2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 21K095

School Name: P.S. 095 THE GRAVESEND

Principal: JANET NDZIBAH
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name: The Gravesend School</th>
<th>School Number (DBN): 21K095</th>
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<tbody>
<tr>
<td>BEDS Code: 332100010095</td>
<td></td>
</tr>
<tr>
<td>Grades Served: Pre-K - 8</td>
<td></td>
</tr>
<tr>
<td>School Address: 345 Van Sicklen Street Brooklyn, New York 11223</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-449-5050</td>
<td></td>
</tr>
<tr>
<td>Fax: 718-449-3047</td>
<td></td>
</tr>
<tr>
<td>School Contact Person: Janet Ndzibah</td>
<td></td>
</tr>
<tr>
<td>Email Address: <a href="mailto:jndzibah@schools.nyc.gov">jndzibah@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal: Janet Ndzibah</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Georgia Nikoloudakis</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Janice Gonzalez</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Christine Rodriguez</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): BrensleyAli</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): n/a</td>
<td></td>
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<tr>
<td>CBO Representative: n/a</td>
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</tbody>
</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District: 21</th>
<th>Superintendent: Ms. Isabel DiMola</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 1401 Emmons Avenue Room 101 Brooklyn, New York 11235</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:idimola@schools.nyc.gov">idimola@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-648-0209</td>
<td>Fax: 718-648-2165</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)
Brooklyn South  |  Mauriciere DeGovia
FSC:  |  Executive Director:  
Executive Director’s Office Address:  |  415 89 th Street Brooklyn, New York 11209
Executive Director’s Email Address:  |  MDegovi@schools.nyc.gov
Phone Number:  |  Fax:  
  |  718-759-4862  |  718-759-4960
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>Janet Ndziba</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Georgia Nikoloudakis</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Janice Ortiz - Gonzalez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Brensley Ali</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Agnese D’Istria</td>
<td>Member/ Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Christine Rodriguez</td>
<td>Member/ Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Phyllis Cataldo</td>
<td>Member/ Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Lillian Astuto</td>
<td>Member/ Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Yvette Wong</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Lisa Yau</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Joyce Ventura</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Milagros Henriquez</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Anna Tina Longo</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

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

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

**NYCDOE’s Quality Review (QR)**

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

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

### School Quality Guide

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

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Mission:</strong></td>
</tr>
<tr>
<td>We believe that every child is capable of</td>
</tr>
<tr>
<td>great success. We believe in maintaining</td>
</tr>
<tr>
<td>high expectations for all students,</td>
</tr>
<tr>
<td>parents and staff by providing a safe,</td>
</tr>
<tr>
<td>respectful environment that will nurture</td>
</tr>
<tr>
<td>and guide all members towards</td>
</tr>
<tr>
<td>becoming self-motivated learners and</td>
</tr>
<tr>
<td>inspiring leaders. Through this balance</td>
</tr>
<tr>
<td>each child will be encouraged to achieve</td>
</tr>
</tbody>
</table>

2018-19 CEP
excellence in the academic, physical, emotional and social realms. We believe that by working together, we can accomplish this goal for all students.

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.

Public School 95 is a K-8 Public School that services 985 students in grades Pre-Kindergarten to 8th grade. Our student body demographics are as follows: 32% Hispanic, 38% Asian, 23% Caucasian and 7% African American. 14% of our students are identified as English Language Learners and 18% of our students are identified as Students with Disabilities. Our school is a Title 1, School Wide Project School in which all of our students qualify for free breakfast and lunch.

Public School 95 has been fortunate to partner with many Community Based Organizations to enrich our school offerings for students. We have partnered with Neighborhood Improvement Association (NIA), a community based organization to provide a free after school program for approximately 500 students in grades K-5 through the Advantage and Empire grants. Last year our school was also awarded SONYC funding which will also service another 100 students with our partnership with NIA. During this time, students receive homework support, exposure to hands-on content area learning, additional learning opportunities in ELA and Math, as well as extra-curricular activities such as the arts, movement, sports etc. With the generosity of Councilmen Treyger, our school also has a partnership with Brooklyn Arts Council, for the past 7 years, which gives us the opportunity to provide additional visual art opportunities for students in an after school setting. During this program students work under the direction of professional resident artists and design a growing mural for our entrance way, corridors and hallway doors on every floor of our building. Our school was also awarded a grant with Arts Connection for a three year residency for our ELL students around Theater in Social Studies. With strategic budgeting, our school has also been able to provide several after-school programs and a Saturday Academy to provide extended learning time for targeted groups of students, in all grades, to ensure all students make academic gains.

As a school community, we continue to look for ways to further enhance our teaching strategies and techniques to ensure continued growth for all students. Our school community continues to look for ways to increase student engagement, in all subject areas. This year our school will continue to lift levels of student engagement focusing on our questioning and discussion techniques, which is our school’s priority focus this school year. Our school currently partners with Teacher’s College Reading and Writing Project and Generation Ready to provide continuous Learning Opportunities to further develop the teaching and learning practices in our school community.

There are many areas of celebration and unique activities going on at PS/IS 95. In addition to many of the items described in the Framework for Great Schools section of this document, we are also proud of the following things in our school:

- Parents are invited once a month into our classrooms (Parents as Learning Partners) to celebrate their child’s work, participate in lesson activities and observe lessons in various curriculum areas. Some of these Parents as Learning Partner events include, but are not limited to: Read with Me Mornings, Math Game Mornings, Writer’s Celebrations, and Classroom Observations in all subject areas etc.).
- We are a recipient of a "Leader in Me" Grant which supports our school’s mission to grow leaders throughout our school community. This is inclusive of our Staff, Students and Parents.
- We have worked diligently in empowering our students to "give back" to their community through volunteer and charity activities. These initiatives are organized and run by our middle school students and their Advisory Coaches. Some of these fund raisers include: Jeans for Teens, Penny Harvest, Socktober, Toys for Tots, American Heart Association, Support Our Troops, and the March of Dimes.
PS/IS 95 also hosts many extra curricular activities to build school spirit such as: staff vs. student basketball games, school dances, pumpkin patch, Community Parade, art galleries, Chinese New Year Celebrations, Talent Show, Dance Festival, Music Concerts, Monthly Family Fun Nights, Middle School Musicals, 5th Grade Musical, Leadership Day, etc.

- We host Lunch and Learn sessions with students and teachers.
- Students in grades 5-8 participate in clubs of their choice weekly during their lunch period. These clubs include; Chess Club, Technology Club, Crochet Club, School Band, Student Government, and Educator’s Club. The Educator’s Club is unique because it not only involves our Middle School students, but also our elementary students. The middle school students volunteer their time and push into our primary grade (K-2) classrooms to reinforce the curriculum being taught in the classrooms (sight words, number facts, buddy reading).
- We have celebrations such as Leader of the Month, Perfect Attendance, Honor Roll and National Junior Honor Society to celebrate our student’s accomplishments.
- Monthly Family Fun Nights invite families into our building, once a month to engage in hands on activities within each content area (ELA, Math, Science and STEM, Health and Fitness, Art, Music, Dance, Social Studies) throughout the school year. These evenings are facilitated each month by our Middle School Students and Staff Members.

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

14% of our school’s students are identified as English Language Learners. In 2018 22% of our school’s current English Language Learners performed at or above grade level on the New York State ELA, which is a 15% increase from 2018 results where 7% of English Language Learners performed at or above grade level standards. In math we calculated a 3% increase in math achievement for English Language Learners moving from 26% in 2017 to 29% in 2018.

18% of our students are identified as Students with Disabilities. In 2017 16% of our students with disabilities performed at or above grade level standards in ELA where in 2018 we had a 7% increase resulting in 23% of our students performing at or above grade level standards in ELA. Similarly in math our Students with Disabilities performing at or above grade level in mathematics increased from 26% in 2017 to 29% in 2018 which is a 3% increase.

It is evident that a continued focus on raising student achievement with our English Language Learners and Students with Disabilities in math and ela is needed.

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.

In reference to the city’s Framework for Great Schools, Public School 95 has worked diligently to meet the expectations of all six elements of the Framework. As a school community some of our school’s biggest strengths in regards to the Framework for Great Schools include:

1. Rigorous Instruction – Our school’s units of study are aligned to the Common Core Learning Standards. High standards are set in every classroom. Our school received a score of 93% on the NYC School Survey in this area. The city’s average was 83%. We received an overall score of 4.42 in Rigorous Instruction as measured by the 2017 Framework for Great School's Report. In addition, for the past four years all students and subgroups have been identified by the state as making Annual Yearly Progress. As a result, we have been identified as a school in good standing.

2. Supportive Environment – Teachers work diligently to ensure all students feel safe, supported and are challenged to reach their highest potential. All staff members work collaboratively to ensure our school and classrooms promote a positive school culture. Our school received a score of 86% on the NYC School Survey in this area. The city’s average was 74%. We received an overall score of 3.88 in Supportive Environment as measured by the 2017 Framework for Great Schools Report.

3. Collaborative Teachers - Our Administration, Teachers and Staff are equally committed to the success and improvement of our school. As a school community one of our school’s biggest strengths is the collaborative learning communities that our teachers and administrative staff have formed over the past few years. Due to
our successful teamwork, we have been able to fully align our ELA and Mathematics curriculum and task work to ensure alignment to the Common Core Learning Standards. We have also tailored our content area teaching to incorporate the ELA Common Core Learning Standards and Instructional Shifts. Teachers meet several times a week to analyze and utilize data, notice trends in student work and make informed decisions on how to meet the individual needs of our students. Our school received a score of 91% on the NYC School Survey in this area. The city's average was 80%. We received an overall score of 4.65 in Collaborative Teachers as measured by the 2017 Framework for Great Schools Report.

4. Effective School Leadership - The Administrative Team supports the instructional focus of the school building. Through a supportive lens, the administrators of the school building support the professional growth of teachers and staff. As a result of this leadership, support and implementation of best practices, there is an increase in student's achievement. Our school received a 95% on the NYC School Survey in this area. The city's average was 84%. We received an overall score of 4.54 in Effective School Leadership as measured by the 2017 Framework for Great Schools Report.

5. Strong Family Communities - We have exhibited significant growth in the area of establishing Strong Family and Community Ties, our school received a score of 92%, on the NYC School Survey in this area and the city's average was 89%. We made a 10% increase in this score from the 2016-2017 to the 2017-2018 school year. As a school community we will continue to analyze this data during professional development, staff meetings, School Leadership Team Meetings and Parent Teacher Association Meetings to look for ways to further increase our results in this area.
### School Demographics and Accountability Snapshot for 21K095

#### School Configuration (2018-19)

<table>
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<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<td>943</td>
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#### English Language Learner Programs (2018-19)

<table>
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<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>62</th>
<th># SETSS (ELA)</th>
<th>N/A</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>102</th>
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<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>62</td>
<td># SETSS (Math)</td>
<td>N/A</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>102</td>
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#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>2</th>
<th># Music</th>
<th>2</th>
<th># Drama</th>
<th># CTE</th>
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</thead>
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#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>74.0%</th>
<th>% Attendance Rate</th>
<th>94.9%</th>
<th>% Free Lunch</th>
<th>72.3%</th>
<th>% Reduced Lunch</th>
<th>1.5%</th>
<th>% Limited English Proficient</th>
<th>12.9%</th>
<th>% Students with Disabilities</th>
<th>17.0%</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>0.0%</th>
<th>% Black or African American</th>
<th>8.2%</th>
<th>% Hispanic or Latino</th>
<th>35.3%</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>35.1%</th>
<th>% White</th>
<th>20.7%</th>
<th>% Multi-Racial</th>
<th>0.7%</th>
</tr>
</thead>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th>7.75</th>
<th># of Assistant Principals (2016-17)</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
<td>% Teaching Out of Certification</td>
<td>11%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>3%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>57.2%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>60.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>90%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>55%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Regents Diploma w/ Advanced Designation (2015-16)

<table>
<thead>
<tr>
<th>N/A</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

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

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

#### Elementary/Middle School

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

#### High School

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

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

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

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

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

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

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

| 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. |

Over the past few years, our school community has worked collaboratively to meet the demands of The Framework for Great Schools Element - Rigorous Instruction by:

- Providing common planning time for teachers to align our curriculum practices with the Common Core Learning Standards.
- Dissecting the Common Core Learning Standards to identify the vertical demands of the standards and how they build upon one another from grade to grade.
- Studying the Common Core Learning Standards horizontally and vertically to identify the progression of isolated standards through various grade levels.
- Collaboratively norming rubrics and scoring student work samples for quality assurance and standard alignment. In addition, teachers design common core aligned tasks and assessments to monitor student learning.
- Creative scheduling of the school day allows teachers to meet various times during the week to analyze student work samples, identify trends in data and modify lessons to meet students’ individual needs.
- Infusing the ELA Common Core Learning Standards and Instructional Shifts into the daily planning of all lessons gives students multiple access to standard based learning over the course of the school day.
- Targeting students and ensuring subgroups of students are provided extended learning opportunities in ELA and Mathematics through after school and/or Saturday programs.

On last year’s School Quality Snapshot our school received an excellent rating in the following areas:

- Rigorous Instruction
- Collaborative Teachers
- Supportive Environment
- Effective School Leadership
- Strong Family-Community Ties
The school will continue to focus on the following priorities to ensure continued progress is made in Rigorous Instruction:

- Teachers and staff will continue to receive professional development opportunities focused around a deeper understanding of critical thinking strategies and task design to assure a rigorous common core aligned curriculum map.
- Teachers will continue to analyze data and make adjustments to the teaching and pacing of units of study to ensure we are meeting the individual needs of students.
- Student’s data will be carefully monitored to provide students with additional learning opportunities and Academic Intervention Services on an as needed basis.
- After carefully analyzing our staff’s HEDI observation data, as measured by the Danielson Framework for Teaching, it was determined that we need to continue to work on planning coherent instruction for all learners (1e) and increasing Student Engagement (3C). This has been determined as a continued need for our school and has been identified as our school’s main professional development focus / goal for this school year.

**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, 60% of all students identified as part of our school’s “push group” in grades 4-8 (51 out of 85 students who performed 2.5 - 3.2 on the 2018 NYS ELA Test) will meet or exceed grade level standards (level 3 or 4) as measured by the 2019 NYS ELA Assessment.
### 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>Principal, Assistant Principals, ELA Lead Teacher Support, All teaching staff members and para professionals</td>
<td>9/18 - 6/19, Full Day Planning 12/18, 2/19, 6/19</td>
<td>Principal, Assistant Principal</td>
</tr>
</tbody>
</table>

1. **Professional Development / Collaborative Planning –**

   After a careful analysis of our school data, we have tailored a professional development calendar to provide learning opportunities for all stakeholders to ensure our curriculum is robust, rigorous and aligned to the Common Core Learning Standards with a strong focus on Questioning and Discussion Techniques (3B) and Engaging Students in Learning (3C) as Measured by the Charlotte Danielson Framework for Teaching. With this lens our school will continue to focus on task design, providing multiple entry points into the curriculum for all learners, norming rubrics, analyzing anchor, standard based student work as well as our students’ work products (horizontally and vertically), utilizing data to revise curriculum maps and pacing calendars utilizing Depth of Knowledge (DOK) and Universal Design for Learning (UDL) strategies. Professional Learning Time has been strategically scheduled to ensure all teachers have opportunities to participate in professional development in ELA and Mathematics, ELA Inquiry Cycles, Math Inquiry Cycles and Common Planning weekly. The school will continue to work with our Teacher’s College (TC) Staff Developers to deepen our understanding of the Common Core Learning Standards and will continue to ensure better alignment of the standards within our units of study. This year we will focus on lifting levels of student engagement with our staff developers. Selected teachers will attend lead teacher meetings monthly at Teacher’s College to better prepare for each upcoming unit of study in Reading and Writing. These sessions include a thorough understanding of lessons, checklists, standard progressions and rubrics. Lead teachers will turn key information learned to their grade level colleagues. ESL Teachers will collaboratively plan with classroom teachers to design multiple entry points for our English Language Learners (ELLs). Teachers will work together to carefully monitor student success with the implementation of these strategies from each unit’s initial pre-assessment to the final post-assessment.
Each common planning team also receives 3 full day planning days to work closely with their colleagues to ensure curriculum alignment to student data and common core learning standards, share best practices and design common core aligned tasks.

The Administrative Cabinet Members also attend outside Professional Development Sessions to deepen their pedagogy for better supporting the school community.

<table>
<thead>
<tr>
<th>2. Inquiry Work (Task Development / Analysis of Student Work)</th>
<th>Principal, Assistant Principals, ELA Lead Teacher Support, and Teachers are all involved in Inquiry Work.</th>
<th>weekly from 9/18 - 6/19</th>
<th>The Principal, Assistant Principals, All Inquiry Team Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the inquiry process, the Administrative Cabinet and Teachers will work collaboratively to examine the effectiveness of the curriculum, ensure alignment of the curriculum to the Common Core Learning Standards, and will develop standards based on pre and post assessments to analyze and monitor student progress in Reading and Writing. Through the Inquiry Process, the Administrative Cabinet and Teachers will work collaboratively to evaluate student work with aligned rubrics and skill specific progression charts, generated from pre and post assessments in order to revise curriculum maps, pacing and determine next steps in pedagogy for both small and whole group instruction targeting our &quot;Push Group&quot;, Students with Disabilities and English Language Learners. Core Inquiry Team Members will participate in weekly vertical planning meetings to learn protocols, and to analyze student work across grade levels to better align our schools curriculum maps, rubrics, and tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional Professional Development Support</td>
<td>Teachers of Students with Disabilities and Teachers of English Language Learners. Additional Teachers will be targeted periodically during the school year based on need as determined by informal observation notes and ratings.</td>
<td>9/18 - 6/19</td>
<td>The Principal and Assistant Principal will be responsible for overseeing and implementing these programs.</td>
</tr>
<tr>
<td>Additional Learning opportunities will be provided for all staff members on an ongoing basis to support differentiated needs of teachers. Teachers will engage in differentiated Professional Development opportunities and inter-class visitations based on Danielson ratings, book clubs and after school study groups. Support groups for Teachers of Students with Disabilities and Teachers of English Language Learners are also provided. Strategies learned and shared will be used to further enhance pedagogical practices to enhance teaching and learning for students in all sub groups.</td>
<td>Students are targeted strategically</td>
<td>on going</td>
<td></td>
</tr>
<tr>
<td>4. Academic Intervention Services (AIS) and Extended Learning Opportunities for Students</td>
<td>The Administrative Staff and Teachers are responsible for implementing and overseeing the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Administrative Cabinet Members meet with teachers periodically during the school year to discuss the individual strengths and needs of students, using last year’s state test results, pre and post assessments, running records etc. Additional resources such as The Learning Instructional Manual (LIM) and the Behavioral Instructional Manual (BIM) will be used to design individual plans for struggling learners, SWD and ELLs to ensure strategies are implemented to assist all students in making yearly gains and meeting the expectations of the Common Core Learning Standards, with a specific focus on our identified sub group (“Push Group”). Benchmark assessments in ELA and Math will be administered during the school year to make adjustments to our Instructional Plan and AIS groupings. Teachers will carefully analyze this benchmark data periodically during the school year to identify needs and strengths as well as set short and long term goals for students.

The Administrative Cabinet and School’s Intervention Team carefully analyze student data and make ongoing adjustments to students’ additional support services. Reading and Math AIS services are provided to students throughout the school day. Currently our students receive Leveled Literacy Intervention (LLI) services in reading Academic Intervention Services during the school day. Many students, inclusive of students in our "Push Group" are also targeted for additional learning opportunities through our After School Programs on Wednesday and Thursday afternoons, SOAR Academy on Wednesday and Thursday, our Early Childhood Academy on Thursday and Friday afternoons and/or our Saturday Academy.

All families are informed of the academic programs that are available to their child based on ongoing data collected during the school year. Progress Reports are also distributed periodically during the school year to inform parents of their child's progress.

<table>
<thead>
<tr>
<th>for specific programs:</th>
<th>Academic Intervention Services and Extended Learning Opportunities for students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students (Grades 1-8) are targeted for AIS services during the school day.</td>
<td>Level 1 students (grades 1-2) are targeted for the Early Childhood Academy.</td>
</tr>
<tr>
<td>Level 2 - 3.2 students in (Grades 4-8) are targeted for our After School Program.</td>
<td>Level 3.2 - 4 students in grades 3 and 4 are targeted to attend SOAR After School Academy.</td>
</tr>
<tr>
<td>English Language Learners, Students with Disabilities and Students identified as the Bottom Third are also targeted for Saturday Academy.</td>
<td>Principal, Assistant Principal, 9/18 - 6/19 Principal, Assistant Principals, Parent Coordinator,</td>
</tr>
</tbody>
</table>
Standards and Instructional Shifts. Every Tuesday morning parent workshops are scheduled around supporting the instructional program at our school. Twice a month one of our licensed teachers facilitates a Common Core Learning workshop with Parents. During this time, parents learn about the expectations of the standards and how we have implemented the Instructional Shifts to support students with the transition into our standard based curriculum. During these workshops parents also create make and take activities, games, etc. to bring home and utilize with their children to reinforce these expectations. Parents are also invited into their child's classroom once a month as Parents as Learning Partners. During these visits parents either observe instructional practices in their child's classroom or participate in an interactive lesson. In addition, all teachers facilitate two parents workshops over the course of the school year, during Parent Engagement Time (Tuesday afternoons). These workshops focus on grade specific ways to support the school's instructional program. Family Fun Nights are also scheduled once a month to provide additional hands on opportunities for families to engage in our school's instructional program. Families also make and take grade appropriate materials, tools, games etc. to utilize at home to support the work taking place in our school. Every month Family Fun Nights focus on a certain curriculum area (ELA, Literacy, Science, Health and Family Fitness, Visual Arts, etc).

Staff, Parents and Students
Instructional Leads, Classroom teachers and Staff

Part 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.

Families are afforded many opportunities during the school year to learn and support their understanding of the school's Rigorous Instructional Program, Common Core Learning Standards and Instructional Shifts. Every Tuesday morning parent workshops are scheduled around supporting the instructional program at our school. Every Tuesday afternoon staff members facilitate after school activities and workshops to enhance Parent Involvement. During this time, parents learn about the expectations of the standards and how we have implemented the Instructional Shifts to support students with the transition into our standard based curriculum. During these workshops parents also create make and take activities, games, etc. to bring home and utilize with their children to reinforce these expectations. Parents are also invited into their child's classroom once a month as Parents as Learning Partners. During these visits parents either observe instructional practices in their child's classroom or participate in an interactive lesson. In addition, all teachers facilitate two parents workshops over the course of the school year, during Parent Engagement Time (Tuesday afternoons). These workshops focus on grade specific ways to support the school's instructional program. Family Fun Nights are also scheduled once a month to provide additional hands on opportunities for families to engage in our school's instructional program. Families also make and take grade appropriate materials, tools, games etc. to utilize at home to support the work taking place in our school. Every month Family Fun Nights focus on a certain curriculum area (ELA, Literacy, Science, Health and Family Fitness, Visual Arts, etc).

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.

2018-19 CEP
Professional Development: Professional Development periods are embedded weekly within the school day. Additional professional development opportunities are scheduled as follows:

- Funds are used to provide classroom coverage and support teachers who have been identified as “Instructional Leads” in ELA and Math to meet vertically one period every other week.

- Funds are used to provide coverage for teachers to attend in house planning sessions and professional development around the expectations of the Danielson Framework, the common core standards, curriculum alignment and analyzing student work to drive instruction.

- Outside professional development partnerships such as; Teacher’s College and Global Language Project conduct on site and off site professional development opportunities for the Principal, Assistant Principals and Teachers in achieving this goal.

- All Classroom Teachers (45) as well as all ESL Teachers (3) attend 10 full days of in house professional development sessions with Teacher’s College Staff Developers focusing on Reading and Writing units of study.

- Forty five professional development sessions are provided for teachers to attend off-site Teacher’s College Calendar Days for additional training.

- All ELA Instructional Lead Teachers, on every grade, attend grade specific off-site reading and writing professional development from TCRWP.

- Class coverage is provided for teachers for professional development opportunities on meeting the needs of English Language Learners provided by Global Language Project.

- Fundations, Wilson, Leveled Literacy Intervention (LLI) and Math in Focus programs are incorporated in classrooms to support students with disabilities and struggling readers. These materials along with yearly supplemental and consumable materials are purchased to support these programs.

- Inquiry Work: Weekly inquiry work is embedded into the school day. Per Session funds are utilized for all Core Inquiry Team members (8) and the Principal and one Assistant Principal to meet weekly.

Additional Professional Development: Professional Development books and articles are carefully selected based on the professional needs of the staff, Common Core Standards Implementation and School’s Instructional Focus. Per session funds are utilized for our school’s Special Education Support Group, led by an assistant principal and our ESL support group led by the principal.

Additional Support Services: Teachers utilize research based and/or common core aligned materials (LLI, Wilson, Fundations, Best Practices in Reading, Ready etc.). Full time AIS teachers (2) are hired to provide additional services to students during the school day in Literacy. One full time AIS teacher is hired to provide additional services to students during the school day Special Education ICT teachers in grade 1-5, utilize LLI one period a day. Materials used such as LLI, Language Power, iReady, Fundations and best practices, to utilize during our After School and Saturday programs. Per Session funds will be allocated for teachers to work After School / Saturday programs described above.

Extended Learning Opportunities for Students: Funds are also utilized to fund our extended learning opportunities for students.

* 7 teachers work for our After School Program which services up to 300 students two days a week for 6 hours after school for 30 weeks in ELA and Mathematics.
*6 teachers work for our Saturday Academy which services 100 ENL students and level 1 students for 3 hours every Saturday for 15 weeks.

*4 teachers work for our SOAR Academy which services 60 students performing 3.5 and higher on ELA and Math in grades 3-5 for 4 hours for 12 weeks.

*4 teachers work for our Early Childhood Academy which services 60 level 1 and level 2 students in grades 1 and 2 for 4 hours for 22 weeks.

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

Part 5 – Progress Monitoring

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

By February 2019, 50% of all students identified as part of our school’s “push group” in grades 4-8 (59 out of 118 students who performed 2.5 - 3.2 on the 2018 NYS ELA Test) will show adequate progress (two to three point gain) from the school's in house Ready Benchmark 1 to Ready Benchmark 2 Test.

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

Ready Benchmark Assessments

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td></td>
</tr>
</tbody>
</table>

Over the past few years, our school community has worked collaboratively to meet the demands of a Supportive Environment, resulting in an 86% of positive responses on the NYC School Survey, which is 12% higher than the city average. In addition our school was also rated Highly Effective in Indicator 3.4 in regards to School Culture during our Quality Review Visit. As a school community we attribute our Strong School Environment to the following structures that have been instituted in our school building:

- Creating a school-wide PBIS initiative for our school. Classroom teachers engage in conversations with students about our school expectations through-out our school building.
- As a Leader in Me School, we support all members of our school community to take on leadership roles in our school.
  - Classes and Students are rewarded and highlighted for following our “SOAR” expectations.
- The school community works together to hold all stakeholders responsible for our school’s “SOAR” expectations.
- Monthly assemblies are conducted to discuss issues like peer pressure, bullying etc.
- Students participate in weekly Leader in Me lessons.
- Our school partners with other community agencies such as School Safety Division, DARE etc., to provide additional support for students in an effort to reduce bullying and physical confrontations as well as equip students with various techniques and strategies for solving problems peacefully.
- Students in grades 6-8 are matched to an Advisory Group, that meets weekly to discuss social issues and strategies for overcoming these challenges.
- Parent workshops are conducted around anti-bullying, cyber-bullying and ways to support children in building healthy and supportive relationships with adults and peers.
- School wide meetings are conducted weekly (SIT, AIS, Cabinet, Middle School, Attendance) to discuss the needs of students and the services we are providing them with to ensure we are supporting all students in meeting grade level expectations.
- Free English classes are provided to parents two days a week.
In order to ensure continued progress is made in Supportive Environments, it is necessary that there is a strategic focus on meeting the individual needs of our English Language Learners. By providing our students with rigorous, research based reading support, we will continue to close the achievement gap, which in return, would enable us to carefully move students to less restrictive environments due to the individual gains made.

**Part 2 – Annual Goal**

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

- By June 2019, 75% of Entering and Emerging English Language Learners (56 out of 75 students) will increase more than one proficiency level as measured by the NYSESLAT.
### 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., over-age/under-credited, SIFE, STH).

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<th>Target Group(s)</th>
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<th>Key Personnel</th>
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</tbody>
</table>

1. All ESL Teachers and classroom teachers of English Language Learners receive additional training throughout the school year from Teachers College Reading and Writing Project and Global Language Project on ways to support Language Acquisition in all subject areas. As a result, teachers utilize Language Progressions to support students throughout the school day.

| All ESL and General Education Teachers of English Language Learners, Emerging and Entering students | Ongoing 9/18 - 6/19 | Principal and Assistant Principals monitor instruction in classrooms. |

2. All Classroom Teachers and ESL Teachers will be given one common preparation period a week. During this time teachers will use the NYSESLAT Results as well as a beginning, middle and end of year assessments that mirrors the components of the NYSESLAT to monitor progress over the course of the school year. Teachers will utilize Fundations, On Your Way to English, Leveled Literacy Intervention, and Teacher's College Units of Study to support reading, writing, listening and speaking for all English Language Learners.

| All English Language Learners in grades K-8 will be targeted | 9/18 - 6/19 | The Principal, Assistant Principals and all Special Education Teachers and Para Professionals. |

3. After school and Saturday learning opportunities will be provided for our English Language Learners. Data will be shared from teachers during the school day with after school and Saturday teachers so additional learning opportunities are specific to the needs of the students.

| All ELLs will be targeted with an emphasis on Entering, Emerging and Transitioning Students | After school 11/18 -5/19 | The Principal, Assistant Principals Teachers and support staff |

4. ESL teachers and Science teachers will partner with the Continuous Learning Team, from the Chancellor’s Office, to participate in a three year long study / inquiry work around supporting English Language Learners in content area learning. These supports and teaching techniques will be infused in our science classrooms to further support English Language Learners throughout the school day. Our ESL and Social Studies Teachers in grades 5-8 will also partner with Arts Connection, through a grant, to provide additional language acquisition opportunities.

| All English Language Learners in grades K-8, Middle School | After school 10/18 - 6/19 | The Administrative Staff |
for ELL students in the content area of Social Studies through Theater. Our Social Studies and ESL teachers will work closely with a Theater Art Resident and will also receive additional professional development opportunities during the school year to successfully implement the program and build the capacity to sustain the practices at the conclusion of our grant.

<table>
<thead>
<tr>
<th>English Language Learners</th>
<th>All ESL Teachers, Science Teachers and Social Studies Teachers</th>
</tr>
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</table>

5. Targeted parent workshop opportunities will be scheduled throughout the course of the school year to inform parents of the various strategies that are successful for enhancing reading, writing, listening, and speaking skills. Techniques and strategies used will also be introduced along with ways parents can support this learning at home. Imagine Learning computer program was also purchased to provide additional support opportunities for students and parents to utilize at home. Free English classes are provided to parents from the JCC. In addition all school events, news letters etc. are posted on our school website which translates into most languages so families are able to keep abreast of all activities and learning opportunities provided to all students and their families. Techniques and strategies used will also be introduced along with ways parents can support their child at home.

<table>
<thead>
<tr>
<th>All families of English Language Learners</th>
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<td>9/18 - 6/19</td>
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</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.

Targeted parent workshop opportunities will be scheduled throughout the course of the school year to inform parents of the teaching strategies and research based programs used in our classrooms. Techniques and strategies used will also be introduced along with ways parents can support their child at home. Parents will also learn about the Leader in Me Habits of Highly Effective People and will provide opportunities to support parents in planning how to incorporate these habits into the lives of our families at home.

### 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.

1. NYSTL Textbook Funds have been used to purchase varied materials for all ESL classrooms.

2. Common Planning Time has been scheduled for the Classroom Teachers and ESL Teachers to meet, analyze student data and plan LLI Instruction.

Title III and Immigrant Funds have been used to fund our Saturday and after school programs for students.
### 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>Title I SWP</th>
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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.

1. By February 2019, 50% of all English Language Learners will show adequate progress when administering the schools in house NYSESLAT simulation assessment.

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

- In house NYSESLAT simulation assessment

#### 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.

Over the past few years, our school community has worked collaboratively to meet the demands of The Framework for Great Schools Element - Collaborative Teachers. School structures and procedures are in place to promote collaborative teachers, rigorous instruction and a supportive environment to ensure students have access to the curriculum. As a result, our school was identified by the state as making Annual Yearly Progress in all subgroups for five years in a row. We have also been identified by the state as a school in good standing. In addition, the number of students reading on or above grade level in our school increased by 11% (46% - 57%). Our school also received an excellent rating on our 2017 - 2018 School Quality Snapshot. We attribute this success to the following structures:

- Providing common planning time for teachers to infuse Universal Design for Learning (UDL) strategies and techniques to our daily lessons to ensure all students have entry points into common core aligned tasks and learning.
- Teachers collaboratively norm rubrics and score student work samples for quality assurance and standard alignment. In addition, teachers design common core aligned tasks and assessments to monitor students learning.
- Teachers meet various times during the week to analyze student work samples, identify trends in data and modify lessons to meet students’ individual needs.
- All teachers infuse the ELA Common Core Learning Standards and Instructional Shifts into their daily planning of lessons and provide students multiple entry points to standard based learning over the course of the school day.
- Provide extended learning opportunities in ELA and Mathematics after school and/or on Saturday for specific subgroups of students.
- Teachers of Students with Disabilities and English Language Learners receive additional targeted PD to support the specific needs of the students they service.

Although there has been noted progress in student achievement, it is necessary that further work in Reading and Writing are focused on in order to support all learners in meeting and exceeding grade level standards. The school will continue to focus on the following priorities to ensure continued progress is made with students that fall into our bottom third subgroup.

- Teachers and staff will continue to receive professional development opportunities focused around a deeper understanding of Universal Design for Learning to provide multiple entry points for all learners to access the curriculum.
- Teachers will engage in specialized professional development opportunities to learn additional UDL strategies and techniques.
- Teachers will receive additional professional development opportunities in meeting the needs of all learners with a special focus on Students with Disabilities and English Language Learners.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 60% of students in the bottom third of our school community, in grades 4-8 (84 students out of 141 students) inclusive of English Language Learners and Students with Disabilities, will make one year’s progress as measured by the New York State English Language Arts Assessment (closing the achievement gap).</td>
</tr>
</tbody>
</table>
### Activities/Strategies

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

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

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<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Principal, Assistant Principals, All Teachers, Selected Teachers, Lead Teachers and Support Service Providers.</td>
<td>weekly 9/18 - 6/19</td>
<td>Principal, Assistant Principals, All Teachers, Selected Teachers, Lead Teachers and Support Service Providers.</td>
</tr>
</tbody>
</table>

#### 1. Professional Development / Collaborative Planning

Our school’s professional development calendar will include a strategic focus on task design, norming rubrics, analyzing student work products, utilizing data to revise curriculum maps and pacing calendars utilizing DOK and UDL strategies. ELA Inquiry cycles will be designed and executed to support this work in Reading and Writing. The school will work with Teacher’s College Staff Developers to examine the TC tasks aligned to the units of study in reading and writing and implement these tasks across the school year. Selected teachers (ELA instructional Team Leaders) will attend lead meetings at Teacher’s College to plan for upcoming reading and writing units of study. These standards based sessions include a thorough understanding of all checklists, rubrics and continuums. Teachers will turn key information to the other teachers on their grade. Staff Developers from Teachers College, will work with teachers to revise units of study with a strong emphasis on their student’s pre-assessment data and the implementation of UDL strategies. Teachers will also be given additional support with Teacher College Specialty Workshops and tools to design multiple entry points into the curriculum to support our students with disabilities. Staff from Global Language Project will also work closely with our ESL Teachers to analyze NYSESLAT test data in order to design multiple entry points into the curriculum for all of our English Language Learners. Teachers will work together to carefully monitor student success with the implementation of these strategies from each unit’s initial pre-assessment to the final post-assessment.

#### 2. Inquiry Work (Task Development / Analysis of Student Work)

Through the Inquiry process Principal, Assistant Principals and Teachers will work collaboratively to examine the effectiveness of the curriculum; ensure alignment of the curriculum to the Common Core Learning Standards and develop appropriate pre/post literacy tasks aligned with DOK Levels. Through the Inquiry process Principal, Assistant Principals and Teachers will work collaboratively to evaluate student work with aligned rubrics, generated from pre and post administrations of the

The Administrative Team, Core Inquiry Team, ELA Instructional Team and Math Instructional

weekly 9/18 - 6/19

Administrative Cabinet, Core Inquiry Team Members and all Teaching Staff
literacy tasks in order to revise curriculum maps, pacing and determine next steps in pedagogy for both whole and small group instruction targeting Students with Disabilities and English Language Learners. Core Inquiry Team Members will participate in vertical planning protocols to better align school wide curriculum maps, rubrics and assigned tasks to the common core learning standards.

3. Analyzing Student Data: Principal and Assistant Principals will meet with teachers and as an administrative cabinet to discuss the individual strengths and needs of students, using pre and post assessments, running records etc. There will be a special focus on English Language Learners and Students with Disabilities. Additional resources such as The Learning Instruction Manual (LIM) and The Behavioral Instructional Manual (BIM) will be used to design individual plans for struggling learners, SWDs and ELLs to ensure strategies are implemented to assist all students in making yearly gains and meeting the expectations of the Common Core Learning Standards. Short and long term goals will be created for students. Benchmarks will be established during the school year to monitor student progress and support our school community to make further adjustments to ensure all students have appropriate access to standard based work and make adequate, yearly gains.

4. Additional Professional Development Support - Principal, Assistant Principals and Teachers will engage in book clubs to acquire alternative close reading strategies to support students in being able to better comprehend more challenging texts. Strategies learned will be utilized to enhance pedagogical practices, curriculum development and task design. Principal will facilitate a weekly book club and professional development sessions with ESL teachers (3).

5. Families are afforded many opportunities during the school year to learn and support their understanding of our school's rigorous, instructional program, common core learning standards and instructional shifts. Parents are afforded the opportunity to attend parent workshops every Tuesday. Other opportunities, as mentioned in 5a, part 3 continues to be offered to our families to ensure all families are knowledgeable on how we are best meeting the individual needs of their child within our Common Core Aligned Curriculum.

<table>
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<th>3b – Parent and Family Engagement</th>
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<td>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.</td>
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</table>

2018-19 CEP
Families are afforded many opportunities during the school year to learn and support their understanding of our school’s rigorous, instructional program, common core learning standards and instructional shifts. Parents are afforded the opportunity to attend parent workshops every Tuesday. Other opportunities, as mentioned in 5a, part 3 continues to be offered to our families to ensure all families are knowledgeable on how we are best meeting the individual needs of their child within our Common Core Aligned Curriculum.

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.

1. **Professional Development:** Professional Development periods are embedded weekly within the school day. Additional professional development opportunities are scheduled as follows:

   - Funds are used to provide classroom coverage and support teachers who have been identified as “Instructional Leads” in E LA and Math to meet vertically one period every week.

   - Funds are used to provide coverage for teachers to attend in house planning sessions and professional development around the expectations of the Danielson Framework, the common core standards, curriculum alignment and analyzing student work to drive instruction.

   - Outside professional development partnerships such as; Teacher’s College and Global Language Project conduct on site and off site professional development opportunities for the Principal, Assistant Principals and Teachers in achieving this goal.

   - All Classroom Teachers (45) as well as all ESL Teachers (3) attend 10 full days of in house professional development sessions with Teacher’s College Staff Developers focusing on Reading and Writing units of study.

   - Forty five professional development sessions are provided for teachers to attend off site Teacher’s College Calendar Days for additional training.

   - All ELA Instructional Lead Teachers, on every grade attend grade specific off-site reading and writing professional development from TCRWP.

   - Class coverage is provided for teachers for the following professional development opportunities on meeting the needs of English Language Learners provided by Global Language Project.

   - Fundations, Wilson and Leveled Literacy Intervention (LLI) programs are incorporated in classrooms to support students with disabilities and struggling readers.

   - **Inquiry Work:** Weekly inquiry work is embedded into the school day. Per Session funds are utilized for all core inquiry team members (8) and the principal and one Assistant Principal to meet weekly.

2. **Additional Professional Development:** Professional Development Books and articles are carefully selected based on the professional needs of the staff, Common Core Standards Implementation and School’s Instructional Focus. Per session funds are utilized for our school’s special education support group, led by an assistant principal and our ESL support group led by the principal.

**Additional Support Services:** Teachers utilize research based and/or common core aligned materials (LLI, Wilson, Fundations, Best Practices in Reading, iReady etc.) Full Time AIS Teachers (2) are hired to provide additional services to students during the school day. Special Education ICT teachers in grade 1-5, utilize LLI one period a day. Materials used such as LLI, Language Power, iReady, Fundations and best practices, to utilize during our After school and
Saturday programs. Per Session funds will be allocated for teachers to work after school / Saturday programs described above.

### 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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### 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, 50% of all students in the bottom third of our school community, in grades 4-8, will make adequate progress (2 to 3 point gain) as measured by the school’s in house Ready Benchmark 1 to Benchmark 2 Test.

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

ELA Benchmark Test

#### 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

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

Over the past few years, our school community has worked collaboratively to meet the demands of The Framework for Great Schools Element - Effective School Leadership:

- The Principal publishes and distributes Instructional Coherence Memos to celebrate the best practices of the school building and reiterate our school’s expectations around teaching and learning to ensure coherence of instruction.

- The administrative cabinet looks at students’ data and teacher observation data weekly to identify trends, and make adjustments to the school’s programming and professional development calendar based on these needs.

- The administrative cabinet conducts instructional walks to norm our observation process as well as monitor the instructional practices and expectations presented in professional development.

- The administrative cabinet provides differentiated opportunities for professional development of teachers based on Danielson Ratings and Feedback from Informal Observations.

*Strategic Programming takes place to afford teachers with multiple opportunities for common planning, plan vertically and work with small groups of students.

Although there is evidence to show the administrative structures put in place have resulted in a positive impact in student achievement, it is necessary that a closer focus on our middle school academic achievement is necessary.

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, through effective school leadership and strategic programming, 60% of all middle school students in grades 6-8 (81 out of 148 students), inclusive of English Language Learners and Students with Disabilities will show a 3-5 scale score increase in progress as measured by the 2019 NYS Math Assessment (closing the achievement gap).
### 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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</tr>
<tr>
<td>All Math Teaching Staff</td>
<td>10/18-6/19</td>
<td>Principal and Assistant Principals</td>
</tr>
<tr>
<td>All Administrators and Math Teaching Staff</td>
<td>weekly 9/18 - 6/19</td>
<td>Principal and Assistant Principal</td>
</tr>
</tbody>
</table>

1. At the beginning of the school year all students in grades 3-8 take benchmark assessments in ELA and Mathematics. Teachers utilize these results as a baseline score and identify strengths and areas of improvement for every student. The benchmark assessment is administered two additional times during the school year to monitor student progress. Teachers continuously analyze this data to make necessary adjustments to our pacing calendar prior to the administration of the NYS Math Assessment. Teachers meet at least once a week to collaboratively plan lessons and standard based tasks, reflective of this ongoing data.

2. Our school's professional development calendar includes a focus on Mathematics, including lifting levels of student engagement through critical thinking, problem solving and student conversation. During this work teachers will have opportunities to focus on math task design, analyzing student work products and utilizing data to revise math curriculum maps and pacing calendars utilizing DOK and UDL strategies. Middle school math teachers attend outside math professional development workshops from Exemplars and Metamorphosis Math several times during the school year. Teachers utilize this training to make adjustments to teaching strategies and curriculum maps to ensure all students are making academic gains in the area of Mathematics. Two Assistant Principals will also attend monthly district wide training in mathematics and will be responsible for turn keying this information to all school members.

3. Every week teachers meet for Math Inquiry, facilitated by our Math Instructional Lead Teachers. Through the inquiry process, the Administrative Cabinet and teachers work collaboratively to evaluate student work generated from Math Exemplars in order to raise levels of problem solving in Mathematics. Through our inquiry work teachers revise curriculum maps and determine next steps in pedagogy for both whole group and small group instruction. A lens of UDL strategies will also be looked at closely to determine the effectiveness of the access we are providing for our Students with Disabilities and English Language Learners to meet grade level expectations (closing the achievement gap).
4. The administrative Cabinet Members meet with teachers periodically during the school year to discuss the individual strengths and needs of students using pre and post assessments, exemplars, benchmark assessments etc. A middle school AIS period has been scheduled every day to ensure all students receive 2 periods of ELA AIS and 4 periods of Math AIS, using Math 180. Students performing at or above grade level standards receive advance Algebra math classes during this time.

Middle School students also qualify for expanded learning opportunities after school two days a week and on Saturdays. During this time students receive additional math instruction using Ready materials and Focus on Math. Progress for students in these programs is measured periodically during the school year using our benchmark assessments that are administered 3 times a school year prior to the administration of the NYS Math assessment.

5. The school will implement the Ready computer program to provide additional differentiated learning opportunities, in school and at home for students. This work will be tracked and benchmark assessments will be provided to monitor progress.

6. Families are afforded many opportunities during the school year to learn about the school's instructional program, common core learning standards and instructional shifts. During these workshops parents are also introduced to Matheletics, the online math program purchased to reinforce math skills in the classroom and at home. Parents are also invited into our classrooms once a month as Parents as Learning Partners. 5 of these visits are math based. During these classroom visits parents either observe instructional practices in their child's classroom or participate in the interactive lesson taking place.

### 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.**

Families are afforded many opportunities during the school year to learn about the school's instructional program, common core learning standards and instructional shifts. During these workshops parents are also introduced to Matheletics, the online math program purchased to reinforce math skills in the classroom and at home. Parents are also invited into our classrooms once a month as Parents as Learning Partners. 5 of these visits are math based. During these classroom visits parents either observe instructional practices in their child's classroom or participate in the interactive lesson taking place.

### Part 4 – Budget and Resource Alignment

2018-19 CEP
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.

Professional development opportunities are as follows:

- Funds are used to provide classroom coverage and support teachers who have been identified as instructional leads in Mathematics. During this time lead teachers meet vertically.
- Funds are used to provide all math middle school teachers with outside math professional development from Exemplars and Metamorphosis Math.
- Weekly inquiry work is embedded into the regular school day. Per session funds are utilized for all Core Inquiry Team Members, the Principal and Assistant Principal to meet weekly.
- An AIS period is scheduled into the school day to provide all middle school students with two periods of small group remediation math lessons.
- After school and Saturday Programs are funded with school funds to provided students with extended learning opportunities.
- Teachers utilize common core aligned materials (Math 180, GoMath, Exemplars, Focus on Math, Ready Math and Matheletics).

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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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, through effective school leadership and strategic programming, 60% of all middle school students in grades 6-8 (81 out of 148 students), inclusive of English Language Learners and Students with Disabilities will make adequate progress (2 to 3 point gain) as measured by the schools in house benchmark Ready Assessment.

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

Math Benchmark Assessments

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

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

Part 1 – Needs Assessment

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

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

Over the past few years, our school community has worked collaboratively to meet the demands of the Framework for Great Schools Element - Strong Family and Community Ties by:

- Planning weekly workshops for parents educating parents about the instructional shifts, common core learning standards and their expectations, ways to support students while reading etc.
- Creating a monthly newsletter for parents
- Designing and hosting monthly curriculum based Family Fun Nights as well as monthly opportunities for parents to observe teaching and learning in their child’s classroom during the school day
- Providing English classes 2 days a week to our English as a Second Language Family Members
- Creating a school website that translates in many languages as well as sending home weekly school messenger phone calls in various languages for our parents to notify them of our school’s scheduled activities and programs.
- Teachers facilitate workshops for parents related to their specific grade level or content specialty on Tuesday afternoons as part of our Parent Engagement time.

The school will continue to look for ways to strategically utilize the successful structures currently in place at our school to ensure all students in our early childhood grades (K-2) are making yearly progress in reading. This will assist in increasing the number of students reading at or above grade level by the end of second grade.

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.

As a result of effectively building strong Family and Community ties, by supporting parents with ways they can support reading instruction, June 2019, 70% of all students in grades K-8 (648 out of 927 students), inclusive of English Language Learners and Students with Disabilities will make more than one year’s progress in Reading as measured by Teacher’s College Running Record Assessments.
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>Administrators, Teachers</td>
<td>9/18 - 6/19</td>
<td>Principal, Assistant Principals, Teachers, Support Staff</td>
</tr>
<tr>
<td>Level 1 and Level 2 students in grades K-8 ESL students</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals, Teachers, Support Staff</td>
</tr>
<tr>
<td>Administration, Coaches, Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals, Teachers, Support Staff</td>
</tr>
</tbody>
</table>

1. Our school is currently a Teacher’s College Partnership School, which provides a common core aligned reading and writing curriculum. Teachers (inclusive of ESL Teachers, Special Educators, AIS providers etc.) receive on-site and off site professional development during the school year, with a strong emphasis on emergent reading strategies, shared reading, corrective reading strategies, guided reading training, administering and analyzing reading running records. All teachers in grades K-2 have also been trained in Fundations, a phonics research based program. All students in grades Pre-K - 2 receive Fundations instruction daily. Teachers meet at least once a week to collaboratively plan common core aligned reading lessons specifically designed to support students in decoding, fluency and comprehension.

2. Students reading far below or approaching grade level are targeted for AIS services. Students targeted for AIS services receive small group reading instruction 3 days a week using Leveled Literacy Intervention (LLI). Students, inclusive of English Language Learners, and Students with Disabilities are also provided with extended learning opportunities after school and on Saturdays. During these after school programs students receive additional reading instruction (double dose of Fundations, shared reading, guided reading). All special education teachers and para professionals have been trained in Leveled Literacy Intervention (LLI). As a result all students with disabilities receive LLI instruction 3 times a week in addition to their daily reader’s workshop instruction. All students in grades 6-8 receive 2 days of AIS in Reading.

All teachers participate in inquiry work every week around running records (K-2) and Reading Comprehension (3-8). During this time teachers analyze running records, identify the strengths and needs of their students and make adjustments to units of study and shared reading opportunities to meet the needs of their students. As part of our school’s inquiry process running records are administered on an ongoing basis to
Ensure students are moved into new levels in between formal running assessment windows.

Many learning opportunities are planned for families to support reading instruction at home. Weekly workshops are planned for parents. These workshops may include, but are not limited to, areas such as: reading support, on-line student data reporting and data interpretation and analysis, etc. During many of these workshops parents do not only learn techniques and strategies for supporting the child’s progress in reading, there are also opportunities for parents to make and take resources to utilize at home to support reading instruction. The Parent Coordinator will seek and collaborate with experts from our partnering Community Based Organizations or additional organizations to assist with the planning and facilitation of these parent workshops. Family Fun Nights focused on reading are planned in conjunction with the School’s Leadership Team to encourage and improve parental involvement. Read with Me Mornings, Writing Celebrations and Lessons in Action are rotating, monthly opportunities for parents to participate and observe in their child’s classroom. Teachers inform families of their child’s progress throughout the school year (Running Record Level Updates, Goal Sheets, Progress Reports administered in between report card distribution cycles etc.). These documents inform parents of their child’s progress in school, in all subject areas and how they can support their child at home.

### 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.

| School Leadership Team Members, school staff, parents and students | 9/18-6/19 | Principal, Assistant Principals, Parent Coordinator, School Leadership Team, Teachers, Support Staff |

### 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.

**Professional Development:** Professional Development periods are embedded weekly within the school day. Additional professional development opportunities are scheduled as follows:

- Funds are used to provide classroom coverage and support teachers who have been identified as “Instructional Leads” in ELA and Math to meet vertically one period every week.

- Funds are used to provide coverage for teachers to attend in house planning sessions and professional development around the expectations of the Danielson Framework, the common core standards, curriculum alignment and analyzing student work to drive instruction.

- Outside professional development partnerships such as; Teacher’s College, Global Language Project, and Office of English Language Learners conduct on site and off site professional development opportunities for the Principal, Assistant Principals and Teachers in achieving this goal.

- All Classroom Teachers (45) as well as all ESL Teachers (3) attend 10 full days of in house professional development sessions with Teacher’s College Staff Developers focusing on Reading and Writing units of study.

- Seventy five professional development sessions are provided for teachers to attend off site Teacher’s College Calendar Days for additional training.

- All ELA Instructional Lead Teachers, on every grade attend grade specific off-site reading and writing professional development from TCRWP.

- Class coverage is provided for teachers for the following professional development opportunities on meeting the needs of English Language Learners provided by Global Language Project.

- Fundations, Wilson and Leveled Literacy Intervention (LLI) programs are incorporated in classrooms to support students with disabilities and struggling readers.

- Inquiry Work: Weekly inquiry work is embedded into the school day. Per Session funds are utilized for all core inquiry team members (8) and the principal and one Assistant Principal to meet weekly.

2. **Additional Professional Development:** Professional Development Books and articles are carefully selected based on the professional needs of the staff, Common Core Standards Implementation and School’s Instructional Focus. Per session funds are utilized for our school’s special education support group, led by an assistant principal and our ESL support group led by the principal.

**Additional Support Services:** Teachers utilize research based and/or common core aligned materials (LLI, Wilson, Fundations, Best Practices in Reading) Full Time AIS Teachers (2) are hired to provide additional services to students during the school day. Special Education ICT teachers in grade 1-5, utilize LLI one period a day. Materials used such as LLI, Language Power, Fundations and best practices, to utilize during our After school and Saturday programs. Per Session funds will be allocated for teachers to work after school / Saturday programs described above.

- Parent Involvement Money is utilized to support our Family Fun Nights
- Some of our Community Based Organizations, cited above, provide workshops and presentations for parents.
- Teachers design workshops around the Common Core Learning Standards for Parents.
- The Parent Coordinator partners with many community-based organizations that provide free workshops and presentations for parents.

**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, 70% of all students in grades K-8 will be making adequate progress towards making more than one year's progress in reading as measured by Teacher's College Running Record Assessments and our school's Running Record Growth Chart.

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

| Teacher's College Running Records and Assessments |

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED's memo.</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA) | Students are identified as at risk students in ELA based on classroom data and assessments, by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffolded support for all the studentsto ensure they are progressing towards meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative Pupil and Placement Team (PPT) member with their Response to Intervention (RTI) Tier 2 requests. Upon | 1. Double Dose of Fundations  
2. Wilson  
3. Leveled Literacy Intervention (LLI)  
4. Best Practices in Reading  
5. Guided Reading Instruction  
6. Camp Can Do  
7. iReady | 1. Whole group/Double-small groups  
2. Small group  
3. Small group  
4. Small group  
5. Small group  
6. Small group  
7. small group | 1. During the school day/After school/Saturday Academy  
2. During the school day  
3. During the school day  
4. After School  
5. During the school day/After school/Saturday Academy  
6. Saturday Academy  
7. After school program |
### Mathematics

Students are identified as at risk students in math based on classroom data and assessments, by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support to all the students in meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative Pupil and Placement Team (PPT) member with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student’s needs are assessed and services are determined and initiated if warranted.

| 1. Math by Topic/Math Extensions | 1. Small group | 1. During the school day |
| 2. Guided math instruction | 2. Small group | 2. During the school day |
| 4. Soar to Success | 4. Small group | 4. During the school day |
| 5. Math 180 (Grades 6-8) | 5. Small group | 5. During the school day |
| 6. iReady | 6. Small group | 6. After school |
**Science**

Students are identified as at risk students in science based on classroom data and assessments, by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support to all the students in meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative Pupil and Placement Team (PPT) member with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student’s needs are assessed and services are determined and initiated if warranted.

Students reinforce science, grade specific content topics during after school program which is reading and writing in the content areas through paired fiction/non-fiction passages.

Small group

After school Saturday Academy

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**Social Studies**

Students are identified as at risk students in social studies based on classroom data and assessments, by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support to all the students in meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative Pupil and Placement Team (PPT) member with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student’s needs are assessed and services are determined and initiated if warranted.

Students reinforce social studies, grade specific content topics during after school program, which is reading, and writing in the content areas.

Small group and one to one decisions are made on an individual basis.

During the school day/ After school Saturday Academy
plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support to all the students in meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative on the Pupil and Placement Team (PPT) with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student’s needs are assessed and services are determined and initiated if warranted.

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students are identified for at-risk services by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support to all the students in meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative on the Pupil and Placement Team (PPT) with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student’s needs are assessed and services are determined and initiated if warranted. | At-risk counseling - Peer mediation - Planning with families in crisis - Attendance monitoring - Middle school advisory | Small group and one to one decisions are made on an individual basis | During the school day/ After school |
support for the student. If the child does not show growth or digresses, the classroom teacher presents their grade representative on the Pupil and Placement Team (PPT) with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student’s needs are assessed and services are determined and initiated if warranted.
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Our school currently has 2 Students in Temporary Housing</th>
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</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>
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<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>With the cooperation of our Parent Coordinator, contact is made to our families to discuss the additional supports and services available to within our school and community, including but not limited to busing / metro cards, counseling etc. In addition, STH set aside funds are used to supply families with school supplies, clothing, book bags, etc. on a needed basis.</td>
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<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
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<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></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>
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</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.

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

98.63% of teachers at PS/IS 95 are Highly Qualified. To keep our Highly Qualified Teachers, quality professional development has been offered to afford them ample opportunity to build upon the knowledge and experience they already possess. Thoughtful, professional development that meets the academic needs of teachers will be offered during the 2018 – 2019 school year as follows:

- Teachers College Reading and Writing Project
- Universal Design for Learning and Multiple Entry Points
- Depth of Knowledge in the Classroom
- Accountable Talk and Discussion within the Classroom
- Math Exemplars Professional Development
- Instructional Shifts Implementation of Units of Study in Writing
- Text Complexity
- Gold Mansour and Rutherford
- Global language project

In addition to quality professional development, teachers are encouraged to remain at our school and take on leadership roles at our school. This affords our teachers with the opportunity to share best practices with their colleagues through inter-visitation cycles. Teachers have opportunities to make decisions for the school by being part of our ELA Instructional Team, Math Instructional Team, Core Inquiry Team, Special Education Support Team and ESL Support Team. Study groups are also formed whereby teachers can delve deeper into curriculum areas that are of interest to them.
Recruitment of Highly Qualified Staff are posted on New York City's Department of Education's Open Market. On this system our school is able to specify the desirable teacher credentials for potential candidate. Upon a careful review of resumes, candidates are screened and interviewed.

**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).

Numerous professional development opportunities are provided to all members of our school community. We believe that it is vital that all stakeholders are knowledgeable about the Common Core Learning Standards and understand how these standards are effectively implemented into our daily instruction.

All staff members receive weekly professional development opportunities around the Common Core Learning Standards and Instructional Shifts. In teams, teachers use this information to revise curriculum maps, deepening questioning skills and develop strategies for teaching. Teachers meet during an additional 40-minute period once a week on grade level inquiry teams around ELA and an additional 35-minute period once a week around Mathematics. During these meetings teachers use an inquiry cycle to create common core standard based assessments, norm how we score student work using standard based rubrics, look for trends in student work, identify small group instruction, revise curriculum maps and plan with colleagues. As a Teacher’s College Partnership School, teachers receive hands on training facilitated by Teacher’s College Staff Developers. Instructional lead teachers on every grade attend monthly professional development days specific to their grade and turnkey the information and content learned to their grade level colleagues.

Special Education Teachers, as well as, Para Professionals also receive training through our partnership with Gold Mansour and Rutherford, on how to utilize UDL strategies and plan standard based instruction with supports to provide access to grade level content and tasks for all learners. In addition, we also partnered with Global Language Project to support our ESL teachers and classroom teachers that teach our ELL students. These professional development sessions provide teachers with techniques and strategies to support ELL Learners.

Parent Meetings are also scheduled two Tuesdays a month to inform families about the Common Core Learning Standards and Instructional Shifts. During these meetings, parents look at the common core learning standards and engage in standard based tasks to understand the new expectations of the Common Core Learning Standards. Parents are also given the opportunity to make hands-on, common core aligned activities and games. Parents learn how to play these games and activities and take them home to utilize with their children. Family Fun Nights are also scheduled one night a month. Each month our family fun night focuses on a specific subject area. During the evening families are engaged in grade appropriate activities. Families are also given the opportunity to make and take activities so they can continue to reinforce the skills and strategies at home.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

- Push in and pull out services
- AIS
- after school programs
professional development

Parent workshops

### 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).

Sharing of data

common planning with all parties.

### 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.).

Activities and structures have been put in place to assist preschool children from their early childhood programs to our elementary school setting. Our school hosts an open house every spring inviting our future kindergarten students and families to school. At this time we meet with families to discuss kindergarten procedures as well as the academic expectations of the school year. Parents are able to view our curriculum units of study. They are also given an opportunity to visit our kindergarten classrooms where they view student work samples and observe our students actively engaged in their learning. Our school psychologist and parent coordinator also work with our community preschool centers to obtain additional information about our future students. Parents are invited throughout the school year to engage in hands on activities with their students. This keeps them informed of the units of study our kindergarten students are learning.

#### 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.

Our school has many teacher teams that make informed decisions about the use and selection of multiple assessment measures used at our school. Our math instructional team, ELA instructional team and core inquiry team, all comprised of a teacher representative on each grade, meet monthly with the administrative staff to discuss the steps we are taking as a school community to deepen our implementation of the common core learning standards as well as reflecting upon and refining how we collect and utilize assessment data to drive our instructional decisions. During our team meetings school wide decisions are discussed and made. Team members disseminate information to the teachers on their respective grades. Each team works alongside the administrative staff to monitor implementation, discuss areas of concern and make any needed adjustments. Professional development sessions, along with our weekly inquiry time is used to analyze our assessment data, revise the pacing of our units of study, identify the strengths and needs of all students, make grouping decisions for small group instruction etc. Based on the needs of
our students, professional reading and/or professional development sessions are provided to teachers to assist them with meeting the needs of all of their students.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$52,264</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$24,741</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$17,230</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$4,147</td>
<td>x</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$5,457,197</td>
<td>x</td>
</tr>
</tbody>
</table>

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
• Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

• A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

2The 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>TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT</td>
</tr>
<tr>
<td>2018 - 2019</td>
</tr>
</tbody>
</table>

School Parental Involvement Policy for PS 95

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is strongly recommended that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 95, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. P.S. 95’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory
Councils, as trained volunteers and welcomed members of the school’s community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills
- provide parents with the information and training needed to effectively become involved in planning and decision making
- Implement EChalk, School Messenger, and Monthly newsletter to keep parents abreast of the most current information
- Increase parents’ understanding of their right to support their child’s education by being involved in the educational process
- increase the role of the home in enriching education and improving student achievement, and develop positive attitudes toward the entire school community

P.S. 95’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 findings of regular surveys will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy. In developing the P.S. 95 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 Parent Involvement Policy and asked to survey their members for additional input.

To increase parent involvement, P.S. 95 will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and communities. The Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations, 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., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
• host the required Annual Meeting 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 Section 1118 of Title I, Part A;
• schedule additional parent 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

P.S. 95 will further encourage school-level parental involvement by:

• holding an annual Parent Curriculum Conference
• holding Family Fun Nights
• hosting events/activities during Open School Week
• encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);
• supporting or hosting OFEA District Family Day events
• continuous hold parent workshops
• 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

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

P.S. 95, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. P.S. 95’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school’s community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

• build a home-school partnership that assists parents in acquiring effective parenting skills
• provide parents with the information and training needed to effectively become involved in planning and decision making
• Implement EChalk, School Messenger, and Monthly newsletter to keep parents abreast of the most current information
• Increase parents’ understanding of their right to support their child’s education by being involved in the educational process
increase the role of the home in enriching education and improving student achievement, and develop positive attitudes toward the entire school community

Parental Involvement and School Quality

To increase parent involvement, P.S. 95 will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and communities. The Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations, 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 status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Annual Meeting 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 Section 1118 of Title I, Part A;
- schedule additional parent 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

Encouraging School-Level Parental Involvement

P.S. 95 will further encourage school-level parental involvement by:

- holding an annual Parent Curriculum Conference
- holding Family Fun Nights
- hosting events/activities during Open School Week
- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);
- supporting or hosting OFEA District Family Day events
- continuous hold parent workshops
- 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

School-Parent Compact (SPC)

SCHOOL - PARENT COMPACT
2018-2019 School Year

P.S. 95 staff and the 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 the 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.

SCHOOL RESPONSIBILITIES

P.S. 95 staff will:

- provide high quality curriculum and instruction consistent with Common Core State Standards. This will enable children to meet the standards by:
  - using academic learning time efficiently
  - providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians
  - respecting cultural, racial, and ethnic differences
  - implementing a curriculum aligned to standards
  - offering high quality instruction in all content areas
  - provide instruction by highly qualified teachers and when this does not occur, notify parents as required by the No Child Left Behind (NCLB) Act

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor their child’s attendance and ensure their child arrives to school on time. When their child is absent, they will follow the procedures to inform the school
- ensure that their child comes to school rested by setting a schedule for bedtime
- make sure that homework is completed and assist their child if necessary
- read to their child or discuss what their child is reading each day (minimum 15 minutes)
- set limits to the amount of time their child watches television or plays video games
- promote positive use of their child’s extracurricular time such as afterschool, extra learning opportunities, clubs, and/or team sports
- encourage their child to follow school’s rules and regulations and discuss this Compact with their child
- volunteer in their child’s school either at the school or assisting from home in some way if time or schedule permits
- participate in the decisions relating to their child’s education.
- communicate with their child’s teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district
- respond to surveys and notices when requested
- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy
- participate in or request training that the school offers on teaching and learning strategies whenever possible
- take part in the PTA or serve to the extent possible on policy advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams) and share the responsibility for the improved student achievement of their child
STUDENT’S RESPONSIBILITIES

The Student will:

- attend school regularly and be on time for school
- complete their homework and turn in all assignments on time
- follow the school rules and be responsible for their actions
- show respect for themselves, other people and property
- try to solve disagreements or conflicts peacefully
- always try their best to learn

Dear Ms. Ndziba,

I have read and reviewed a copy of the 2018 – 2019 Parent Involvement Policy and School Parent Compact

Parent Signature  Student Name  Student Class

-----------------------------------------------------------------------------------------------------------------------------

I. School Responsibilities: High Quality Curriculum

SCHOOL RESPONSIBILITIES

P.S. 95 staff will:

- provide high quality curriculum and instruction consistent with Common Core State Standards. This will enable children to meet the standards by:
  - implementing a curriculum aligned to standards
  - offering high quality instruction in all content areas
  - provide instruction by highly qualified teachers and when this does not occur, notify parents as required by the Elementary and Secondary School (ESSA) Act

I. School Responsibilities: Supporting Home-School Relationships

SCHOOL RESPONSIBILITIES

P.S. 95 staff will:

- respecting cultural, racial, and ethnic differences

I. School Responsibilities: Providing Parents Reasonable Access to Staff

SCHOOL RESPONSIBILITIES

P.S. 95 staff will:

- providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians
- Ensure translation services are provided to families.
- School Messenger and eChalk resources are updated to provide translated updates on our school activities and programs

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## I. School Responsibilities: Providing General Support to Parents

### SCHOOL RESPONSIBILITIES

**P.S. 95 staff will:**

- provide high quality curriculum and instruction consistent with Common Core State Standards. This will enable children to meet the standards by:
  - using academic learning time efficiently
  - providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians
  - respecting cultural, racial, and ethnic differences
  - implementing a curriculum aligned to standards
  - offering high quality instruction in all content areas
  - provide instruction by highly qualified teachers and when this does not occur, notify parents as required by the No Child Left Behind (NCLB) Act

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## II. Parent/Guardian Responsibilities

### PARENT/GUARDIAN RESPONSIBILITIES

**The Parent/Guardian will:**

- monitor their child’s attendance and ensure their child arrives to school on time. When their child is absent, they will follow the procedures to inform the school
- ensure that their child comes to school rested by setting a schedule for bedtime
- make sure that homework is completed and assist their child if necessary
- read to their child or discuss what their child is reading each day (minimum 15 minutes)
- set limits to the amount of time their child watches television or plays video games
- promote positive use of their child’s extracurricular time such as after-school, extra learning opportunities, clubs, and/or team sports
- encourage their child to follow school’s rules and regulations and discuss this Compact with their child
- volunteer in their child’s school either at the school or assisting from home in some way if time or schedule permits
- participate in the decisions relating to their child’s education.
- communicate with their child’s teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district
- respond to surveys and notices when requested
- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy
- participate in or request training that the school offers on teaching and learning strategies whenever possible
- take part in the PTA or serve to the extent possible on policy advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams) and share the responsibility for the improved student achievement of their child

---

## III. Student Responsibilities

### STUDENT’S RESPONSIBILITIES

**The Student will:**

- attend school regularly and be on time for school
- complete their homework and turn in all assignments on time
- follow the school rules and be responsible for their actions
- show respect for themselves, other people and property
- try to solve disagreements or conflicts peacefully
- always try their best to learn
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

<p>| The direct instruction component of the program will consist of (check all that apply): | |</p>
<table>
<thead>
<tr>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of content area teachers:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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: ______
We are implementing a supplemental ENL Newcomers program that will enhance our entering/emerging and transitioning ELL population from grades 3-8. These students also qualify to be serviced under our Immigrant Funding. This after school program will run for 23 weeks starting on November 1, 2018 and ending April 26 2019. The program will be instructed by our ESL teachers, and will run from 2:30 pm -4:00pm on Wednesday and Thursday after school. The language of instruction will be English and there will be two classes with 13 students in each group. We will be using the research-based supplemental program On Our Way to English,by Houghton Mifflin Harcourt. All students in Grades 3-8 will also receive additional support using Fundations, which is a phonemic program the students utilize during the school day and Imagine Learning a computer based program that reinforces reading, writing, listening and speaking skills for English Language Learners. Teachers will also utilize Focus in on Reading to build language acquisition as well as practice ELA strategies. These programs help students acquire the English Language through content driven lessons and standard based learning incorporated into each lesson. All four modalities of English Language acquisition will be incorporated into each lesson. We will also be using Getting Ready for the NYSESLAT preparation books by Attanasio & Associates and strategies to prepare students to take the NYSESLAT in the spring . On Wednesday and Thursday the program will be divided into two sessions:with one hour of instruction in Reading/Writing using On Our Way to English , half hour utilizing the Getting Ready for the NYSESLAT program. The program supervisor will regularly observe instruction and provide timely and effective feedback to the staff, to enhance instructional practices in the classroom. The program supervisor will support the staff with implementation of instructional initiatives.

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: _____
Professional development will be delivered in house by the program supervisor. Two teachers involved in this program will receive regularly scheduled professional development throughout the duration of this program. One-hour PD sessions will be provided three times throughout the program from November through March. Training will consist of ENL research-based strategies, effective use of the On Our Way to English program, and use of NYSESLAT data and TC running records data to inform and help plan for instruction. The program supervisor will be responsible for planning and implementing the professional development. The professional development will positively impact the progress of ELLs by utilizing best practices based on research and school data. These ELL strategies will help foster planning for deeper
Part C: Professional Development

instruction. The program supervisor will maintain all agendas and attendance sheets regarding any professional development sessions. Throughout the school year from November to March, there will be 10 sessions of Professional Development available to teachers who work with our ENL population. Our school partnered up with Teaching Matters which is an educational non-profit organization that helps teachers enable language learning across all content areas. Teaching Matters will provide modeling/coaching lessons, mentoring sessions as well as planning opportunities to deepen our instruction. Topics to be covered include: test taking strategies, building academic language, co-teaching practices and using data to drive instruction.

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: _____
Continuing in the Fall, Mrs. Roberts, our parent coordinator will provide FREE Adult English courses to our Title III ELL parents. Mrs. Roberts sets an agenda for each class and maintains an attendance sheet for these classes. These English courses are for three hours (8:30-11:30) and will run every Tuesday and Thursday. Specific dates were be based on a parent survey, which is provided in the parent's preferred language, indicating which dates would be best for them. This survey will be given out at the beginning of the program. ELL parents will be notified in their preferred language of the dates of these workshops both through backpacked flyers, in native languages, as well as posted on our school website, which will have the translated letters. At these workshops, parents will create literacy games that they can take home and use with their children to further enhance language skills. Translations services for all meetings, workshops and school events will be made available as needed.

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>
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<td>n/a</td>
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<tr>
<td>• Per session</td>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
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</tr>
<tr>
<td>• High quality staff and curriculum</td>
<td>n/a</td>
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</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>development contracts.</td>
<td></td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>• Must be supplemental.</td>
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<td>n/a</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<td>Educational Software (Object Code 199)</td>
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<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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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.

| Principal | Janet Ndzibah | Assistant Principal | Kimberly Worsdale |
| Coach | n/a | Coach | n/a |
| ENL (English as a New Language)/Bilingual Teacher | Jessica Finale | School Counselor | K. Dowd |
| Teacher/Subject Area | Hazel Courtney | Parent | Mrs. Gonzalez |
| Teacher/Subject Area | Katrina Perea | Parent Coordinator | Mrs. Roberts |
| Related-Service Provider | Regina Charny | Field Support Center Staff Member | Ronny Rodriguez |
| Superintendent | Isabel DiMola | Other (Name and Title) | type here |

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 3 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 945 | Total number of ELLs | 203 | ELLs as share of total student population (%) | 21.48% |
Part II: ELL Demographics

A. ELL Programs

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

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This school offers (check all that apply):

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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.

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Part III: Assessment Analysis

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

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

   Our school uses Teacher’s College Running Records and Early Literacy Assessments which includes; Letter and Sound Recognition, concepts of Print to assess the early literacy skills of all of our students. The ENL students are given the above mentioned assessments as well as the results of the NYSITELL exam. The results of this data helps the classroom and ENL teacher to collaborate and guide instruction. After careful analysis of this data, general education teachers and ENL teachers are able to group students according to their Reading Level based off of the running record. Once small groups are formed, teachers are able to teach guided reading and target specific strategies within a small group. Mock NYESLAT mock tests are administered 3 times a year.

2. What structures do you have in place to support this effort?
The ESL Team and classroom teachers collaboratively analyze student data and identify next steps for each student. Students are grouped accordingly to receive instruction tailored to their specific needs. Ongoing assessment data is collected and analyzed over the course of the school year to track growth and modify instruction.

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?

ENL teachers as well as classroom teachers review the results of the ELL Periodic Assessment and the Measures of Student Learning to assess the progress during the school year as well as the TC Running Records to analyze student’s strengths and identify where they need teaching support in different instructional contexts. To evaluate the success of our programs for ENL’s we look at the data to find the weakness and strengths. We look at our student’s progress to determine the value of keeping what works for our ENL population.

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

Students are identified for needing services based on data review. Students are matched to the appropriate support on a needed basis.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

In order for our school to guide instruction for ENL’s within the response to RTI the following procedures occur: We will look at baseline assessments as their universal screening to help teachers make instructional decisions. We will examine achievement in the classroom, analyze data, design and implement targeted supplemental supports. We will monitor progress over time and plan for mid course corrections. Students will be evaluated for Special Education when they are not responding to rigorous instruction, along with instruction being provided with increasing intensity. The family of these students will be contacted throughout the process to foster a partnership to achieve success. For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, the school determines which additional support services should be provided to the student, taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program
- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- Bilingual education or English as a second language teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation, if the student has or is suspected of having a disability

The support services provided are aligned to any intervention plans (e.g., Academic Intervention Services) that our school is already providing to all students.

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

In our school, the majority of ENL students enter in Kindergarten on either an entering, emerging, or transitioning level. Most of the ENL’s pass the NYSESLAT within the first two years of services. The majority of our ENL students score higher on the Listening and Speaking sections than they do on the Reading and Writing components. The few children who remain ENL
students have been diagnosed with additional learning disabilities. However, the ENL teacher continues to focus on the necessary components of the NYSESLAT that they struggle with.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
After analyzing the NYSESLAT data, teachers place students in flexible groups to guide small group instruction.

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.

   ENL Instruction is delivered using the Push-In/ Pull-Out method. At PS95 all classes are heterogeneously grouped. This allows for differentiated grouping. Through this program the teacher is able to group students and allows the teachers to target individual student needs and focus on texts and materials that is appropriate for their ability. PS 95 has self contained Special Education classes in Kindergarten, a first and second grade bridge class, a third and fourth grade bridge class, as well as a bridge class in grades 5 and 6. We also have a 7 th grade self contained class and an 8 th grade self contained class. The ESL teacher’s use the Push in/Pull out Model to service the Special Education students. There are also Integrated Co- Teaching (ICT) classes. The pull-out method for ENL instruction is used for these classes. Entering and Emerging ELLs receive a total of 360 minutes of service. This includes 180 minutes standalone ENL and 180 integrated ENL service within the ELA block. Transitioning ELLs receive a total of 180 minutes of service which includes integrated ENL within the ELA block. Expanding ELLs receive a total of 180 minutes of integrated ENL within ELA or other content areas. The commanding ELLs receive 90 minutes of service in integrated ENL in ELA or other content areas.

   b. TBE program. If applicable.
   N/A

   c. DL program. If applicable.
   N/A

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

   Entering and Emerging ELLs receive a total of 360 minutes of service. This includes 180 minutes standalone ENL and 180 integrated ENL service within the ELA block. Transitioning ELLs receive a total of 180 minutes of service which includes integrated ENL within the ELA block. Expanding ELLs receive a total of 180 minutes of integrated ENL within ELA or other content areas. The commanding ELLs receive 90 minutes of service in integrated ENL in ELA or other content areas.

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.

   All ENL classes are conducted in English with Native Language supports from our bilingual paraprofessionals, as well as some of our teachers and staff who are bilingual in the languages of our students. Instruction in the content areas are delivered through co-teaching models with a general education teacher and an ENL teacher. Specific groups of students are instructed
using ENL methodologies providing strategies for language acquisition and comprehension. The English Language Learners at PS95 are supported with weekly lessons that scaffold comprehension instruction and vocabulary development. The ENL instructors activate prior knowledge, build background and support academic vocabulary. The ENL teachers provide visuals, technology, modified texts and use the TPR (Total Physical Response) method to engage in active learning.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   To ensure that our ELL’s are appropriately evaluated in their native languages bilingual dictionaries and glossaries are provided as well as reading books that are translated into Spanish and Chinese PS 95’s primary languages. The New York State Math and Science Exam is provided in their native language. The New York State Math Exam is orally translated by our Bilingual pedagogues if a translated version is unavailable, for example Urdu and Arabic. Some of the instructional materials in our reading program are translated into languages other than English which in turn not only supports the student but their families as well.

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

In the ENL program, most services are provided in a push in model. Students that requires 360 minutes of services are scheduled for a blended model where some instruction is provided in the classroom setting while some services are provided in a pull out structure. In both models ESL teachers plan for differentiated groups according to the student’s scores on the NYSITELL and NYSESLAT exams. All students that are scheduled for pull-out program services are grouped together by proficiency levels and grade bands.
   a. At this time, PS 95 does not have any SIFE students. The SIFE students at PS95 would be supported by our SETSS teacher as well as the ENL teacher. The SETSS teacher pushes into the classroom during the day to increase academic gains. SIFE students would participate in small group instruction with the ENL teacher to increase academic rigor. SIFE student would be paired with peer tutors. Instructional objectives for all students are constantly changing due to the progression of academic knowledge; differentiated instruction is taking place on a daily basis according to topics being covered.
   b. Students who are enrolled at our school for less than three years, as well as students who are new to the country and the English language are engaged in lessons that will immerse them in social and academic language using pictures, tactile objects, visual cues and audio support. The newcomers at PS 95 will have extra support to work on their phonological awareness skills to enhance their academic performance to meet all Common Core State Standards. Teachers of both newcomers are encouraged to go on class trips to enhance social and academic language while giving them meaningful and rich life experiences. The use of laptops in classroom aids in supporting our newcomers and ENL’s enrolled for less than three years. For those newcomers and ENL’s enrolled for less than three years in the Early Childhood Grades will have additional support by the Funded Reading teacher. The Funded Reading teacher pushes into the Early Childhood grades to enhance their reading and grammar skills. Newcomers and ENL’s enrolled less than three years are also supported by peers in the classroom who aid in interpreters and translators.
   c. The ENL and classroom teachers will look closely at NYSESLAT scores, State ELA/Math Exams, and Periodic Assessments to devise a plan for our ELL’s who are enrolled at our school for 4 to 6 years. The teachers will work closely to plan lessons in order to increase the academic rigor and achieve goals set by both ENL teacher and classroom teacher for the developing students. Together they plan during the scheduled common preparation periods to develop Reading, Math, Science, Social Studies lessons as well as appropriate homework assignments. The ENL teacher will look at unit plans in order to develop lessons that align with classroom lessons as well as to meet with the Common Core Standards. These students are encouraged to participate in read-alouds, shared and guided reading, as well as the writer’s workshop model. There are electronic dictionaries in each classroom to aid the students.
   d. At this time we have 9 long term ELL’s. The long term ELL’s at PS95 would be supported by our SETSS teacher as well as the ESL teacher. The SETTS teacher would push into the classroom during the day to increase academic gains. Long term ELL’s participate in small group instruction with the ESL teacher to increase academic rigor. Long term ELL’s will be paired with peer
tutors. Instructional objectives for all students are constantly changing due to the progression of academic knowledge; differentiated instruction is taking place on a daily basis according to topics being covered.

e. Former ENL’s will continue to receive extra support from ENL teachers as well as the classroom teachers. These students receive time and a half on all state exams as well as given extra time on all classroom exams. The classroom teachers are supported by the ENL teachers with workshops and guidance to ensure academic rigor is being provided for these students. Together classroom teachers and ENL teachers will develop lessons to meet the needs of students who have reached proficiency levels on the NYSESLAT. Transitional support for our ELL’s that have reached proficiency on the NYSESLAT will be addressed through differentiated instruction. Students will be grouped together during classroom time to work on the necessary interventions to achieve instructional goals. Former ENL students will now receive 90 minutes a week of mandated English instruction with our ENL teachers. This will help the former ENL students the confidence they need in order to succeed.

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?

In order to accelerate English language development for our ELL’s in our Special Education classes the teacher’s use a variety of UDL strategies to enhance language development in academic content areas. All materials are on grade level to promote academic rigor. ENL teachers use the push in and pull out model where the use of small group instruction is in place to increase academic rigor as well as to meet academic goals set by the classroom and ENL teachers. The teachers will work together to develop lessons which will immerse the Special Education students in social and academic language using pictures, tactile objects, visual cues and audio support. The students will have support to work on their phonological awareness skills using the program, Fundations, published by Wilson. The Special Education classes are encouraged to go on class trips to enhance social and academic language while giving them meaningful and rich life experiences. The use of laptops and Smart boards in the classroom aid in supporting our Special Education students. Our first and second grade Special education students are also supported by Bilingual Paraprofessionals. They assist the students in the classroom with the transition to speaking, reading and writing from their native language to English. The paraprofessionals also aid the parents of these students as interpreters and translators. All Special Education students receive the prescribed amount of mandated units of ENL support in order to reach their highest potential of learning.

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?

Meeting the diverse needs of our Special Education students is not an easy task. The ENL students who are also Special Education students are in need of other interventions as well as ENL services. The service providers such as, Speech Therapists, Physical Therapists, Occupational Therapists, Guidance Counselors, SETTS and ENL teachers have a meeting to devise a plan to best meet the needs of the students. The ENL teachers will push into the classroom during ELA periods to support academic instruction. The other therapists use both the Push-In/ Pull-Out method in order to have the least amount disruption during instructional time.

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.

The targeted intervention programs are built into our reading and math programs that are used in the classroom. Teachers have developed effective lesson plans for the ENL student using Teacher’s College. The teachers have mapped out plans using ELL instructional strategies for their lessons. The lessons have vocabulary word cards and extended language activities. This is targeted to stimulate language production and reinforce target vocabulary. Small group activities to include word cards to practice listening, speaking, reading and writing. This is helpful for our students who are at the entering and emerging levels as well as our transitioning and expanding students. This program supports every ENL student and scaffold instruction to help students understand and respond to literature. PS95 is using the math program, GO MATH!, published by Houghton Mifflin Harcourt. GO Math! is aligned to meet all the Common Core Math Standards. This program will help students achieve fluency,
speed and confidence within each grade level. To help our ENL students this program comes with an ENL workbook that will be used within the classroom. It is designed to help with key vocabulary needed to gain information, develop their communication skills, and develop higher order thinking and problem solving skills. The program engages the students in interactive digital manipulatives. Targeted intervention in Science includes our push-in STEM program with Mrs. Gagliardi (Science, Technology, Engineering and Math education). In Social Studies, the ENL teachers push-in to classrooms during this content area to support the ELLs by using modified texts, trade books, front loading vocabulary, shared reading and creating differentiated tasks.

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

An ESL Newcomer after school academy will be available for entering, emerging and transitioning students in grades 3-5 starting in November 2017. This program will be held two days a week after school from 2:30-4:30. The program focus will teach ELLs academic language mastery.

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

No ELL programs/services will be discontinued for this school year. The current programs are garnering results within the four modalities from the ELL population. At PS 95 we believe that with time and consistency greater results will be evident.

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

At PS 95 we examined the effectiveness of the current programs and they are meeting the needs of our ENLs in both content and language development. In looking at the NYSESLAT data we noticed that student’s scores have risen. The students are moving toward reaching proficiency levels in all modalities. Our ENL students have an opportunity to participate in our Story Studio, Saturday Academy and ENL Summer Enrichment Program. This will encompass different learning styles, which includes instructional activities that support the individual student’s visual, auditory and tactile style of learning. Our ELL’s are given the opportunity to hear, see, and interact with Smart Boards. This gives the ELLs the opportunity to encompass the total physical response approach to enhance real life pictures and seeing objects and places they would have never been given the opportunity to experience before. At PS95 we are extremely fortunate to have Smart Boards available for use in every classroom. In this school, we are also fortunate to have rolling computer carts for each floor of the building. Each rolling cart holds twenty eight laptops that the students have access to. Additional programs are offered at PS95 for our ENL population through Title III funding. PS 95 provides a Saturday Academy ENL program targeting our kindergarten through fifth grade students to increase their English skills. This program will help prepare our ENLs on all state exams as well as the NYSESLAT. Aside from our after school program for our ENLs the students participate in our 21st Century after-school programs. Each class, kindergarten through fifth grade, including our Special Education students participates in class assemblies / performances. These performances play a beneficial role in developing social and academic skills to all students. It increases listening and speaking skills. It helps develop vocabulary and comprehension skills for learners at various English proficiency levels. It also helps build confidence in our students who are in the early stages of language development.

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.

This year at PS 95 we are looking closely at our instructional goals to increase academic rigor. We are developing rigorous lesson plans and meaningful academic goals to improve student performance. We are working on lessons to align content and performance with the Common Core Standards as well as looking across the curriculum and developing higher order thinking skills, practices and questioning for our ENL students. In order for our students to make progress, one of our goals is to develop a deep understanding of student needs through classroom assessment and professional inquiry that will be shared by both classroom teacher and the teachers of our ENL students. The ENL teacher’s roles at PS 95 will be to develop the skills needed to show academic gains, the ENL teacher includes lessons that will increase their oral language development. A Holistic Approach is used where the four skills of listening, speaking, reading and writing are included every day. The ENL teachers will continue to use a variety of resources. The ENL teachers are using Fundations to teach phonics using interactive and engaging materials. In addition the Imagine Learning computer program is an innovative language and literacy software program for ENL. It is used within the classrooms for our newcomers to enhance vocabulary development and literacy skills. This year we will continue to use the LLI (Leveled Literacy Intervention) program. This program has proven to be useful in
grades 1-5. This program includes lessons that target vocabulary and literacy skills that allow our ENLs to meet the Common Core Standards. This program allows for differentiated instruction and includes an Assessment Resource with software to allow the teachers to track student progress. This program provides the necessary tools needed to improve scores on the NYS ELA exams. In our Special Education programs iPads have been purchased for the students to have hands on experiences at their fingertips. This will assist in developing their vocabulary skills.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native language is supported through Imagine Learning software in the classrooms. There are books, audio, videos etc. in many different languages spoken on this program. We encourage students to borrow materials from the ENL resource room to work at home with their families. We have fiction and non-fiction books written in Spanish/ English and Chinese/English dictionaries, the main languages of our students. On our staff, we have several teachers who are fluent in Chinese, Spanish, Russian and Arabic. We also have an active PTA with many parents volunteering as interpreters. We do not have a transitional Bilingual Program or a Dual Language program at this time.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All required services support, and resources correspond to ENLs ages and grade levels. All ENLs are grouped according to consecutive ages and grade levels, as well as proficiency levels achieved on the NYSITELL and NYSESLAT exams. ENL teachers adapt resources to meet the needs of ELL-SWDs by using UDL strategies (Universal Design for Learning). This ensures that all students have an equal opportunity to learn. All of the strategies include multiple means of representation, expression and engagement.

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?
This year at PS 95 we are looking closely at our instructional goals to increase academic rigor. We are developing rigorous lesson plans and meaningful academic goals to improve student performance. We are working on lessons to align content and performance with the Common Core Standards as well as looking across the curriculum and developing higher order thinking skills, practices and questioning for our ENL students. In order for our students to make progress, one of our goals is to develop a deep understanding of student needs through classroom assessment and professional inquiry that will be shared by both classroom teacher and the teachers of our ENL students. The ENL teacher’s roles at PS 95 will be to develop the skills needed to show academic gains, the ENL teacher includes lessons that will increase their oral language development. A Holistic Approach is used where the four skills of listening, speaking, reading and writing are included every day. The ENL teachers will continue to use to a variety of resources. The ENL teachers are using Fundations to teach phonics using interactive and engaging materials. In addition the Imagine Learning computer program is an innovative language and literacy software program for ENL. It is used within the classrooms for our newcomers to enhance vocabulary development and literacy skills. This year we will continue to use the LLI (Leveled Literacy Intervention) program. This program has proven to be useful in grades 1-5. This program includes lessons that target vocabulary and literacy skills that allow our ENLs to meet the Common Core Standards. This program allows for differentiated instruction and includes an Assessment Resource with software to allow the teachers to track student progress. This program provides the necessary tools needed to improve scores on the NYS ELA exams. In our Special Education programs iPads have been purchased for the students to have hands on experiences at their fingertips. This will assist in developing their vocabulary skills.

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).
We offer a tour of the kindergarten classrooms when newly enrolled students come to register at PS 95. The newly enrolled student is greeted by one of our ENL teachers. This activity is before the beginning of the school year as well as new registrants who enroll in our school throughout the year. For the older students we pair them with another student who can act as a buddy/translator. This will help the newcomer adjust and feel welcomed to their new surroundings. The school guidance counselor, who speaks Spanish is always available to help students transition into their new school as well as our Parent Coordinator.
17. What language electives are offered to ELLs?
   We do not offer a language elective.

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

**Professional Development and Support for School Staff**

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

   The ENL staff members attend all professional development that is available within our school building. Professional development workshops are conducted during the allotted P.D. time throughout the school year as well as ENL Administrative period once a week. The ENL teachers also attend workshops given through Brooklyn South Field Support Center, Teacher’s College and Global Language Project.

   Professional development for all staff members including the ENL teachers is ongoing throughout the year as we support our ELLs as they engage in learning the Common Core Learning Standards. The professional development will be held on Monday afternoon after school. The staff will work together in developing rigorous lessons that will help the ELLs develop the necessary tools to meet the Common Core Learning Standards.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

   The staff of PS95 is supported by the ENL specialists to assist ENLs as they transition from elementary to Junior High School by holding workshops with the Pupil Accounting Secretary, the Parent Coordinator and the Assistant Principal to assist in filling out the necessary paper work. The staff members are also available to guide students and parents in the direction that will best meet their academic needs. The guidance counselor receives professional development to assist ELLs as they transition from elementary to middle and/or high school.

   Teachers new to PS 95 as well as the New York City Department of Education will participate in 15% of their professional development hours of ENL training. Our staff members will participate in ongoing staff development workshops. The workshops will be conducted throughout the year to include issues regarding how The English Language Learners can meet the Common Core Standards. All records of the training will be kept in a binder and monitored to ensure each staff member has the correct amount of ENL training. The ENL department at PS95 will work closely with school-based staff to create and conduct interactive workshops. These workshops will be held during Monday P.D. meetings. The teacher workshops will include Welcoming the New English Language Learner to your classroom; Planning lessons to include the English Language Learner in meeting Common Core Standards; ENL content areas and provide academic rigor; What types of questions can I ask to increase academic rigor for our ENL students; Writer’s workshop for your ENL students; How do we get our ENLs to understand mathematical word problems; Planning lessons for the older ENL student; NYS testing mandates for ELL’s and Planning for next year are some of the workshops that will be held this year for teachers.
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?

At PS 95 ENL teachers and classroom teacher meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas. Also present at the meeting is a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

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

Here at PS 95, we are constantly thinking up ways to involve parents, as we value them as a part of our community. We also understand the need to assist our ELL parents in acquiring the English language so they can help their children at home. All activities for parents are coordinated in conjunction with our PTA, parent coordinator, and other staff members. One of our most important parent workshops we plan to continue are the weekly ELL parent workshops, which have been running for about 12 years now. These weekly workshops came about as a result of the high population of non-English speaking parents, and is run by our parent coordinator, who is bilingual. At these workshops, parents get training in learning the English language, both grammatical and functional. They will also create academic games which they can take home and use with their children, as well as learn useful tips and strategies for helping their children. It has proven to be a worthwhile learning experience for all parents who attend, and we are thrilled to be able to continue this very successful program. Our parent coordinator is also beginning to hold weekly workshops on the Common Core Learning Standards, EChalk, an online tool which keeps our parents informed of all the happenings in our school. We post parent notifications on this site and it instantly translates the information into various languages at the click of a button, which allows us to communicate with our ELL population. This also ensures equity to all our ELL parents. The parent coordinator will also provide regular workshops for parents on using ARIS, so parents can be kept abreast of their child’s academic progress. Speakers from various community outreach programs are scheduled to come to our school to inform our parents on topics including asthma, stress management, Internet safety, and parenting skills. These workshops are scheduled throughout the year. Our ELL parents will continue to take part in multicultural celebrations at our school, as well as various celebrations we have throughout the school year. Parents are invited up periodically to celebrate their children’s academic achievements and to appreciate their work in the Arts. We are planning a Literacy, Mathematics, Science, Fitness and Art Family Fun night, which offer all our parents an opportunity to bond with their children and become a bigger part of our school community. In addition, The Office of Family Engagement forwards information to our parent coordinator on wonderful cultural workshops and opportunities in our community and city for our ELL parents. Our parent coordinator then sends the information out to the parents, encouraging them to take advantage and attend. Every parent in our school was invited up to the school to meet their child’s teacher and have an opportunity to hear what the curriculum for the year would be.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Janet Ndzibah, 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-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Ndzbah</td>
<td>Principal</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Kimberly Worsdale</td>
<td>Assistant Principal</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Yolanda Roberts</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Jessica Finale</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Mrs. Gonzalez</td>
<td>Parent</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Hazel Courtney</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
<td>Katrina Perea</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/24/17</td>
</tr>
<tr>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>K.Dowd</td>
<td>School Counselor</td>
<td></td>
<td>06/15/17</td>
</tr>
<tr>
<td>I.Dimola</td>
<td>Superintendent</td>
<td></td>
<td>06/15/17</td>
</tr>
<tr>
<td>Ronny Rodriguez</td>
<td>Field Support Center Staff Member</td>
<td>field support</td>
<td>110/24/17</td>
</tr>
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<td>Other n/a</td>
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</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 21k095  School Name: The Gravesend School  Superintendent: Isabel DiMola

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Yolanda</td>
<td>Roberts</td>
<td>Parent Coordinator</td>
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<td>yes</td>
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<tr>
<td>Jessica</td>
<td>Finale</td>
<td>ESL Teacher</td>
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<td>yes</td>
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<tr>
<td>Hazel</td>
<td>Courtney</td>
<td>ESL Teacher</td>
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* 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.

We conducted our assessment of language preferences of the parent community for both written and oral communication by using our ELL demographics data, as well as surveying parents to find out in what language they would prefer to receive information from the school. This information is indicated on page two of the Home Language Identification Survey (HLIS) which every parent is mandated to complete upon school registration. We also ask our classroom teachers to report which materials they felt would be beneficial to have translated into various languages represented in their classroom community.
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>
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<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</table>

n/a

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.

Arabic, Chinese, English, Russian, Spanish and Urdu

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language Identification Survey</td>
<td>During Enrollment Registration</td>
<td>Parents receive survey in preferred language (nyc.gov)</td>
</tr>
</tbody>
</table>
### Placement letters
- **Month:** September 2017
- **Details:** Parents receive letter in preferred language (nyc.gov)

### Entitlement letters
- **Month:** September 2017
- **Details:** Parents receive letter in preferred language (nyc.gov)

### Non-entitlement letters
- **Month:** September 2017
- **Details:** Parents receive letter in preferred language (nyc.gov)

### Continued entitlement
- **Month:** September 2017
- **Details:** Parents receive letter in preferred language (nyc.gov)

### ELL Parent Brochure
- **Month:** September 2017
- **Details:** Parents receive letter in preferred language (nyc.gov)

### EChalk for our school website and all school notices
- **Month:** Entire School Year 2017-2018
- **Details:** Translation feature for parents to receive all school notices in their preferred languages. (Monthly school calendar, family fun nights, curriculum night, open school week, PTA meetings, assemblies/shows, award ceremonies, graduation, science fair, newsletters, parent teacher conference, supply lists, field trip, and all other current events.)

### Parent Orientation Letter
- **Month:** September 2017
- **Details:** Parents receive letter in preferred language (nyc.gov)

### NYSESLAT Parent Workshop
- **Month:** March 2018
- **Details:** Echalk translation feature

### Parent Survey (parent choice)
- **Month:** September 2017
- **Details:** Parents receive letter in preferred language (nyc.gov)

### Parent Orientation Video
- **Month:** September 2017
- **Details:** Parents watch the video in preferred language (nyc.gov)

### Imagine Learning Password Letters
- **Month:** September 2017
- **Details:** Parents receive letter in preferred language (go.imaginelearning.com)

### Title III Summer ENL Enrichment Program
- **Month:** May 2018
- **Details:** Parents receive letter in preferred language

### ENL Parent Workshops
- **Month:** Dates are throughout the school year
- **Details:** Parents receive letter in preferred language

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>September 2017</td>
<td>School interpreters and over-the-phone interpretation service</td>
</tr>
</tbody>
</table>
### Parent Teacher Conferences
- November 2017
- March 2018
- May 2018

### Parent Engagement
- Every Tuesday afternoon

### ENL Parent Orientation
- September 2017

### Family Fun Night
- One Tuesday per month

### PTA Meetings
- Once per month

### NYSESLAT Information Night
- March 2018

### Junior High School Tour
- Spring 2018

### Kindergarten Tour
- Spring 2018

### Gifted and Talented Program Tour
- Spring 2018

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

School Messenger is the platform we use for parent and school notifications and emergency/alerts. It is available in parents’ preferred languages. In addition, ECHALK, our school website, has a translation feature for our entire school community which allows for all current events and updates.

### 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.

At PS 95, our entire staff is aware of how to use the translation services and the over-the-phone interpretation service. The parent coordinator ensures every staff member has a memo with the over-the-phone interpretation phone number and usage information.
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.)

Ms. Roberts, our parent coordinator, fulfills all parental notification requirements for translation and interpretation services through a variety of methods, including translated letters flyer. In addition, parents of ENL students are made aware of translation and interpretation services during informational meetings.

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?

Parents are asked to complete parent surveys, which include questions about the language services they receive at the school.