading and shared writing activities to foster collaboration and discussion.</td>
</tr>
<tr>
<td>10. If you had a bilingual program, what was the reason you closed it?</td>
<td>N/A</td>
</tr>
<tr>
<td>11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.</td>
<td>Our ENL students are afforded equal access to all school programs that are offered. Students can participate in our after school Cookshop for Families Program or After-School Guidance Group. We currently do not offer any after school or supplemental programs specifically for our ENL students, but as our school continues to grow and as our population of ENL students continues to grow, additional programs will be considered.</td>
</tr>
<tr>
<td>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.</td>
<td>Our instructional materials include Teacher’s College Units of Study, Fundations, and Go Math! Supplemental technology includes a-z readers, think central, and exemplars in math. We have also purchased Getting Ready for the NYSESLAT, grade specific teacher’s manuals and student books to assist students in preparing for the NYSESLAT. These materials are fully aligned to the NYS Learning Standards and offer broad-based themes that integrate listening, reading, and writing.</td>
</tr>
</tbody>
</table>
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
For the ENL model scaffolds such as bilingual glossaries, picture dictionaries, and a buddy system are utilized. As we grow students will be supported in their home language development by using computer based programs where instruction is delivered in their home language as well as English.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. Scaffolds and supports will be utilized to ensure that all ELL students are taught appropriate age and grade level skills.

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

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
During the registration process the parent will be welcomed by the Welcome Committee consisting of the school secretary, language access coordinator, and principal. Parents of ELL students will be given all welcome documentation in their home language of choice. Parents will be given important interpretation information so that they can communicate with school staff. Parents will be invited to an open house and school tour where interpretation services are available. Parents and students are invited to our "Welcome Picnic" in August to meet our staff and other families at The Matilda Avenue School. Throughout the year, our family worker reaches out to ensure that parents are receiving weekly emails and other important communication documents.

17. What language electives are offered to ELLs?
N/A

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

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   All ENL staff members will engage in professional development with a focus on language development. Teachers will also engage in Cooperative Learning training that will support the development of language objectives for each lesson and how to assess and monitor language development skills. ENL teacher will attend professional development offered by Exemplar Math, Fundations, and Teacher’s College Reading and Writing Project, specifically targeted to ENL instruction. ENL Staff will have an opportunity to participate in Field Borough level support and professional development opportunities provided by Office of ELL’s to learn how to provide ELL students with the skills and strategies needed to support them in reaching appropriate grade level standards.

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.

Our school meets the requirements as per CR Part 154 of 15% of total hours for all teachers by incorporating strategies to prepare our ELL students to meet the challenges of transitioning to middle school.

Our professional development focuses on language acquisition, as well as, best practices for integrating language and content instruction for English Language Learners. Our school wide instructional focus includes building questioning and discussion skills so that all students can engage in meaningful conversations. Professional development and teacher observation feedback will focus on strengthening question and discussion techniques. Agendas and sign-in sheets are kept on file to document and record topics that are being taught. Our school meets the requirements as per CR Part 154 of 50% of total hours ENL teachers receiving ELL-specific professional development through professional development and weekly meetings with Administration and support staff to provide on-going professional support in meeting the needs of ENL students. ENL teachers also attend monthly professional development offered by our Field Borough Support Staff. All agendas and sign in sheets for all professional development is collected to document learning.

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?

   ENL teachers provide annual individual meetings with parents of ENL students in October (on-going for new students throughout the year) to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs. Parents and teachers will schedule individual conferences as needed to discuss student progress. Interpretation services are provided as needed either through the automated services provided through the Department of Education or by school staff where applicable. Parents are also invited to bring along family or friends that can interpret for them. A follow up meeting is also conducted in May/June to discuss progress and goals for the following year. All agendas and sign-in sheets will be kept on file as documentation.

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

   We are committed to providing a welcoming environment for all parents. Translation and Interpretation services will be offered at all meeting and parent functions as needed. ENL parents are also invited to bring family members or friends who can interpret information being presented at meetings if they feel more comfortable bringing someone they know who can translate. Parent Surveys will assist us in determining the needs of our families. Surveys will be administered in preferred languages. Events such as PTA Meetings, Concerts, Workshops, and Events will be announced in parents preferred languages and interpretation services will be provided when necessary. Our school does not currently have a Parent Coordinator, however, a family worker will assist with outreach to all parents. Records of all events are kept through flyers, sign-in sheets, meeting minutes, and agendas.

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.

As a small school we have limited staff and resources, but as we grow we will continue to seek best practices in providing the most effective instruction to meet the needs of our ENL learners.
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, Maria Cioffi, 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>Maria Cioffi</td>
<td>Principal</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Assistant Principal</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Parent Coordinator</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Alexandria Fittipaldi</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Jose Abel Ramirez</td>
<td>Parent</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Jennifer McNickle/AIS</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Jamie Polcari</td>
<td>Coach</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>School Counselor</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Meisha Ross-Porter</td>
<td>Superintendent</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Michael Pagliaro</td>
<td>Other Family Worker/Language Access Coordinator</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 11X483 School Name: The Matilda Avenue School
Superintendent: M Ross-Porter

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>Alexandria</td>
<td>Fittipaldi</td>
<td>ENL 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.

   Upon registration parents complete the Home Language Identification Survey (HLIS) and indicate which language is spoken in the home. Parents also indicate in which language they would like to receive communications from the school. Student’s home language is entered into ATS. A list of families that speak languages other than English is kept on file in the main office as well as their communication language preferences. Parents also complete a school generated needs assessment survey that asks parents to identify the language in which they prefer to receive written and oral information.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>3</td>
<td>2.65</td>
<td>3</td>
<td>2.65</td>
</tr>
<tr>
<td>English</td>
<td>100</td>
<td>88.5</td>
<td>97</td>
<td>85.84</td>
</tr>
<tr>
<td>Spanish</td>
<td>10</td>
<td>8.85</td>
<td>13</td>
<td>11.5</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.

<table>
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<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>10</td>
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<td>13</td>
<td>11.5</td>
</tr>
</tbody>
</table>

**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>Parent Handbook</td>
<td>September</td>
<td>School Staff will assist over the summer with creating translated versions. If there is no staff available to translate, then handbook will be sent to the DOE translation unit. We will complete a Translation Request Form and submit it to translations along with the file to be translated. All documents will be submitted at least two weeks prior to distribution to parents to ensure timely completion.</td>
</tr>
<tr>
<td>Back to School Night Information</td>
<td>September</td>
<td>School Staff will assist over the summer with creating translated versions. If there is no staff available to translate, then document will be sent to the DOE translation unit. We will complete a Translation Request Form and submit it to translations along with the file to be translated. All documents will be submitted at least two weeks prior to distribution to parents to ensure timely completion.</td>
</tr>
<tr>
<td>After School Information</td>
<td>September</td>
<td>Translated versions are provided by NIDC after school program</td>
</tr>
</tbody>
</table>
DOE Provides Translated versions online. Common letters to parents, such as school closure and exam notification letters, have been translated. Customizable templates will be used.

School Staff will assist with creating translated versions. If there is no staff available to translate, then document will be sent to the DOE translation unit. We will complete a Translation Request Form and submit it to translations along with the file to be translated. All documents will be submitted at least two weeks prior to distribution to parents to ensure timely completion.

School Staff will assist with creating translated versions. If there is no staff available to translate, then document will be sent to the DOE translation unit. We will complete a Translation Request Form and submit it to translations along with the file to be translated. All documents will be submitted at least two weeks prior to distribution to parents to ensure timely completion.

School Staff will assist with creating translated versions. If there is no staff available to translate, then document will be sent to the DOE translation unit. We will complete a Translation Request Form and submit it to translations along with the file to be translated. All documents will be submitted at least two weeks prior to distribution to parents to ensure timely completion.

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>Back to School Night-Curriculum Overview</td>
<td>September</td>
<td>We will download, print and prominently display the Language ID Guide which lists the most frequently encountered languages in North</td>
</tr>
<tr>
<td>Event Type</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Led Conferences</td>
<td>Nov &amp; March</td>
<td>This card facilitates the language identification process by instructing limited-English-proficient parents to identify their native language from a list of translated instructions. Once the language needed has been identified, school staff will provide interpretation. If staff is unable to provide interpretation, than we may ask for an interpreter for that language by contacting the Language Line at 1-855-249-9103 or 1-800-231-0288.</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>On-Going Sept-June</td>
<td>We will download, print and prominently display the Language ID Guide which lists the most frequently encountered languages in North America. This card facilitates the language identification process by instructing limited-English-proficient parents to identify their native language from a list of translated instructions. Once the language needed has been identified, school staff will provide interpretation. If staff is unable to provide interpretation, than we may ask for an interpreter for that language by contacting the Language Line at 1-855-249-9103 or 1-800-231-0288.</td>
</tr>
<tr>
<td>Classroom Presentations</td>
<td>On-Going Sept-June</td>
<td>We will download, print and prominently display the Language ID Guide which lists the most frequently encountered languages in North America. This card facilitates the</td>
</tr>
<tr>
<td>Event</td>
<td>Month</td>
<td>Details</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Winter Concert</td>
<td>December</td>
<td>Language identification process by instructing limited-English-proficient parents to identify their native language from a list of translated instructions. Once the language needed has been identified, school staff will provide interpretation. If staff is unable to provide interpretation, than we may ask for an interpreter for that language by contacting the Language Line at 1-855-249-9103 or 1-800-231-0288.</td>
</tr>
<tr>
<td>Spring Concert</td>
<td>May</td>
<td>Language identification process by instructing limited-English-proficient parents to identify their native language from a list of translated instructions. Once the language needed has been identified, school staff will provide interpretation. If staff is unable to provide interpretation, than we may ask for an interpreter for that language by contacting the Language Line at 1-855-249-9103 or 1-800-231-0288.</td>
</tr>
<tr>
<td>Moving Up Ceremony</td>
<td>June</td>
<td>Language identification process by instructing limited-English-proficient parents to identify their native language from a list of translated instructions. Once the language needed has been identified, school staff will provide interpretation. If staff is unable to provide interpretation, than we may ask for an interpreter for that language by contacting the Language Line at 1-855-249-9103 or 1-800-231-0288.</td>
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Language ID Guide: This card facilitates the language identification process by instructing limited-English-proficient parents to identify their native language from a list of translated instructions. Once the language needed has been identified, school staff will provide interpretation. If staff is unable to provide interpretation, than we may ask for an interpreter for that language by contacting the Language Line at 1-855-249-9103 or 1-800-231-0288.
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We use written communication via email and also text messages using the remind system. The Interpretation Hotline would be contacted in the event of an emergency to inform non-English speaking parents. Spanish/English speaking staff members and parents that speak Arabic/English are also utilized in emergency situations.

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.

All staff members are made aware of our school wide policies and resources available during our beginning of the year staff faculty conference. Both Principal and Our Language Access Coordinator provide professional development to staff on what resources are available to assist staff with providing translation and interpretation services for families that need it. The Language Access Handbook for schools is distributed and reviewed to ensure that all staff members are aware of how to access the necessary resources including the translation unit and interpretation hot line and services. As new students register, staff is made aware of parent preference if the language they wish to receive communication in is other than English.

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.)

During the registration process when parents are identified as non-English speaking, they will be informed of the resources available to help them communicate with school staff. Information regarding translation and interpretation services will be posted at the main entrance security desk and in the main office.
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 part of our on-going efforts to ensure that all parents are well informed of their child's progress and ways to support student achievement, parent surveys will be conducted throughout the year to evaluate our communication efforts. We want all families to feel welcomed in our school and to take an active role in their child's education. Surveys will be conducted in Nov, Jan, March and June. Surveys will be conducted in families’ home language.