2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (*i.e. 01M001*): 12X595

School Name: P.S. 595

Principal: SUHEIL PIMENTEL
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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Section 4: CEP Overview

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Section 1: School Information Page

School Information

School Name: P.S. 595

School Number (DBN): 12X595

BEDS Code: 

Grades Served: Pre K, K, 1, 2

School Address: 700 East 179th Street, Bronx, NY 10457

Phone Number: 7189604795

Fax: 7189604230

School Contact Person: Suheil Pimentel

Email Address: spimentel4@schools.nyc.gov

Principal: Suheil Pimentel

UFT Chapter Leader: Lissette Vazquez

Parents’ Association President: Migdalia Molina

SLT Chairperson: n/a

Title I Parent Representative (or Parent Advisory Council Chairperson): Migdalia Molina

Student Representative(s): n/a

CBO Representative: Jose Hernandez

District Information

Geographical District: 12

Superintendent: Jacqueline Rosado

Superintendent’s Office Address: 1970 West Farms Road Bronx, NY 10460

Superintendent’s Email Address: jrosado3@schools.nyc.gov

Phone Number: 718-328-2310

Fax: 718-542-7736

Field Support Center (FSC)
Bronx

Executive Director: Nancy Saffer

Executive Director's Office Address: One Fordham Plaza

Executive Director's Email Address: nsaffer@schools.nyc.gov

Phone Number: (718) 828-5643

Fax: (718) 828-5643
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>Suheil Pimentel</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lissette Vazquez</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Migdalia Molina</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Aniya Abuawadeh</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Migdalia Molina</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Jose Hernandez</td>
<td>CBO Representative, if applicable/</td>
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</tr>
<tr>
<td>Corrine Vega</td>
<td>Member/SLT Chair</td>
<td></td>
</tr>
<tr>
<td>Thurmeka Ward</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Yalixa Rodriguez</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

**Title I Requirements and Strengthening Title I Parent Involvement**
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**

1. **What is your school’s mission statement?**

   We believe in the transformative powers of a dual language education, to create students that are leaders, problem solvers, imagine, and collaborate in the construction of new knowledge.
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.

As part of our commitment to creating students that are leaders, the P.S. 595 community fosters respect for independent and critical thinking, social awareness and opportunities for collaboration in learning about the world around us. We believe education is communal responsibility among students, parents and teachers. At P.S. 595, hands on learning is central to our education, we understand the critical role real world connections and the arts play in the development of the whole child. Therefore, field trips, music, visual arts, dance and drama are an integral part of everyday life.

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

P.S. 595 has 23% of its students with special needs. Although the needs vary, many students have sensory integration issues.

P.S. 595 14% students who are learning English as a new language. Although the majority of students first language is Spanish, we have students who speak French and Arabic.

Strategies and Interventions for English as a New Language Learners and Students with Disabilities:
- Support charts with question prompts
- Small group instruction
- Support charts with conversation tools and habits
- Push in RTI
- UDL (Universal Design for Learning) strategies
- Academic Intervention Service team will support high need subgroups by using research-based programs, such as Fundations, Leveled Literacy Intervention and Go Math! Intervention, to target instructional needs.
- The administration supports intervention by developing schedules, providing professional development, and leading conversations that address students with disabilities, English-language learners, and students at-risk.

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.

We are a new school in 2018-2019.

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

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

**Part 1 – Needs Assessment**

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
Strengths:
• At P.S. 595 curriculum is organized into units of study that emphasize authentic learning experiences and that engage students in the 21st-century skills. In each unit our students go beyond the textbook to study complex topics based on real-world issues, such as exploring how communities change over time, comparing and contrasting information from multiple sources and texts. Working in collaborative groups and guided by teachers, students learn the skills of collaborating, expression of opinions, and constructing new meaning in groups. Each member of the team is responsible for learning the content as well as helping their peers to learn.

Our goal is, QR 3.4 establishing a culture for learning that communicates high expectations to staff, students and families and provides supports to achieve those expectations.

Priority Needs:
• We have high expectations for academic rigor in our school. We have implemented school-wide structures in order to promote opportunities and supports for students to self-assess. Teachers have identified the need to ensure there are more opportunities for students to self-assess and explain their thinking in order to increase the rigor of student discussion. We have identified the need to evaluate the rigor of tasks to ensure units offer multiple opportunities for students to think critically and engage in analysis and problem-solving through discussion along with increasing the opportunities for students to present projects.

Part 2 – Annual Goal

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

By June 2019, on average students will move up 4 reading levels in Fountas and Pinnell through small group instruction, and the use of leveled reading groups and strategy groups.
### 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 (including SWD and ENL), parents, guardians, students</td>
<td>September 2018-June 2019</td>
<td>Principal, mentors, teachers</td>
</tr>
</tbody>
</table>

Teachers will improve the rigor of student discussions and how students self-assess by engaging in professional learning communities where they will evaluate existing unit projects, and explore the following questions:

- How do we manage a classroom that is highly collaborative and promotes complex problem solving during a discussion?
- How do we assess discussion during project planning?

In order to support the professional learning communities, the principal will purchase research-based professional texts that explore strategies to teach metacognition, such as *Teaching Students to Drive their Brains* by Donna Wilson and Marcus Conyers. Based on research, Teachers will acquire one research-based strategy to implement in the classroom so students developing the ability to identify learning goals, ask thoughtful questions, and apply self-monitoring strategies.

The principal will schedule common planning time so teachers can use data to identifying learning goals, scaffold assignments based on students learning goals, create thoughtful and rigorous questions, implement meta-cognitive strategies, and create opportunities in all lessons for students to reflect and self-monitor learning goals.

### Strategies and Interventions for English as a New Language Learners and Students with Disabilities:

- Support charts with question prompts

<table>
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<td>All Teachers (including SWD and ENL), parents, guardians, students</td>
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</tbody>
</table>
• Small group instruction

• Support charts with conversation tools and habits.

• Push in RTI

• UDL (Universal Design for Learning) strategies

• Academic Intervention Service team will support high need subgroups by using research-based programs, such as Leveled Literacy Intervention and GoMath! Intervention, to target instructional needs.

• The administration will support intervention by developing schedules, providing professional development, and leading conversations that address students with disabilities, English-language learners, and students at-risk.

Supporting Families:

• Teachers will report monthly newsletters to help families make the connection between home and school to suggest strategies families can use at home to support their child’s learning.

• Parent workshops in asking their children high-level questions about texts, math problems, and writing.

• Curriculum information on Class DoJo.

• Parents will support their children in providing time for 20 minutes of reading per day and time to work on projects.

• Students will practice strategies to self-monitor, question, and reflect at home with projects in order to increase discussions with family members about what they are learning at school. Parents will attend culminating activities where students are presenting projects.

| n/a | n/a | n/a | n/a |

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.

We will engage families through:
- curriculum night events
- family conferences
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.

- Danielson Framework for Teaching/Teacher observations
- Universal Literacy Coach
- Parent volunteers and partnerships with outside organizations.
- Per session for curriculum mapping and collaborative planning.
- Per diem applied for inter-visitations
- The Framework for Teaching rubrics
- Advance MOTP data, Quality Review Indicators
- Teachers College Reading and Writing Units of study
- Integrated Studies projects and partners (NYBG)
- Technology: Smart Boards, desk tops, iPads
- NTC Mentors
- Wilson Fundations
- K-2 teachers, ENL teacher, paraprofessionals, RTI/AIS teacher, SETSS teacher, IEP teacher, speech teacher, principal

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

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<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td>C4E</td>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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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, on average students will move up 2 reading levels in Fountas and Pinnell through small group instruction, and the use of leveled reading groups and strategy groups.

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

Fountas and Pinnell

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

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<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>
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<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
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<tr>
<td>action plan for this Framework element?</td>
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<tr>
<td>3. What policies, practices, and structures are in place to ensure you</td>
<td>We are in the first year of implementing a Responsive Classroom curriculum, where we create safe, joyful and challenging learning environments where all students feel valued and respected.</td>
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<tr>
<td>are supporting the whole child?</td>
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As we begin to support our students towards acquiring 21st century skills, at P.S. 595, we have acknowledged that teachers are able to address academic and social-emotional concerns of their students. Throughout our school, teachers implement responsive classroom in order to create a safe school community. It is through this program that our students are able to develop self-control, and begin to understand what socially responsible behavior is. Integration of current brain research into teaching strategies supports positive learning outcomes for all children, where children’s strengths are nurtured and used to connect them to new knowledge, and their culture and home languages are recognized as essential elements of learning.

Priority Needs:
Our classrooms have a safe environment that engages all students, but we still need to improve the quality of our feedback to students. Our school needs to use our feedback structures to lift students and provoke critical thinking, and coach students into becoming strong readers, writers and leaders.

**Part 2 – Annual Goal**

<table>
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<tr>
<th>Annual Goal</th>
<th>By June 2019, 80% of parents will agree on the NYC School Survey that &quot;my child is safe at school&quot;.</th>
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By June 2019, 80% of parents will agree on the NYC School Survey that "my child is safe at school".
### 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).

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<tbody>
<tr>
<td>All students, teachers, and administration</td>
<td>September 2018-June 2019</td>
<td>Coaches, teachers and administration.</td>
</tr>
</tbody>
</table>

- Teachers will work in collaborative teams to incorporate Responsive Classroom and SEL into the curriculum.

- Teachers will implement positive teacher language to create a safe environment to deliver feedback.

- Teachers will create a positive learning community by using positive teacher language to communicate high expectations and build confidence in students.

**Strategies and Interventions for English as a New Language Learners and Students with Disabilities:**

- Academic Intervention Service team will continue to support high-need subgroups by providing one-to-one conferences to support student’s understanding and implementation of feedback.

- Academic support teams and teachers will adjust due dates for students in order to ensure students are provided more time to implement feedback.

- All teachers will model respectful feedback with students by continuing to use positive language.

All Teachers (including SWD and ENL), parents, guardians, students | September 2018-June 2019 | Mentors, teachers and administration. |
### Supporting Families:

- Students will practice their respectful talk to engage in conversations with their families as a means of providing feedback.

- The staff will provide families with strategies and workshops to encourage the social development of each student as a means of helping students to have the skills and confidence needed to provide peers with feedback.

- Parents will incorporate strategies, such as the power of positive language, to support students’ social and emotional growth.

- Curriculum information on Class DoJo

- Monthly meetings with the administration (coffee with the principal).

### Administrators will support teachers to learn from one another by supporting the scheduling of teacher-led inter-visitations with a focus on providing respectful and specific feedback.

<table>
<thead>
<tr>
<th></th>
<th>Parents, guardians, students</th>
<th>September 2018-June 2019</th>
<th>Mentors, teachers and administration, parent coordinator.</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

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

We will engage families through:
- Curriculum night events
- Family conferences
- Student led presentations and culminating events
- Workshops
-people responsible include administration, teachers, students PA, parent leaders, outside community organizations.

**Part 4 – Budget and Resource Alignment**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
| o Danielson Framework for Teaching/Teacher observations  
| o Universal Literacy Coach  
| o Parent volunteers and partnerships with outside organizations.  
| o Per session for curriculum mapping and collaborative planning.  
| o Per diem applied for inter-visitations  
| o The Framework for Teaching rubrics  
| o Advance MOTP data, Quality Review Indicators  
| o Teachers College Reading and Writing Units of study  
| o Integrated Studies projects and partners (NYBG)  
| o Technology: Smart Boards, desk tops, iPads  
| o NTC Mentors  
| o Wilson Fundations  
| o K-2 teachers, ENL teacher, paraprofessionals, RTI/AIS teacher, SETSS teacher, IEP teacher, speech teacher, principal |

<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></td>
</tr>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
| By June 2019, 80% of parents will agree on the NYC School Survey that “my child is safe at school”.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
</table>
| School created survey in collaboration with SLT.

| 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.

**Strengths:**
100% of teachers have common planning opportunities to work productively with colleagues in the school.

**Priorities:**
Monitor the impact of teacher collaboration and professional inquiry work on student learning via formative assessments.

**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.

**Teachers collaborate in group inquiry work to analyze data and provided targeted supports, so that by June 2019, students will increase their reading performance by 4 levels.**
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers, including SWD and ENL.</td>
<td>September 2018-June 2019</td>
<td>Principal, mentors, teachers</td>
</tr>
</tbody>
</table>

- All teachers participate in a professional learning community (K-2) that meets bimonthly.

- Administration allocate time for teachers to collaboratively plan lessons and units of study.

- Mentors and teachers identified as highly effective share their practice through inter-visitations and discussion.

- Teacher-led professional development with a focus on how to read and analyze student work and rubrics in order to provide feedback that is educative in nature, which means giving students an explanation of what they’re doing correctly and incorrectly, in order to foster a positive learning environment.

- Common planning time is scheduled so teachers can develop lessons with formative assessments.

- Parents will attend literacy/math workshops, workshops

- Celebrations/publishing parties for families and the school community to exhibit and share student work at the completion of units of study.
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.

We will engage families through:
- curriculum night events
- family conferences
- student led presentations and culminating events
- workshops

People responsible include administration, teachers, students PTA, parent leaders, outside community organizations.

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.

- Danielson Framework for Teaching/Teacher observations
- NTC Mentors
- Advance MOPT data, Quality Review Indicators
- Per session for curriculum mapping and lesson planning
- Per diem applied for inter-visitations
- Teachers College Writing Units of Study
- Wilson Fundations kits
- Leveled reading libraries
- Technology: Smart Boards, document cameras
- K-2 Teachers, ENL Teacher, Paraprofessionals, RTI/AIS teacher, IEP teacher, SETSS teacher, speech teacher, principal

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

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

Teachers collaborate in group inquiry work to analyze data and provide targeted supports, so that by February 2019, students will increase their reading performance by 2 levels.

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

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

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

Part 1 – Needs Assessment

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

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

Strengths:

School leader provides teachers with effective feedback connected to FFT.

Priorities:

Improve teacher pedagogical skills by broadening the range of strategies and techniques teachers use to promote discussion.

Part 2 – Annual Goal

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

By June 2019, teachers will design targeted scaffolds and implement differentiated strategies that will result, on average, in an Effective rating (3.0) for Components 1e, and 3c on the framework for teaching, for all staff.
### 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) What will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • 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). | Teachers | Monthly, September 2018 - June 2019 | Principal, Special Ed Liaison, Instructional Coaches and Mentors |
| During Teacher Team meetings, grade conferences and faculty conferences, administration will articulate school wide goals, mission, and vision of the school to all staff | | | |
| IEP Teacher and ENL Teacher will work directly with grade teams in making sure SWD’s and ELL student teachers understand the school wide goals and vision | Special Ed and ENL Teachers | September 2018-June 2019 | Principal, Special Ed Liaison, ENL Teachers, Instructional Coaches and Mentors |
| Parent workshop and PTA meetings will include a discussion on the school wide goals and vision of the school | Parents/Guardians of all Students | September 2018-June 2019 | Principal, Special Ed Liaison and Parent Coordinator |

#### 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.

We will engage families through:  
curriculum night events  
family conferences  
student led presentations and culminating events  
workshops  

PTA Meetings

People responsible include administration, teachers, students PTA, parent leaders, outside community organizations.

### 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.
Danielson Framework for Teaching/Teacher observations
- NTC Mentors
- Advance MOTP data, Quality Review Indicators
- Per session for curriculum mapping and lesson planning
- Per diem applied for inter-visitations
- Teachers College Writing Units of Study
- Wilson Fundations kits
- Leveled reading libraries
- Technology: Smart Boards, document cameras
- K-2 Teachers, ENL Teacher, Paraprofessionals, RTI/AIS teacher, IEP teacher, SETSS teacher, speech teacher, principal

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

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, teachers will design targeted scaffolds and implement differentiated strategies that will result, on average, in an Effective rating (2.7) for Components 1e, and 3c on the framework for teaching, for all staff.

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

Advance Data

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**

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

We will continue to provide parent workshops, monthly meetings and Bilingual calendars to keep parents informed of all activities.

We need more ways to entice parents to attend all of the workshops and events we have to offer.

---

**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, we will increase parent engagement and involvement by 10% and provide parents with the information needed to become involved and support the education of their children through parent workshops, monthly meetings and Bilingual calendars.
### 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>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will utilize Parent Engagement time on Tuesday afternoons. Teachers will develop invitations with their student’s to all events, including Teacher Rounds and inviting parents into the classroom.</td>
<td>Parents/ Guardians</td>
<td>Sept. 2018 - June 2019</td>
<td>Teacher, Principal, Parent Coordinator and Mentors</td>
</tr>
<tr>
<td>The Universal Literacy Coach and ENL Teacher will provide workshops for parents on how to help their children become better readers and complete homework menu assignments. The IEP teacher will provide workshops to parents with students with disabilities. The test coordinator will provide testing workshops for parents.</td>
<td>Parents/ Guardians</td>
<td>Sept. 2018 - June 2019</td>
<td>Teacher, Principal, Parent Coordinator and Mentors</td>
</tr>
<tr>
<td>Parent involvement programs will include PTA meetings, workshops, parent/child activities and field trips.</td>
<td>Parents/ Guardians</td>
<td>Sept. 2018 - June 2019</td>
<td>Teacher, Principal, Parent Coordinator and Mentors</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### 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.

**ASPIRA of New York**

### 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.

- Technology: Smart Boards, document cameras
- K-2 Teachers, ENL Teacher, Paraprofessionals, RTI/AIS teacher, IEP teacher, SETSS teacher, speech teacher, principal
- Master Prep schedule that allows for Grade Teams to meet
- Funding for Universal Literacy Coach and IEP Teacher

**Funding for Parent Coordinator**

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

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

By February 2019, we will increase parent engagement and involvement by 5% and provide parents with the information needed to become involved and support the education of their children through parent workshops, monthly meetings and Bilingual calendars.

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

Attendance record of parents/guardians seen during events, conferences, and workshops.

**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>A child who scores two years or below grade level on Fountas and Pinnell baseline assessment</td>
<td>Fountas and Pinnell Leveled Literacy Intervention, SPIRE, and Reading Recovery</td>
<td>Small group and one on one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>A child who scores 35% or below on Go Math Beginning of the Year Assessment</td>
<td>Math Collective, Engage NY and Go Math Intervention for Grades k, 1 and 2</td>
<td>Small group and one on one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Science</td>
<td>Beginning of the year assessment</td>
<td>Use of Non-Fiction based text</td>
<td>Small group and one on one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Beginning of the year assessment</td>
<td>Use of Non-Fiction based text</td>
<td>Small group and 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>Students who have 5 or more referrals (OORS) at any given time.</td>
<td>ASTOR Social Worker</td>
<td>Small group and one on one</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>15 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>15 students</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>uniforms, books, school supplies, holiday lunch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>n/a</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>n/a</td>
</tr>
</tbody>
</table>
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

| Indicate with an “X” your school’s 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.

School administration will work with Human Resources to ensure that all teachers are highly qualified. In addition form partnerships with local colleges to identify new staff and attend borough wide hiring fairs.

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).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives.
- Integrate professional development for mono-lingual and bi-lingual/ESL staff into ongoing instructional activities of the school, for example, through vertical planning, common preparation periods, and locally designed professional support
- Involve parents in their child's education through collaboration with teachers and other school staff, and increased engagement in the school’s education program.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

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

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

Our school addresses the needs of preschool children by aligning our curriculum to the new common core standards. In addition, we will conduct numerous parent workshops revolving around the standards, math and ELA programs and how to help their child transition to kindergarten academically and socially.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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 (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 595x, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;PS 595&gt; will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
</tbody>
</table>
● 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

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;

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

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

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

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

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

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

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

### Encouraging School-Level Parental Involvement

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

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

### School-Parent Compact (SPC)

PS 595, 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

Meet State Standards and Assessments by:

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

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

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

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

I. School Responsibilities: Providing Parents Reasonable Access to Staff

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

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 the Every Student Succeeds Act (ESSA) and Title I programs.

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

● take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child.

### III. Student Responsibilities

- 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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASPIRA is the CBO that provides as an Extended Learning opportunity for our students.</td>
</tr>
</tbody>
</table>

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

| By June 2019 the percentage of chronically absent students will decrease by 5%. |

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

<table>
<thead>
<tr>
<th>How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health &amp; Wellness—support your academic goals for students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in attendance will ensure that the students are present to engage in CCLS instruction and intervention as needed.</td>
</tr>
</tbody>
</table>

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASPIRA</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
</tbody>
</table>

Part 3 – Budget and Resource Alignment

Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Technology: iPads
- Reading Rescue Program - trained staff
- Parent workshops
- Student field trips
- Attendance incentives for families
- Astor Family Services
Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>X</td>
</tr>
<tr>
<td>Title I SWP</td>
<td></td>
</tr>
<tr>
<td>Title I TA</td>
<td></td>
</tr>
<tr>
<td>P/F Set-aside</td>
<td></td>
</tr>
<tr>
<td>21st Century</td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
</tr>
</tbody>
</table>

Part 3c. Describe how the school will partner with the Lead CBO to do the following:

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

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

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

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

P.S. 595 has been afforded the opportunity to have ASPIRA join us as our Community Based Organization (CBO). ASPIRA will be working with administration and the SBST , to bring additional social and emotional services for our students. ASPIRA is instrumental in gathering resources and agencies to service our families and students.

As a community we work every day to ensure that our families feel welcome in our school. We aspire to have a school that has a strong relationship with parents. One that encourages two way communication, support and decision making. We work with Astor Family Services to our families free universal social emotional screening. Additionally, an in-house Mental Health Counselor will provide support to our students.

The principal will hold monthly "Cafe with the Principal" sessions, alternating morning and evening sessions to allow parents to have a forum to share their thoughts and concerns about the school.

Meetings with the CSD will be scheduled every Wednesday. As a team we will be looking at student data both academically and social emotional.
All members of the Attendance Team will work with the CSD and the Principal.

**Part 4 – Community School Partnerships Oversight**

<table>
<thead>
<tr>
<th>Part 4a. Key Staff and Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)</td>
</tr>
<tr>
<td>2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.</td>
</tr>
<tr>
<td>3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students</td>
</tr>
</tbody>
</table>

ASPIRA, the Community School Director, principal, teachers, and district personnel will develop a collaborative partnership. Various data will be collected, analyzed and shared with the school community.

ASPIRA will collaborate with Global Arts to Go, to deliver enrichment classes during the Extended Learning program, to deliver social emotional learning activities with a culmination to show case to families.

Additionally, ASPIRA will bring Building Beats to create music using digital programs with the children. This component is also tied into the social emotional learning activities provided by ASPIRA in collaboration with the school community.

<table>
<thead>
<tr>
<th>Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASPIRA team members</td>
</tr>
<tr>
<td>Attendance Team</td>
</tr>
<tr>
<td>Teachers for intervention time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4c. Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2018-2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4d. Mental Health Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

---

**Part A: School Information**

Name of School: _______  
DBN: _______

This school is (check one):  
☒ conceptually consolidated (skip part E below)  
☐ NOT conceptually consolidated (must complete part E below)

---

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

The direct instruction component of the program will consist of (check all that apply):

☐ Before school  
☐ After school  
☒ Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):

☒ K  
☒ 1  
☒ 2  
☒ 3  
☐ 4  
☐ 5  
☒ 6  
☐ 7  
☐ 8  
☐ 9  
☑ 10  
☐ 11  
☐ 12

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _____

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

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:  
12x595 is a new school opening for the school year 2018-2019, with a PreK-2 gradespan. Grades K and 1 classrooms are Dual Language with an expected 50/50 model. We anticipate approximately 20 students to participate in the Saturday Academy program. Students will range from grades K-2, with Proficiency levels from Entering to Expanding based on the 2018 NYSESLAT Scores and the NYSITELL scores (not yet available). The program will focus build-up, language development, ELA/Math skills and the TC framework, in English and Spanish for students participating in the dual language program. We will be using the TC supplements on the Heinmann/TC Resources website for Spanish. The service providers will be one Certified ENL teacher and one Certified and Bilingual teacher. The hours of operation will be from 9am to 12pm on Saturdays, for approximately 20 weeks. The supervisor will paid to oversee the program as this the only operational program on Saturdays. The anticipated program that will be used to support the foci of this program will be iReady. The program in Spanish will be Estrellita (Phonics). Additional materials will be Bilingual dictionaries and Picture Dictionary. Attendance will be monitored and kept on file. The program will use teacher created assessments and the available assessments in the program (iReady, Estrellita, TC).

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:  
This year our focus is on providing professional development opportunities for teachers in the Dual language Classrooms. Teachers will learn how to develop the native language of students and strategies on introducing the target language. Professional development will be provided on Mondays as per the Chancellor’s Regulations. Some of the topics will be:
- Language Development in General and Dual Language classrooms
- Writing is Thinking (WiTsni)
- Teachers will receive professional development from NYS-RBERN on how to implement ENiL (Evaluacion del Nivel Independiente de Lectura), which is a tool to accelerate reading growth in Spanish. As well other trainings offered by the NYS-RBERN and DELSS.
- Teachers will attend professional development offered by the BFSC as well as the ELL Liaison meetings
- Teachers will be trained on dual language classroom routines.
Part C: Professional Development
The 3 ELL Liaisons at the Bronx FSC will provide on-site instructional support. Attendance and agenda will be kept on file.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

• rationale
• schedule and duration
• topics to be covered
• name of provider
• how parents will be notified of these activities

Begin description here:
This year our focus is to promote the dual language programs to educate the parents and the community on the transformative powers of being exposed to different languages and cultures. We will have monthly events to celebrate the different countries and cultures represented in our community. Parents and community members will be invited to contribute and participate in the monthly celebrations.
We will be conducting workshops for parents of English Proficient and Limited English students to further promote the Spanish language and culture. One of the activities will be a Family and Me Fun with Reading workshop.
Another workshop will provide parents with the opportunity to learn word attack strategies in Spanish, through singing.
There will be monthly workshops/meetings to engage parents in conversations about the benefits of being b-literate and bi-cultural in the 21st century.
Parents will be invited to classrooms during student project presentations.
Attendance and agenda will be kept on file.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

**Allocation Amount:** $

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suheil Pimentel</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorena Sjogren</td>
<td>Magdalia Molina</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yalixa Rodriguez/bilingual</td>
<td>Aniya Abuawadeh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla Ross</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Rosado</td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
<td>Number of special education teachers with bilingual extensions</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
<td>Number of special education teachers with bilingual extensions</td>
<td></td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>118</td>
<td>23</td>
<td>19.49%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
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<td></td>
<td></td>
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<td>0</td>
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<tr>
<td>DL</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>DL</td>
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<tr>
<td>DL</td>
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<td>0</td>
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<tr>
<td>Total</td>
<td></td>
<td>2</td>
<td>2</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

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

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

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?
   
   In dual language classrooms:
   * EL SOL
   * Estrellita
   * Fountas & Pinnell (administered three times a year)

2. What structures do you have in place to support this effort?
   
   Once children are assessed for their Fountas and Pinnell levels, teachers create guided reading groups based on the reading data collected allowing them to meet with all their students 2-3 times a week. For children who are significantly below the benchmark level, an academic interventionist specialist meets with children two to three times a week between assessment cycles to support progress. These academic intervention specialists include: the ENL teacher and SETTs teacher. Students with IEPs are served by the SETTS teacher or the Special Education Teacher in the ICT classrooms.
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?

We use NYC performance math tasks in the beginning of the year for math assessment data as well as assessments and performance tasks provided by the Go Math curriculum. For literacy we use the Fountas and Pinnell for assessments. We use English and Spanish baselines and progress monitoring throughout the year. Pre- and post-on demand writing assessments are administered for each of the 5 writing units of the year.

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

Once data is collected, a reading and math goal is created for each child for the year. These goals are created to ensure at least a year's growth. Through MOSL, we use the Growth Option, thus the goals are entered in the NYC Advance system. Classroom teachers monitor progress through sharing data during grade level meetings and to the Instructional cabinet that meets weekly. This team is comprised of the ENL teacher, bilingual SETTs teacher, a bilingual teacher, and the principal. Students in special education who are behind grade level are provided SPIRE intervention in 6-8 week cycles by the Bilingual SETTS teacher. Students in non special education setting who are behind grade level are provided with Fountas and Pinnell’s Leveled Literacy Intervention (LLI). Students' progress is monitored with formative assessments to measure improvement every 4 to 6 weeks.

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 Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

We support our ELLs under the RTI structure; design research-based instruction that is linguistically and culturally appropriate for ELLs; use assessments to guide daily instruction (Tier1); and best design instructional routines and interventions in Tiers 2 and 3. We ensure that Tier 1, Core Instruction, includes instruction that supports the needs of our ELLs by teaching the language through the content. Teachers design lessons with language objectives throughout all content areas by ensuring strong scaffolds for a variety of language levels access. For example, teachers implicitly and explicitly teach content area vocabulary in inquiry-based studies. Students have multiple exposures to new words and see those words used in context. All ELL students are given reading intervention in small groups with the classroom teacher. These groups work 2 days a week for a 6-8 week cycle. At the end of the cycle students are reassessed and the groups are reformed according to students’ progress. If the progress is slow or not evident, the child is given more frequent time in small groups with an emphasis on a particular strategy. If after frequent small group instruction, the child still has slow progress, they begin to work specifically with the ENL teacher who pushes in and supports the students in the classroom. The ENL teacher works closely with the classroom teacher to share information and collaborate on reinforcing particular skills. While ELL students who speak Spanish as their home language in kindergarten and first grade are served both Spanish and English, students who are ELLs in second grade are given intervention exclusively in English with strong language development strategies in place as part of the intervention.

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

English and Spanish Fountas and Pinnell levels, end of unit assessments in Math, Math performance tasks, NYSESLAT are used to evaluate and inform our ELL programs.

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

We share data with each grade team to identify school wide trends. During grade level meetings grade team consider grade level trends. Further members of of the Language Allocation Policy Team will also review this data with the Instructional Cabinet that meets weekly to determine goals and action plans for whole school trends.

### 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.
      Our ENL Program is specified for all students in the second grade and the self-contained 12:1:1 kindergarten and first grade bridge. These students are provided ENL services for their mandated minutes by the English as a New Language teacher. These students are pulled into small groups for services within the classroom.

   b. TBE program. If applicable.

   c. DL program. If applicable.
      P.S. 595 follows a Dual Language Program through a 50/50 alternating day model. Therefore, ENL instruction is provided during English instruction and instruction is differentiated based on student proficiency level and time allotments as per CR Part 154. All content and literacy instruction in English is delivered using ENL methodologies and all instruction is differentiated to support the linguistic and literacy diversity in the classrooms. All K-4 students receive literacy instruction and content instruction in the new language and the home language. Classrooms are comprised of heterogeneously mixed ELLs and Non-ELLs as peer language models are essential for the oral language development of all students. Within our ICT dual language classrooms, instruction occurs in self-contained classrooms provided by one certified and highly qualified bilingual teacher. During ENL instruction, the bilingual teachers provides targeted and differentiated ENL strategies and scaffolds for ELLs to ensure language progression. Teachers plan for content and language objectives (the latter reflecting differentiation based on level of language proficiency and literacy data).

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)?
      We use the guidelines from CR Part 154 and we program class schedules and student schedules accordingly in STARS, ensuring that all mandated minutes are explicitly accounted for and that these are integrated within content area instruction as well as English language skills. We have a literacy block of a minimum of 120 minutes, which is inclusive of all components of balanced literacy. Students in dual language classrooms receive literacy instruction in both languages as read aloud, shared reading, shared writing, and interactive writing occur in both languages on a daily basis (through the literacy component and through content area instruction). In addition, ENL integrated instruction is included as part of the literacy block and the content area instruction as teachers plan for content and language goals in all content areas. ENL instruction and ELA instruction is provided during the 120 minutes literacy block. The students receive targeted instruction that builds upon oral language development and English literacy skills through explicit teaching, addressing all four modalities.

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.
   Teachers plan intentionally for content, literacy, and language objectives using: literacy data (F&P Benchmark in either one language or both languages); NYSITELL/NYSELSAT data; CCLS (inclusive of Reading, Writing, Speaking and Listening, Reading Foundational Standards, and Language Standards); our core curricula—TCRWP Units of Studies, Fundations, Estrellita, Inquiry based units which integrate literacy and the NYCDOE Scope and Sequence for Science, NYCDOE Scope and Sequence for Social Studies, Math Units of Studies aligned to CCLS; and knowledge of best literacy and ELL research based practices. To support background knowledge and vocabulary, we use an inquiry-based approach to learning (themetic/interdisciplinary), where students are immersed in hands-on experiences through trips, media, visual, and front-loading of vocabulary. In cooperative group settings students use graphic organizers, such as concept maps and semantic maps, to support the oral language development and academic language and writing. Sentence frames and starters (differentiated for various proficiency levels)
are provided to support students to engage in academic discourse. Explicit teaching of tier 2 words throughout the school allows for the development of academic vocabulary for all students.

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

We use the following assessments: Fountas and Pinnell Benchmark in Spanish, Estrellita, Engage NY Math End of unit assessments in Spanish and English, TCRWP Literacy Rubric to assess writing samples in Spanish, and teacher-created assessments. Classrooms are supplied with English and Spanish libraries, word walls, content word walls, and other bilingual materials. Bilingual speakers are brought in to share experiences with children in both English and Spanish. Field trips that provide experiences in either Spanish or English are also provided.

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

As a K-2 school, P.S. 595 does not have SIFE students. For our Newcomers, we provide differentiated instruction as teachers intentionally plan literacy, content, and language objectives with all content areas. Entering, Emergent, and Transitioning students are provided with daily explicit language instruction in heterogeneous and homogenous grouping through shared reading and inquiry-based tasks that support the targeted linguistic need. This is in addition to the integrated ENL instruction. Teachers differentiate by planning for language demands based on analysis of text complexity and student needs for all ELLs. ELLs who are in the Advanced and Commanding Stages, are also provided with targeted integrated ENL instruction based on literacy, and linguistic data, throughout the content areas and literacy block. In addition, targeted language instruction is provided as part of our after-school Title 3 program, as students are immersed in rigorous inquiry-based/science units of studies that focus on academic language development. For students who are Developing ELLs, and students who are potential Developing ELLs, additional targeted instruction/intervention is provided by the ENL teacher as part of RTI for ELLs (Tier 2 services).

For former ELLs, we provide all supports needed as per their data and as per CR Part 154.2 mandated services. In the dual-language program, former ELLs will continue to receive ENL services with their classroom teachers. In the monolingual second grade classrooms, former ELLs will continue to receive ENL services with the ENL teacher. Teachers use ESL strategies and scaffolds to ensure students have supports needed to access the CCLS aligned units of study Testing accommodations for ELLs and Former ELLs are as follows: Students will received time-and-a-half on all tests/assessments requiring time limits.

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

Teachers continue to plan for language and literacy outcomes for all students in order to provide differentiated instruction. Through flexible grouping, multiple entry points, and Universal-by-Design planning, teachers ensure IEP goals are met. Students continue to be immersed in TCRWP units of study and mentor texts, as well as texts used in our inter-disciplinary units of studies. Teachers include (add on) text sets of various levels to support the content understandings. Targeted goals for students include language goals and language of instruction as needed, to ensure 2nd language and literacy progression.

Teachers use both grade leveled texts with appropriate scaffolds for comprehension and guided texts based on their level of instruction, as per running records and F&P benchmark. In addition, teacher teams study and implement strategies for intervention. All students are immersed in rigorous CCLS aligned instruction that is developmentally and grade level appropriate. Texts are never "watered down", rather the scaffolds placed allow for students to access the content. ELL-SWD students are also supported through the use of Fundations phonics program, after-school tutoring, our summer school program for non-mandated students, and reading intervention during the school day. Our SETTS teacher will use the SPIRE intervention program to target struggling readers in Tier II and Tier III for instruction.

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?
Of our 7 K-2 classrooms, 3 are ICT classrooms. The K-1 ICT classrooms (2) follow a dual language, 50/50, English/Spanish Model. Therefore, we offer our ELL-SWDs the least restrictive environment with highly qualified personnel in the DL ICT classrooms, as these teacher teams are specialized in special education, bilingual education, and early childhood education or common branch licences. Our teacher teams provide small group and differentiated (targeted) instruction throughout the day to ensure students meet their IEP goals. In addition, we have an ESL teacher who provides additional targeted intervention in the English monolingual ICT second grade classroom and in the 12:1:1 classroom. Our bilingual SETSS teacher provides mandated at-risk services and ensures articulation with all teachers. We have 1 bilingual speech teachers in the building, who in addition to serving their mandated students provide support with at-risk intervention services and "consults" as needed.

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.

We provide targeted instruction as per student needs. For students who are in the transitioning stage and above, and where the literacy data reveals comprehension and phonics instructions needs to be strengthened, we use The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as a small-group, supplementary literacy intervention as data demonstrates that LLI is an effective short-term intervention for struggling readers who are also classified as English Language Learners. We also use a double dose of FUNdations in English and a double dose of Estrellita in Spanish. In Math, teachers use End-of-Unit assessments through GoMath to identify and target specific skills/strands to focus in on and provide small group instruction with progress monitoring.

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

Not applicable. This is our first year as a school.

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

Not applicable.

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

All ELLs are included in all school programs. They have access to the variety of programs we offer such as: music, art, robotics. The arts and STEM teachers plan for linguistic and cultural competencies, as questioning and discussion are intentionally planned for, as is awareness of various cultural traditions (which are reflective of our families).

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.

Each of our units are thematically planned to incorporate hands on experiences, field trips, and connections to science and social studies. Technology is used to provide visuals of the subject matter and interactive experiences using SmartBoards.

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

Home language is supported through the 50/50 Spanish English Dual language model followed throughout our school. In the ENL model in second grade classrooms and the 12:1:1 class, the families are provided with bilingual newsletters and written communication. In addition to having two classroom teachers who are fluent in Spanish, the ESL teacher is NYCertified by the Translation & Interpretation Unit of the NYC Department of Education to assist families or school staff with interpretation or translation services.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Because kindergarten and first grade classrooms 50/50 dual language model, and all teachers in those grades hold a bilingual license, all content area instruction and the majority of enrichment activities are available in each grade. Language planning for different levels of acquisition are provided in all content areas. The ENL teacher ensures all content, material, and support is age appropriate and on grade level in second grade. Each student is places based on age in the appropriate grade and resources distributed are per grade.
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?

Because both schools have extensive afterschool programs we coordinates space to ensure all children in the building have access to outdoor space, the gym, auditorium, and cafeteria. The ELL coordinators of each school share test resources and information on compliance when needed to ensure all assessments are administered effectively. Additionally, school staff work to allocate resources and develop collaborative relationships with co-located school staff. We share space and resources as need to ensure that all of the ELLs’ needs are met.

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).

Our PTA and parent coordinator provide assistance in translation and information about our school and community. These personnel support new students and families as they make the transition in the program. We encourage parents of newcomers to read in their native language to their child and provide them with instructional materials on how to prepare their child for the upcoming school year.

17. What language electives are offered to ELLs?

Not applicable

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) EPIs 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)?

We follow a 50/50 Spanish/English Dual language program. All K classrooms and first grade classrooms and ICT classrooms are self contained. Each classroom follows a side-by-side model and alternate language daily. All content is taught in both languages, always extending the previous day’s lesson.

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?

In addition to district professional development, weekly as well as monthly planning meetings are scheduled for PS 595x teachers and administrators. At these meetings, the ENL teachers are given the opportunity to participate in curriculum common planning, sharing assessment results, and discussing the needs of the ELL students in the classroom and school wide environment. Teachers working with ELL’s are also provided instruction in the use of Common Core curricula. PS 595x requires all teachers, including those who work with ELL’s to collaborate in inquiry teams on a weekly basis. Teams work to review student work, improve teaching practice and integrate new strategies and concepts to support student growth. In addition, the school schedule allows for 80 minutes of professional development time on Monday afternoons. These PDs support teachers in delivering Common Core- aligned instruction by equipping each teacher with strategies, techniques and materials that we allow them to plan instruction that will support and meet the needs of the students.

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.

Most of our professional development is centered around content and language development in the curriculum. Language development strategies and ways to be culturally inclusive to meet the various needs of our student population are more than 80% of the activities in our annual Professional Development Plan. Agendas, notes and sign in sheets are maintained for all grade level planning, professional development, and outside conferences and workshops. As a dual language school, professional development always considers linguistic development as well as academic development. Given the above information we easily complete the CR Part 154 requirements for 15% of total areas for all teachers and 50% of total hours for bilingual/ENL teachers to receive ELL-specific professional development.

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?

Language interpreters are readily available at all times to translate and interpret communication. ENL and dual language teachers are present at all IEP meetings to discuss the students' growth in all areas of the curriculum. The school has open school night four times a year in which the progress of the student is discuss. In addition, ENL and dual language teachers schedule meetings with parents of ELLs at least once per year in order to discuss students' progress. The dual language teams have Spanish-speaking teachers. We have parent workshops each month in English and Spanish, to support families better understanding their children's progress and providing supports to be used at home. Periodically, teachers meet with individual families targeting the ELL individually throughout the year during the parent engagement Tuesdays to provide targeted support and to discuss individual needs. This time is also used by ENL and dual language teachers to conduct parent outreach, hold phone conferences with parents, and plan for parent meetings and events.

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

During the open house, the ESL teachers inform the ELLs parents of the services they provide. We also have parent teacher conference four times a year, where the ENL teachers as well as the dual language teachers show progress through data and portfolios of student work. Further we have monthly events in the evenings for families to gather to get to know each other and feel a part of the academic community. Finally, these events include Monday Morning Sing, a Carnival, a Harvest Festival, Movie nights in Spanish and English, and our end of the year celebrations. All events are held in Spanish and English.

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.

There is no additional information at this time.
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, [PRINCIPAL’s NAME], 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>
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<tbody>
<tr>
<td>Suheil Pimentel</td>
<td>Principal</td>
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<tr>
<td></td>
<td>Assistant Principal</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Aniya Abuawadeh</td>
<td>Parent Coordinator</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Lorena Sjogren</td>
<td>ENL/Bilingual Teacher</td>
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<td>1/1/01</td>
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<tr>
<td>Migdalia Molina</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Yalixa Rodriguez</td>
<td>Teacher/Subject Area</td>
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<td>School Counselor</td>
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<td>Superintendent</td>
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<td>Field Support Center Staff</td>
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<td>Member</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: | School Name: | Superintendent: |

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 2018-2019 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>
</table>
(*Primary)  |           |       |                                                                                                 |                                                   |

* 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.

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>
</table>

(*Primary)
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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<tr>
<th>Language</th>
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**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 and translation resources to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
</table>

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

**Part C: Training Staff on Policies and Procedure**

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

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

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

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

**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?