2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 20K105

School Name: P.S. 105 THE BLYTHEBOURNE

Principal: JOHANNA CASTRONOVO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Blythebourne</th>
<th>School Number (DBN):</th>
<th>20K105</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>332000010105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K,1,2,3,4,5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>1031 59th Street, Brooklyn, NY 11219</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-438-3230</td>
<td>Fax: 718-853-9633</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Clorinda Romano</td>
<td>Email Address: <a href="mailto:CRomano4@schools.nyc.gov">CRomano4@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Johanna Castronovo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Kathleen Riordan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>GuoLing Wei</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Donna Amato</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>WenZhu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
<td></td>
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</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>20</th>
<th>Superintendent: Karina Costantino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>415 89th Street 4th Floor, Brooklyn NY, 11209</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:KCostan@schools.nyc.gov">KCostan@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-759-4912</td>
<td>Fax: 718-630-1633</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)
FSC: District 20

Executive Director: Mauricierede Govia

415 89th Street, Brooklyn, NY 11209

Executive Director’s Office Address: MDegovi@schools.nyc.gov

Executive Director’s Email Address: (718) 759-4862 718-759-4960

Phone Number: Fax: 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>Johanna Castronovo</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Kathleen Riordan</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>GuoLing Wei</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>WenZhu</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Donna Amato</td>
<td>Member/ CSA</td>
<td></td>
</tr>
<tr>
<td>Shirley Chen</td>
<td>Member/ CSA</td>
<td></td>
</tr>
<tr>
<td>Yolanda Kui</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Vasiliki Nanas</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Chun Yan (April) Yee</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>GuiYingSun</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Zi Ming Chen</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Mabel Chan</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>ChunyuOu</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>XiuFengShi</td>
<td>Member/ Parent</td>
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<td></td>
<td>Member/</td>
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<td></td>
<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>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>Collaborative Teachers</td>
<td>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>Effective School Leadership</td>
<td>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 Family-Community Ties</td>
<td>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>Trust</td>
<td>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>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your school’s mission statement?</td>
<td>Our mission is to provide academic excellence for all students and to create a positive learning environment that is supportive, safe, and motivating where individual differences and respect for others guide behavior.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 105, The Blythebourne School is an elementary school with approximately 1,598 students from kindergarten through grade 5. The school population comprises 35% Black, 5% Hispanic, 3% White, and 92% Asian students. The student body includes 45% English language learners (ELLs) and 6% students with disabilities (SWD). The average attendance rate for the school year 2017 - 2018 was 98.1%. Our School Leadership Team meets monthly. We have strong parent involvement as evidenced by attendance at our Parent Teacher Association (PTA) meetings which averages 300 parents.

We are located in a diverse Brooklyn community inhabited by a large population of Chinese immigrants. Our school consists of predominantly English Language Learners (ELLs) with a constant influx of Chinese immigrants. To support the learning of these new immigrants, we have Transitional Bilingual Education (Chinese) and English as a New Language programs on every grade. Notices, correspondences, letters, as well as report cards are translated in Chinese to encourage parental involvement and understanding of their children's progress in school.

We believe all students can learn, achieve, and meet high standards of excellence regardless of their learning needs. The school community and the home work together to reach these high standards of excellence. The school is responsible for and committed to engaging all students in active and productive activities, no matter their learning needs. The school community and home also come together to promote understanding, tolerance, and respect for cultural diversities.

We have the following partnerships with families, businesses, and community-based organizations (CBOs): PTA Parent Volunteers, Brooklyn Chinese –American Association (BCA), Chinese-American Planning Council (CPC), Ming Yuan Youth Program, Relay For Life, New York Historical Society, Brooklyn Historical Society, Brooklyn Jewish Museum, Brooklyn Botanic Garden, Dance Education, Ballet Tech, Lincoln Center, Carnegie Hall, City Harvest, Charles B. Wang Community Health Center, Maimonides Medical Center - Community Mental Health Center, Center For Family Life, Italian Board of Guardians, Inc., Optimum Psychological Services, Inc., The Arab American Family Support Center, and Lutheran Family Health Centers-Mental Health Outpatient Services.

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

“Students with Disabilities” identified with IEPs comprise approximately 6% of the population at PS 105K. Within that population are students with speech delays; learning deficits; social and emotional issues; hearing loss; and students identified with autism.

To the extent possible, students are provided with instruction in “inclusive” settings with their general education peers to better access the general education curriculum with all modifications and accommodations necessary to better assist them both in and out of the classroom setting. Related services are provided to students in the areas of speech, counseling, occupational therapy, physical therapy and hearing services as needed. Supports are provided with crisis paraprofessionals, health paraprofessionals and alternate placement paraprofessionals where needed as specified on students’ IEPs (Individualized Education Plans). Differentiation of instruction based on student learning styles, strengths and weaknesses is provided and all teachers are instructed in the use of various modes of teaching to better assist students in acquiring grade level skills.

Professional development is provided to all teachers and paraprofessionals on strategies and best practices regarding the students in their classes with disabilities.

A small part of the population is identified as students who will be assessed with the NYS Alternate Assessment in a variety of subjects. Those students identified are provided with alternate instruction in the subjects indicated on their IEPs.

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.
Despite the educational challenges associated with the constant influx of Chinese immigrants admitted to our school on a daily basis, the schools supportive structure ensures our ELLs make significant academic progress. Last academic year, Spring 2018, 30.1% of ELLs achieved proficiency on the NYSESLAT.

Key areas of focus for the 2018-2019 school year include:

- English language acquisition (A language objective is to be included in every lesson): emphasizing speaking and listening for critical conversation
- Phonemic awareness, phonics, decoding skills to be included in daily instruction
- Vocabulary - domain specific and tier 2 words to be included in every lesson
- Writing (craft, author’s purpose, skills, genres)
- Comprehension (making meaning in all content areas)
- Math problem solving
- Differentiation, and small group instruction
- Personal and academic behaviors will continue to be taught and implemented
- Targeting needs of students with disabilities to maximize their progress and performance
- Promote critical thinking, problem solving and creativity through STEM and STEAM activities/projects
### School Demographics and Accountability Snapshot for 20K105

#### School Configuration (2018-19)
- **Grade Configuration**: PK,OK,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 1507
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 18
- **# SETSS (ELA)**: 61
- **# Integrated Collaborative Teaching (ELA)**: 26
- **# Special Classes (Math)**: 18
- **# SETSS (Math)**: 39
- **# Integrated Collaborative Teaching (Math)**: 24

#### Student Performance by Race
- **Economically Disadvantaged Students with Disabilities**
- **Hispanic or Latino**
- **White**
- **American Indian or Alaska Native**

#### Student Performance for Elementary and Middle Schools (2017-18)
- **Adequate Yearly Progress (AYP)**
- **Mathematics Performance at levels 3 & 4**
- **ELA Performance at levels 3 & 4**
- **Science Performance at levels 3 & 4 (4th Grade)**

#### Student Performance for High Schools (2017-18)
- **ELA Performance at levels 3 & 4**
- **Mathematics Performance at levels 3 & 4**
- **US History Performance at Levels 3 & 4**
- **6 Year Graduation Rate**
- **% ELA/Math Aspirational Performance Measures (2015-16)**

#### Overall NYSED Accountability Status (2018-19)
- **Student Recognition**
- **Local Assistance Plan**
- **Focus School Identified by a Focus District**

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

#### Elementary/Middle School
- **American Indian or Alaska Native**
- **Hispanic or Latino**
- **White**
- **Students with Disabilities**
- **Economically Disadvantaged**

#### High School
- **American Indian or Alaska Native**
- **Hispanic or Latino**
- **White**
- **Students with Disabilities**
- **Economically Disadvantaged**

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **Black or African American**
- **Asian or Native Hawaiian/Other Pacific Islander**
- **Multi-Racial**
- **Limited English Proficient**
- **ALL STUDENTS**

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **American Indian or Alaska Native**
- **Hispanic or Latino**
- **White**
- **Students with Disabilities**
- **Economically Disadvantaged**

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **Black or African American**
- **Asian or Native Hawaiian/Other Pacific Islander**
- **Multi-Racial**
- **Limited English Proficient**
- **ALL STUDENTS**

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- **Black or African American**
- **Asian or Native Hawaiian/Other Pacific Islander**
- **Multi-Racial**
- **Limited English Proficient**
- **ALL STUDENTS**

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2018-19 CEP: 12
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

1. Our school provides a rigorous curriculum where instruction is customized, inclusive, motivating, and aligned to the Common Core and is implemented in all classrooms – including English as a New Language (ENL), Transitional Bilingual Education (TBE) and Special Education. Teacher teams collaborate and analyze student work to align the Common Core Learning Standards and/or content standards and instructional shifts to inform their instruction. Teachers collaborate to create and scaffold lessons in units with appropriately challenging tasks that are rigorous. Teachers implement and develop collaboratively grade level UDL (Universal Design for Learning) units that reflect the major work of the grade. As shown on the 2017-18 School Quality Guide- Framework Element Scores, we received a score of 3.70 for Rigorous Instruction.

According to the New York State Report - 2017-2018, our school's proficiency rates are 52.9% for ELA, 82% for Math and 97.5% for Science. For the NYSESLAT, we have 30.1% who tested out. Proficiency rates for the ELL subgroup (2017-2018): 13.2% for ELA, 67.3% for Math and 92.5% for Science. Proficiency rates for the Students with Disabilities subgroup (2017-2018): 10.6% for ELA, 40.4% for Math and 73.3% for Science.

Our attendance rate is 98.1%. The trends for this school is progress in ELA, Math and Science. ELA - in 2018, percent at Level 3 or 4 went up by 3.1%; Math - in 2018, percent at Level 3 or 4 went up by 2.7%; and Science - in 2018, percent at level 3 or 4 went up by .2%.

According to the latest Quality Review (2015-2016), our school received: Proficient for 1.2 Pedagogy, Well Developed for 1.1 Curriculum, Proficient for 2.2 Assessment, Well Developed for 3.4 High Expectations, and Well Developed for 4.2 Teacher Teams and leadership development.

2. The school’s instructional focus is literacy – the acquisition and proficiency in speaking, listening, reading and writing of English for all students. We will continue to promote higher order thinking skills by providing professional development and coaching for teachers in questions and discussion techniques and high-level thinking and discourse. According to the Advance Teacher Evaluation System, out of 308 observations conducted for 2017-18, for Domain 1e (Designing coherent instruction) - 93.8% were rated effective or highly effective and for Domain 3c (Engaging students in learning) - 92.2% were rated effective or highly effective.

The priority needs that will be addressed for this Framework element is to continue to:

- Provide a rich learning experience for all students, including students with disabilities, English language learners, and advanced students
- Constantly enhance our curriculum to make it challenging and engaging
- Build academic knowledge aligned to the Common Core Learning Standards
- Encourage students to build on each other’s ideas during class discussions

### 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.

**Rigorous Instruction**

By June 2019, teachers will design and implement lessons aligned with the Common Core Learning Standards and integrate project-based learning opportunities that includes scaffolds and supports for all students; including students with disabilities, English language learners, and advanced students as measured by 90% of teachers receiving Effective or Highly Effective on the two Advance components: 1e (Designing coherent instruction) and 3c (Engaging students in learning).
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
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</thead>
<tbody>
<tr>
<td>All teachers</td>
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<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
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</table>
| 9/2018-6/2019  
Ongoing throughout the year |

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Coaches, Consultants, Peer/Model teachers, Instructional Leads and Supervisors</td>
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</table>

### Inter-visitations demonstration lessons for peers to share best practices

- Math Consultant, Literacy consultant, coaches (assigned to each grade), tech coach, STEM/STEAM coach, Special Education Consultant - all provide weekly workshops

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<tr>
<th>Targeted teachers</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Peer/Model Teachers, coaches, consultants and administrators</td>
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</table>

### Weekly meetings/collaboration periods build in the school’s schedule to collaborate and improve instruction –

- Peer/Model Common Period, Technology collaboration, Mentor/Mentee, Native Language Arts collaboration, Grade Meetings, Cluster meetings, Globe (gifted) collaboration, Instructional Leads collaboration
- AIS/RTI teachers – meet weekly to collaborate, meet with Literacy consultant

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<tr>
<th>All teachers</th>
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<table>
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<tr>
<th>Timeline What is the start and end date?</th>
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</thead>
</table>
| 9/2018-6/2019  
Ongoing throughout the year  
-Weekly meetings |

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<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches, Consultants, Peer/Model teachers, Instructional Leads and Supervisors</td>
</tr>
</tbody>
</table>
and the principal to improve instruction. Target – students who are not meeting ELA/Math standards, at risk students, first year taking ELA, focus on language

- Weekly cabinet meetings-principal, assistant principals, coaches, consultants meeting weekly to discuss and address concerns –plan next steps to improve instruction for each grade/subject.
- Weekly meetings –Mondays 2:40 p.m. to 4:00 – Whole school PD’s, Tuesdays – 3:20-4:55 Teacher Team meetings

| Promote learning- Administrators send teachers to external professional development workshops, e.g. PDs for English Language Learners, special education, Science, Social Studies, the Arts, physical education, etc. | Teachers | 9/2018-6/2019 | Ongoing throughout the year | Administrators |
| Monthly Paraprofessional meetings- provide training to paraprofessionals on how the support children and assist teachers effectively | Paraprofessionals | 9/2018-6/2019 | Monthly | Special Education Supervisor |
| Utilize Google Drive- Teachers: Sharing of resources (curriculum pacing calendars, curriculum units, rubrics, strategies, etc.) and collaboration via Google applications. Students: Teachers use Google Classroom to post extension assignments and resources for access in school and at home. | Teachers and students | 9/2018-6/2019 | Ongoing throughout the year | Teachers, Coaches, Consultants, Peer/Model teachers, Instructional Leads and Supervisors |
| -Provide a rigorous curriculum and tasks for all students, including students in all subgroups, students with disabilities and English language learners. -Engage all students in five (one per unit) literacy tasks aligned to strategically selected Common Core Learning Standards (CCLS). These tasks will be embedded in CCLS aligned curriculum and be appropriately challenging for all learners, including students with disabilities and English Language Learners. -Students will complete tasks that asks them to read and analyze informational texts and write opinions, and arguments in response and a second task that may focus on the same standards or | All Students | 9/2018-6/2019 | Ongoing throughout the year - | All Teachers, Coaches, Consultants, Peer/Model teachers, Instructional Leads and Supervisors |
| | | | | |
other key concepts within the literacy standards in ELA, social studies and/or science.

- We will identify a specific “skill set” to enhance student learning and support those students, identified from the ELA data, who are on levels 1&2 and have not met standards, levels 3 & 4 who have shown no growth, and students who scored beginner and who have remained on the intermediate or advanced levels of the NYSESLAT for more than one year, or students who are at risk of not making one year’s progress based on the DYO assessment in grades K-2, or the NYC Performance Assessments in K-5.

- Project based learning, including STEM (Science, Technology, Engineering and Math) and STEAM (Science, Technology, Engineering, Art and Math) to reinforce and advance students’ critical thinking.

<table>
<thead>
<tr>
<th>Professional Development Activities: Assessments/Rubric Training/Data/Goals :</th>
<th>Teachers and Students</th>
<th>9/2018-6/2019</th>
<th>All Teachers, Coaches, Consultants, Peer/Model teachers and Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop their own “Design Your Own (DYO)” assessments</td>
<td></td>
<td>Ongoing throughout the year -</td>
<td></td>
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<tr>
<td>- Use Quantitative Data and Qualitative Data</td>
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<tr>
<td>- Set goals, collect data, and develop appropriately challenging tasks</td>
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<tr>
<td>- Writing and aligning Rubrics to the CCLS</td>
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<tr>
<td>- Teacher Team - Collaborative Inquiry</td>
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<tr>
<td>- Gap analysis - looking at student assessment on end of unit tasks, MOSL (Measures of Student Learning), standardized tests, ELL Periodic Assessment, etc. to target specific needs and develop strategies to support student growth</td>
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<tr>
<th>Reading/ Writing/Questioning Strategies:</th>
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<tbody>
<tr>
<td>- Teaching Comprehension – An interactive professional development program</td>
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<tr>
<td>- Questions and discussion techniques using DOK-Depth of Knowledge and Bloom’s Taxonomy</td>
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<tr>
<td>- Focus on writing: craft of writing and genre studies</td>
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<tr>
<td>- Creating and scaffolding lessons in units with appropriately challenging tasks that are rigorous</td>
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</tbody>
</table>

- Mondays (2:40 p.m.-4:00 p.m.)

- Monthly Special Education meetings

- Chancellor’s Professional Development Days
- Looking at student work to inform next steps

**Technology Training:**

- SMART Board & interactive whiteboard training and coaching
- Using multi-media resources to support teaching and learning e.g. iPads
- Develop personalized learning plans using laptops
- Integrate technology into teaching and learning activities
- Technology-based programs: Award Reading, Discovery Education, National Geographic, BrainPop and BrainPop Jr. BrainPop, Google Classroom, etc.

**Students with Disabilities (SWD):**

- Utilizing SESIS, a Department of Education special education system-mechanics, navigating, and explanation of each component
- Writing SMART IEP (Individualized Education Plan) Goals for SWD
- Ensure the present levels of performance component on the IEP reflect and align with the goal
- Differentiation based on individual student needs
- Accommodations/modifications in classrooms based on student needs
- Partnerships/buddy systems to support peer learning
- Create child friendly self-monitoring sheets for tracking and monitoring of their own progress and behavior
- Research effective tools/resources that will enhance student learning and behavior, e.g. stress balls, pointers, grips, picture cards, visuals, videos, sentence frames, manipulatives, etc.
- Identifying student learning styles and implementing them during instruction

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<tbody>
<tr>
<td>Running records, literacy centers, math-instructional shift, NYSESLAT- Incorporate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>ENL strategies to enhance and support instruction, looking the four modalities and challenges, and using data to inform instruction</strong></td>
<td><strong>Strategies to address the needs of students with disabilities:</strong></td>
<td></td>
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</tbody>
</table>
| • English Language Learners (ELLs):  
• Research-based effective bilingual and ENL strategies  
• Capstone Interactive E-book training to develop language  
• Scaffold and differentiate instruction for ELLs to meets needs  
• Assessment of students’ native language proficiency in the content area  
• Creative ways to improve student language proficiency through Theater Arts and Reader’s Theater - particularly speaking and listening  
• Analysis of the NYSESLAT to determine challenges for students  
• Creating daily lessons to teach strategies and skills needed to succeed on the NYSESLAT  
• Implement close reading strategies to help ELLs comprehend complex texts  
• Explicitly teach vocabulary and grammar to ELLs  
• Teach tier 1, 2, 3 vocabulary (i.e. tier 1-social, everyday speech, tier 2-general academic vocabulary, tier 3-content specific vocabulary) to increase comprehension  
• Target individual student needs in small group instruction | • Use UDL (Universal Design for Learning) framework for teaching and learning of SWD  
• Sharing strategies and best practices with General Education Teachers regarding students with disabilities  
• Charts/graphs/diagrams (KWL, child friendly rubrics/assessments, sentence starters, etc.)  
• Utilizing interactive technology for motivation/attention  
• Visuals connected to vocabulary  
• Hands on activities and grouping - Project based/STEM/STEAM  
• Break learning into small steps |
| **Weekly Mentor/Mentee 1:1 and group meetings**  
• Mondays (2:40 p.m.-4:00p.m.)  
• Chancellor's Professional Development Days | **All Students**  
9/2018-6/2019  
Ongoing throughout the year -  
• Weekly Meeting:  
Grade Meetings (PAP), Instructional Leads, Globe Collaboration | **All Teachers, Coaches, Consultants, and Supervisors**
- Connect teacher-student experiences to content, provide students with content knowledge
- Clear explicit directions/instructions
- Concrete resources that support lessons
- Empower students to be responsible for their own learning and/or behavior
- Praise and reward systems – enhance confidence and motivate students
- Flexible programming-students are mainstreamed to work with their general education peers during specific times throughout the day focusing on specific core subjects.
- Adjust student schedules based data monitoring, analysis, and strategic planning and collaboration
- Identifying needs of special education students and developing strategies to support their learning in collaborative Teacher Team meetings

Strategies to address the needs of English language learners, and other high-need students:

- Total Physical Response (TPR)- a teaching technique that enables students to acquire new English vocabulary by listening to and carrying out spoken commands, e.g. using gestures and facial expressions.
- Language support, labeling in the students’ native language and word wall
- Role play, drama, music, etc.
- Use charts, diagrams, webs, graphic organizers, and sentence frames
- Use visual aids (i.e. pictures, photos, videos, maps, etc.), manipulatives, and teaching tools (i.e. pointers, timers, sentence strips, SMART Board, document cameras, etc.)

<table>
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<tr>
<th>Strategies to address the needs of English language learners, and other high-need students:</th>
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<th>9/2018-6/2019</th>
<th>All Teachers, Coaches, Consultants, and Supervisors</th>
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<td>9/2018-6/2019</td>
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After school program: provided to students who received level 2 and/or not making progress on the ELA Assessment.

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<thead>
<tr>
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<th>Students not making progress on the ELA assessment</th>
<th>10/2018-3/2018</th>
<th>After School teachers, Supervisors</th>
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</thead>
<tbody>
<tr>
<td>After school program: provided to students who received level 2 and/or not making progress on the ELA Assessment.</td>
<td>Students not making progress on the ELA assessment</td>
<td>10/2018-3/2018</td>
<td>After School teachers, Supervisors</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We provide the following monthly workshops/activities to engage and support families on their understanding of Rigorous Instruction and the Common Core:

Conducted/Organized by Teachers, coaches or supervisors (workshops/materials/resources are translated in their Chinese):

**Weekly:**
- (Tuesdays) 1:1 parent meetings with teachers on supporting their child/children at home
- Teachers meet together to plan and prepare for parent workshops – create agendas, create tear-off notices, create resource guides, translate letters, etc.

**Monthly:**
- School Leadership Team (SLT)

**Throughout the year:**
- Parent Reading workshops
- Comprehension Activities to try at home
- Demonstrating a “Read aloud” and Questions to ask for comprehension
- How to help your child succeed in ELA and Math- Tips for supporting your child
- Math workshop - problem solving through differentiated centers
- Teaching parents how to do an effective read aloud with their child/children using native language literature: comprehension questions they should ask, teachers created bookmarks with comprehension questions in Chinese
- Teachers create newsletters translated- Inform parents in all content the units of study
- Family Game Night-Teacher demonstrating 5 minute math games, hands-on activities, math strategies
- Parent Curriculum Workshop
- PD on variety of parent resources and opportunities, Engage NY
- Overview of curriculum
- Expectation from students and parents
- Homework Expectation/Modeling/Sample
- What does their child’s reading level mean? Show parents the differences between the books in terms of complexity
- Introduce variety of instructional webs that help their child practice what they learn in class

Conducted/Organized by PTA (parent coordinator):

**Monthly PTA Meetings Throughout the year:**
- How to help your child with reading, math, etc.
- How to help your child prepare for State tests (NYSESLAT, ELA, Math, Science, etc.)
- Parent lending library – Books in Chinese, Arabic and Spanish. Parents go to PTA room, coordinated by parent coordinator to get a school made library card and borrow books in the family’s native language (Chinese, Arabic, and Spanish).
- Trips during breaks – mid winter recess, spring recess- Bronx Zoo, New York Hall of Science, Circus, Aquarium, Manhattan Museum, etc.
**Part 4**

**Motivation**

Throughout the year:

- Kindergarten and newcomer orientation
- Middle School consultation
- After School Activity: Guidance counselors and Social Worker - Family Fun Social Group
- Guidance Counselors and Social Worker workshops and individual parent meetings:

Student learning, concerns, communication skills, parenting skills, school safety

Motivation, behavior, anger management

Social - Emotional health, mental health, domestic violence

- Parental Involvement – Family Fun Program: Two Chinese bilingual guidance counselors and a Chinese bilingual social worker will work with parents alongside their children to bridge the generation gap, and help students bond with their parents in a fun way. Through games and play, children and their parents will be able to express their feelings under different situations without conflict. The program is designed to help students and parents to develop better relationships and listening skills to resolve conflicts. The Guidance counselors and the social worker will identify students and families who may benefit from the program and send letters/or call to invite them.

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**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.

- Generation Ready consultants, independent consultants, and book publisher consultants
- Coaches: literacy/math coaches, math/technology coach and STEM (Science, Technology, Engineering, Math) coach
- Extra clusters to cover teachers weekly to collaborate and be trained-- Grade collaboration, Peer/Model, Cluster Collaboration, GLOBE (Gifted), Special Education, Instructional Lead, Technology, native language, mentor/mentee
- Substitute teachers to free up teachers for training
- Data specialist
- Reading/AIS/RTI teachers
- English language learners: ENL teachers
- Special education: bilingual SETSS teachers
- Parent coordinator
- Peer/Model Teachers
- Professional books (i.e. Quality Questioning), trade books, Expeditionary Learning, Passport (Social Studies), student leveled books, and bilingual Chinese/Spanish books
- Grammar and vocabulary Books
- Comprehension toolkits (PreK-5)
- Professional development - workshops
- Upgrades/replacement of technology equipment: laptops, SMART Boards / mimio Boards, document cameras, scanners and microphones
- eChalk communication tool with school, parents, and students
- Software and online subscriptions: Worldbook Online, Discovery Education, Brainpop, Brainpop Jr. and Brainpop ESL, PebbleGo, PebbleGo Next: Science, PebbleGo Next: States and American Indians, Tynker, Wixie, and Mosa Mack Science- STEM/STEAM Project based online interactive program
- Skedula- schoolwide data/grading system

### 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>
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<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, the school will monitor teacher observations, component 1e (Designing coherent instruction) and 3c (Engaging students in learning) to determine if the school is on a course to meet the annual goal. The mid-point benchmark that will indicate school progress towards meeting this goal is receiving over 85% of observations rated effective or highly effective on the components 1e and 3c.

In addition, the school will also analyze middle of the year F&P levels to determine whether students are meeting the Teachers College benchmark levels and assessments (quizzes, mid unit assessments, end of unit assessments) entered on IO Classroom (Skedula system).

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

We will use the observation results on the Advance Teacher Evaluation System, F&P levels middle of the year and IO Classroom (Skedula) – Assessments (quizzes, mid unit assessments, end of unit assessments) to assess progress for this goal.

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

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

**Part 1 – Needs Assessment**

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

1. School safety, classroom behavior, and social emotional learning support are our school’s strengths. Students and staff feel safe in and around school. Families feel that it is important to help their child at home. Teachers instill academic self-confidence and perseverance in their students to reach their highest potential.

As shown on the School Quality Guide-Framework Element Scores, we received a score of 4.20 (Exceeding) for Supportive Environment in 2017. (Please Note: is it N/A for 2018)

According to the New York State Report - 2017-2018, our school’s proficiency rates are 52.9% for ELA, 82% for Math and 97.5% for Science. For the NYSESLAT, we have 30.1% who tested out. Proficiency rates for the ELL subgroup (2017-2018): 13.2% for ELA, 67.3% for Math and 92.5% for Science. Proficiency rates for the Students with Disabilities subgroup (2017-2018): 10.6% for ELA, 40.4% for Math and 73.3% for Science.

Our attendance rate is 98.1%. The trends for this school is progress in ELA, Math and Science. ELA - in 2018, percent at Level 3 or 4 went up by 3.1%; Math - in 2018, percent at Level 3 or 4 went up by 2.7%; and Science - in 2018, percent at level 3 or 4 went up by .2%.

According to the latest Quality Review (2015-2016), our school received: Proficient for 1.2 Pedagogy, Well Developed for 1.1 Curriculum, Proficient for 2.2 Assessment, Well Developed for 3.4 High Expectations, and Well Developed for 4.2 Teacher Teams and leadership development.

2. The priority needs that will be addressed for this Framework element is to continue to:
   - Promote cultural diversity where students, parents, staff and the community are exposed to and learn about the different cultures
   - Encourage students to share issues through class discussions and writings
   - Address and resolve student issues and concerns
   - Foster students’ social emotional growth and help develop fundamental life skills are by implementing health/social emotional growth lessons, taught by classroom teachers and health teachers
   - Promote self-esteem and confidence by creating opportunities for students to show their talents
   - Prepare students with life skills and career readiness skills
   - Encourage the importance of good attendance
   - Provide professional development on effective strategies to support academic and personal behaviors

3. Policies, practices, and structures that are in place to ensure that we are supporting the whole child:
   - Going over rules/discipline code throughout the year
   - Yearly cultural celebrations/performances
   - Whole school implementation of the Sanford Harmony Social/Emotional Intelligence
- Monthly School Implementation Team (SIT), Pupil Personnel Team (PPT) and Special Education meetings
- Yearly parent/staff social emotional workshops
- Individual sessions with general education teachers for students with special needs
- Counseling for at risk students
- Training for school staff on how to implement strategies to support all student needs
- Weekly paraprofessional training

**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.

**Supportive Environment**

By June 2019, the school will establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers as measured by a score of 3.00 or higher (“Meeting or Exceeding”) on the New York City DOE Framework Scores.
### 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).

### Target Group(s)

Who will be targeted?

### Timeline

What is the start and end date?

### Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Promote cultural diversity where students, parents, staff and the community are exposed to and learn about the different cultures by:</th>
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<tbody>
<tr>
<td>- Yearly multicultural performances/celebrations (Italian Show, Greek and Irish Show, Chinese Lunar New Year Celebration, Cinco De Mayo, Hispanic Cultural celebration, Grandparents Day)</td>
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<tr>
<td>- Multicultural art fair</td>
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<tr>
<td>- Incorporating music from different cultures</td>
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<tr>
<td>Students, Teachers, Parents, Staff and Administrators</td>
</tr>
<tr>
<td>9/2018-6/2019</td>
</tr>
<tr>
<td>Teachers, Consultants, the Parent Coordinator and Supervisors</td>
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</tbody>
</table>

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<tr>
<th>Promote a safe and supportive culture:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Implement Schoolwide - Sanford Harmony Social-Emotional Learning Program</td>
</tr>
<tr>
<td>- Increase Confidence, Self-esteem – via the Arts-shows/performances, dance residencies (Inside Broadway, Theater Moves (language/expression), Education in Dance), Link-Up (music/love of the Arts), chorus, recorder, band, violin</td>
</tr>
<tr>
<td>- Guidance/Social worker – provide workshops to staff on how to work with students, understand their issues, help students feel safe</td>
</tr>
<tr>
<td>- Guidance counselors and social worker provide 1:1 or group sessions to students for social emotional support.</td>
</tr>
<tr>
<td>- Workshops for Parents – individual issues – autism workshops, PTA meetings, Family fun – games to promote relationship with children and parents.</td>
</tr>
<tr>
<td>- Workshops for paraprofessionals</td>
</tr>
<tr>
<td>- Guidance Counselors: establish Student Leadership Team – help students gain confidence and self esteem</td>
</tr>
<tr>
<td>- Prepare students with life skills and career readiness skills</td>
</tr>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>9/2018-6/2019</td>
</tr>
<tr>
<td>Principal and Assistant principals</td>
</tr>
</tbody>
</table>
- Harlem Magic Masters – anti bullying show/performance
- School-wide reinforcement system for positive behavior

**Encourage the importance of good attendance:**
- recognize perfect attendance
- communication with parents/families on the importance of good attendance
- attendance aides call parents/families daily to confirm the reason for any absence

| Students | 9/2018-6/2019 Ongoing throughout the year | Attendance coordinator, attendance aide |

**Challenge students:**
- GLOBE (gifted) program, Globe Share, the Arts
- Project based learning, including STEM (Science, Technology, Engineering and Math) and STEAM (Science, Technology, Engineering, Art and Math) to reinforce and advance students' critical thinking.

| Advance Students | 9/2018-6/2019 Ongoing throughout the year | Principal, assistant principals, coaches, and consultants |

- Develop individual student programs for students in grades K-5 as needed. Students will be mainstreamed into less restrictive environment.

| Students with needs | 9/2018-6/2019 Ongoing throughout the year | Principal, assistant principals, School Assessment Team |

**Additional Support:**
- After School programs will be provided for those students in need of additional support.

**SAT (School Assessment Team):**
- The School Assessment Team assesses, evaluates through informal testing (observations, interviews and parent meetings) and recommends services to at-risk students identified by the classroom teacher.
- The SAT team and involved stakeholders meet for a pre-conference before each IEP meeting (Initial, Annual, Tri-Annual and Re-evaluations) to ensure that students are getting the support and services needed to succeed.
- The Team attends a monthly PPT (Pupil Personnel Team) meeting in which they review the teacher’s recommendations and concerns. Together, they develop an action plan to support the needs of the student. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child succeed. The team recommends services such as counseling, external therapy,
related services (speech, occupational therapy, physical therapy or hearing), etc.

SIT (School Implementation Team):

- The SIT team meets once a month to discuss the ongoing issues (initial cases, special education plans, and other relevant issues/concerns regarding students). The team provides opportunities for teachers to initiate a meeting that involves students who are at risk and the interventions that are needed.

Professional development:

- Effective strategies to support academic and personal behaviors
- Guidance Counselors/social worker facilitate PD to teachers, paraprofessionals, administrators, coaches and other school based staff- Discipline Code, Respect for All, How to motivate our students,
- Guidance Counselors/social worker facilitate PD to parents - Child Development, Basic School Readiness Skills, How to meet your child/children's needs, and Resources available to help your child/children at home
- Parent Coordinator facilitate during P.T.A Meetings- Getting ready for school and school safety rules, the Discipline Code, Building Self-Esteem and Self confidence
- Psychiatrist facilitate workshop for Parents - Child Development and Parenting Skills

<table>
<thead>
<tr>
<th>Students, Teachers and Parents</th>
<th>9/2018-6/2019</th>
<th>Coaches, Peer Collaborative Teachers, Consultants, guidance counselors, social workers and Supervisors</th>
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<tbody>
<tr>
<td>Ongoing throughout the year:</td>
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<tr>
<td>Mondays (2:40 p.m.-4:00p.m.)</td>
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<tr>
<td>Monthly Meetings:</td>
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<tr>
<td>Special Education, PTA, PPT, SIT, paraprofessional</td>
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</table>

Systems and structures needed to impact change:

- Provide academic support to all stakeholders to address the needs of students with disabilities and students with social emotional issues
- Special education supervisor and consultants meet with paraprofessionals to address the academic and social emotional needs of students on a weekly basis
- Special education supervisor and consultants meet with special education team to address and resolve social emotional issues on a monthly basis
- All teachers create rules and routines with the children referring to the discipline code to ensure a safe and orderly environment
- Teachers create an atmosphere where peers as well as the teacher challenge each other during instruction

<table>
<thead>
<tr>
<th>Students, Teachers and Parents</th>
<th>9/2018-6/2019</th>
<th>Teachers, Coaches, Peer Collaborative Teachers, Consultants, guidance counselors, social workers and Supervisors</th>
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<tbody>
<tr>
<td>Ongoing throughout the year:</td>
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<tr>
<td>Weekly Meeting:</td>
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<tr>
<td>Grade Meetings (PAP), Instructional Leads, Globe Collaboration</td>
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</table>
Teachers create a student-led academic learning environment where teachers facilitate, transferring responsibility to students.

Strategies to address the needs of students with disabilities:

- Use UDL (Universal Design for Learning) framework for teaching and learning of SWD
- Sharing strategies and best practices with General Education Teachers regarding students with disabilities
- Charts/graphs/diagrams (KWL, child friendly rubrics/assessments, sentence starters, etc.)
- Utilizing interactive technology for motivation/attention
- Visuals connected to vocabulary
- Hands on activities and grouping - Project based/STEM/STEAM
- Break learning into small steps
- Connect teacher-student experiences to content, provide students with content knowledge
- Concrete resources that support lessons
- Empower students to be responsible for their own learning and/or behavior
- Praise and reward systems – enhance confidence and motivate students
- Understand and address students with social and emotional issues by providing learning strategies, researched based strategies targeting individual needs, e.g. weighted vests, tactiles, stress balls, etc.
- Identifying needs of special education students and developing strategies to support their learning in collaborative Teacher Team meetings

| SWD's | 9/2018-6/2019 Ongoing throughout the year | Teachers, Coaches, Consultants, and Supervisors |

**3b – Parent and Family Engagement**

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

We provide the following workshops/activities to support families on their understanding of Supportive Environment:

Conducted/Organized by Teachers, coaches or supervisors (workshops/materials/resources are translated in their Chinese):

Daily:

Parent Coordinator:

- acts as a liaison between parents/teachers/principal and assistant principals to help resolve parent concerns
- welcomes and encourages parent volunteers
- encourages outside health professionals to educate our parents/staff on how to support their children at home

Weekly:

- (Tuesdays) 1:1 parent meetings with teachers on supporting their child/children at home

Monthly:

- School Leadership Team (SLT)

Throughout the year:

- Family Game Night-Teacher demonstrating 5 minute math games, hands-on activities, math strategies
- Parent Curriculum Workshop
- PD on variety of parent resources and opportunities, Engage NY
- Overview of curriculum
- Expectation from students and parents
- Homework Expectation/Modeling/Sample
- What does their child’s reading level mean? Show parents the differences between the books in terms of complexity
- Introduce variety of instructional webs that help their child practice what they learn in class

Conducted/Organized by PTA (parent coordinator):

Monthly PTA Meetings Throughout the year:

- Trips during breaks – mid winter recess, spring recess- Bronx Zoo, New York Hall of Science, Circus, Aquarium, Manhattan Museum, etc.
- Educational Websites, Parent Emotion Management, Summer Reading Club

Conducted/Organized by Guidance Counselors and social Worker (Group and Individual):

Throughout the year:

- Kindergarten and newcomer orientation
- Middle School consultation
- After School Activity: Guidance counselors and Social Worker - Family Fun Social Group
- Guidance Counselors and Social Worker workshops and individual parent meetings:

- Student learning, concerns, communication skills, parenting skills, school safety
- Motivation, behavior, anger management
- Social - Emotional health, mental health, domestic violence

- Parental Involvement – Family Fun Program: Two Chinese bilingual guidance counselors and a Chinese bilingual social worker will work with parents alongside their children to bridge the generation gap, and help students bond with their parents in a fun way. Through games and play, children and their parents will be able to express their feelings under different situations without conflict. The program is designed to help students and parents to develop better relationships and listening skills to resolve conflicts. The Guidance
counselors and the social worker will identify students and families who may benefit from the program and send letters/or call to invite them.

**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.

- F-Status- Dance, Art and Music teachers
- Substitute teachers to free up teachers for training and collaboration
- Materials for STEM/STEAM projects,
- Costumes for performances, celebrations
- Dance Residencies
- STEM/STEAM coach
- Extra clusters to cover teachers weekly to collaborate and be trained– Grade collaboration, Peer/Model, Cluster Collaboration, GLOBE (Gifted), Special Education, Instructional Lead, Technology, native language, mentor/mentee
- Parent coordinator
- Peer/Model Teachers
- eChalk communication tool with school, parents, and students
- Science- STEM/STEAM Project based online interactive program

**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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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<td>In Kind</td>
<td>Other</td>
<td></td>
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</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By the end of February 2019, the administrators will monitor and track the progress of this goal by reviewing attendance in parent/student participation in performances/shows/celebrations, OORs incident reports, parent attendance in workshops and student attendance.

The mid-point benchmarks that will indicate school progress toward meeting this goal is:

- increase in the number of classes/students performing/participating in shows
- increase parent attendance- performances and celebrations
- OORs – decrease incidents reported on OORS
- Higher number of attendance in parent workshops
- Increase in student attendance

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

The instruments of measure used to assess progress are attendance in parent/student participation in performances/shows/celebrations, OORs incident reports, parent attendance in workshops and student attendance.

**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

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

1. Collaboration by analyzing student work for strengths and weaknesses, researching potential strategies and tailoring instruction for all students are our school’s strengths. Every teacher is a member of a Teacher Team where they undertake an inquiry problem which looks at student work. We schedule collaboration periods for mentor and mentees, all teachers within the grade, teacher facilitators/instructional lead teachers, GLOBE teachers, special education teachers and technology teachers on a weekly basis.

As shown on the 2017-18 School Quality Guide-Framework Element Scores, we received a score of 3.95 for Collaborative Teachers. In addition, according to the Principal Performance Review – 2017-2018, the principal received a score of 97 out of 100 on the Principal Practice Score based on supervisory visits and a rating of 3.88 (Highly Effective) on Measures of Leadership Practice.

According to the New York State Report - 2017-2018, our school’s proficiency rates are 52.9% for ELA, 82% for Math and 97.5% for Science. For the NYSESLAT, we have 30.1% who tested out. Proficiency rates for the ELL subgroup (2017-2018): 13.2% for ELA, 67.3% for Math and 92.5% for Science. Proficiency rates for the Students with Disabilities subgroup (2017-2018): 10.6% for ELA, 40.4% for Math and 73.3% for Science.

Our attendance rate is 98.1%. The trends for this school is progress in ELA, Math and Science. ELA - in 2018, percent at Level 3 or 4 went up by 3.1%; Math - in 2018, percent at Level 3 or 4 went up by 2.7%; and Science - in 2018, percent at level 3 or 4 went up by .2%.

According to the latest Quality Review (2015-2016), our school received: Proficient for 1.2 Pedagogy, Well Developed for 1.1 Curriculum, Proficient for 2.2 Assessment, Well Developed for 3.4 High Expectations, and Well Developed for 4.2 Teacher Teams and leadership development.

The abundance of awards our students receive show that we help students reach their highest potential. These awards and recognition include: Ezra Jack Keats Book Making award, Brooklyn Borough Arts festival award, Jewish Museum Essay Contest, Link Up (Carnegie Hall) participation, Music Memory contest, “I Am Possible” (Special Needs) award from Eric Adams, Artwork contests, and Brooklyn Borough President, Presidential Gold (Level 4) and Silver (Level 3 or 4) award in ELA and Math.

2. The priority needs that will be addressed for this Framework element is to continue to:

- Involve all teachers in data inquiry teams where they meet regularly to discuss how to improve their instructional techniques and student outcomes
- Collaborate as a team to research and support the diverse needs of students
- Create a culture of continuous improvement and developing a school-based professional community
- Analyze data effectively and examine student work to strengthen teacher practices and improve student learning
- Facilitate teaching and learning with an emphasis on appropriately challenging tasks
- Improve and adjust strategies to teach the curriculum on an ongoing basis based on researched potential strategies to meet the needs of each student
- Provide effective professional development and scaffolding to teachers to help them improve pedagogy
- Implement strategies to differentiate instruction to meet the needs of all students, e.g. Students with disabilities and English language learners
- Implement and create rigorous and challenging lessons to meet the needs of advanced students for enrichment

**Part 2 – Annual Goal**

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

**Collaborative Teachers**

Teachers will collaborate in a data inquiry team to help close the achievement gap and enable all students to reach their potential by June 2019, as measured by an increase of the proficiency rate on State exams.
### 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>Ongoing throughout the year</td>
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</table>

Teachers are committed to the success and improvement of their classroom and school. They will participate in professional development within a culture of respect and continuous improvement.

**School-based professional community:**

- teachers provide inter-visitation demonstration lessons for peers
- teachers provide PD during Professional Activity Periods (PAP)
- teachers share successful strategies and best practices
- consultants and administrators provide support for teachers/staff to address all their needs, e.g. content, lesson planning, resources, strategies, scaffolding, demonstration lessons, feedback, guidance, etc.

### A Culture for Continuous improvement –

**Focus-School:**

Collaborative Action Research Project (CARP) - instructional leads (representative from each grade) meet twice a week throughout the year – analyze whole school data, assess needs, research strategies and share best practices to improve the whole school’s student achievement.

**Focus-Grade/Subject:**

Inquiry Team- inquiry team members from each grade meeting weekly to analyze student work products, discern student strengths and weaknesses, research potential strategies, and
tailor instruction for students; including students with disabilities, English language learners and advanced students to enable all students to reach their potential

Built in school schedule to allow for collaboration:

- Teacher Teams – Teachers on each grade meet once a week
- Instructional Leads - One representative teacher from each grade/subject meet once a week
- Weekly pap meetings- collaboration among grade teachers, discuss issues/concerns, problem solve, analyze data and share best practices
- Mondays – Professional development - 2:40 p.m.-4:00 p.m.

All PDs provided by consultants, coaches, peer/model teachers

Professional Development Activities:

- Use of quality questioning and discussion techniques
- Depth of Knowledge (DOK)-Level activities, Bloom’s Taxonomy
- Strategies for engaging students in learning
- Effective assessment in instruction
- Use questions to engage students in purpose, content focus, cognitive levels, wording and syntax
- Design appropriately challenging tasks (differentiation)
- Sentence frames to support the development of effective questioning
- Challenge students to think deeply and solve problems
- Examine and evaluate the quality of student work
- Grouping of students to enhance their level of student engagement
- Design lessons with structure and pacing
### 3b – Parent and Family Engagement

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

We provide the following workshops/activities to engage and support families on their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations:

Conducted/Organized by Teachers, coaches or supervisors (workshops/materials/resources are translated in their Chinese):

**Daily:**

**Parent Coordinator:**
- acts as a liaison between parents/teachers/principal and assistant principals to help resolve parent concerns
- welcomes and encourages parent volunteers
- encourages outside health professionals to educate our parents/staff on how to support their children at home

**Weekly:**
- (Tuesdays) 1:1 parent meetings with teachers on supporting their child/children at home

**Monthly:**
- School Leadership Team (SLT)

**Throughout the year:**
- Family Game Night-Teacher demonstrating 5 minute math games, hands-on activities, math strategies
- Parent Curriculum Workshop
- Expectation from students and parents
- Homework Expectation/Modeling/Sample
- What does their child’s reading level mean? Show parents the differences between the books in terms of complexity
- Introduce variety of instructional webs that help their child practice what they learn in class

Conducted/Organized by PTA (parent coordinator):

**Monthly PTA Meetings Throughout the year:**
- Trips during breaks – mid winter recess, spring recess- Bronx Zoo, New York Hall of Science, Circus, Aquarium, Manhattan Museum, etc.
- Educational Websites, Parent Emotion Management, Summer Reading Club

Conducted/Organized by Guidance Counselors and social Worker (Group and Individual):
Throughout the year:

- Kindergarten and newcomer orientation
- Middle School consultation
- After School Activity: Guidance counselors and Social Worker - Family Fun Social Group
- Guidance Counselors and Social Worker workshops and individual parent meetings:

- Student learning, concerns, communication skills, parenting skills, school safety
- Motivation, behavior, anger management
- Social - Emotional health, mental health, domestic violence

- Parental Involvement – Family Fun Program: Two Chinese bilingual guidance counselors and a Chinese bilingual social worker will work with parents alongside their children to bridge the generation gap, and help students bond with their parents in a fun way. Through games and play, children and their parents will be able to express their feelings under different situations without conflict. The program is designed to help students and parents to develop better relationships and listening skills to resolve conflicts. The Guidance counselors and the social worker will identify students and families who may benefit from the program and send letters/or call to invite them.

Part 4 – Budget and Resource Alignment

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

- Per session for teachers participating in CARP.
- Math, Literacy and Special Education Consultants
- Coaches –Math, literacy, technology coach, and STEM/STEAM coach
- Peer/Model Teachers
- Extra clusters to cover teachers weekly to collaborate and be trained– Grade collaboration, Peer/Model, Cluster Collaboration, GLOBE (Gifted), Special Education, Instructional Lead, Technology, native language, mentor/mentee
- Parent coordinator
- Data specialist
- Substitute teachers to free up teachers for training
- eChalk communication tool with school, parents, and students
- Skedula- schoolwide data/grading system

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 the end of February 2019, the administrators will monitor the progress for this goal by analyzing F&P levels middle of the year independent levels and midyear Skedula – Assessments (quizzes, mid unit assessments, end of unit assessments).
The mid-point benchmarks that will be used in February to measure the school's progress toward meeting this goal is demonstrated by an increase in percentage of students reaching F&P middle of the year benchmark independent levels and an increase average percentages in Skedula -overall subject assessments.

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

The instruments of measure used to assess progress are F&P levels middle of the year independent levels and midyear Skedula – Assessments (quizzes, mid unit assessments, end of unit assessments).

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5D – Framework for Great Schools Element – Effective School Leadership:

Principal lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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

1. The Principal works closely with the school community to set and communicate clear standards and high expectations for meeting instructional goals, making decisions on how use school funds, and creating effective programs to improve student outcome. The Principal meets with the parents, teachers, administrators, coaches, and other school based staff on an ongoing basis to create a school culture that builds coherent instructional and social-emotional supports for all students.

As shown on the School Quality guide, we received a Framework Element Score of 3.48 for Effective School Leadership for 2018.

We have made progress in student performance over the years. On the State ELA exam, we received the following from Spring 2013 - Spring 2017 respectively: 33.0%, 35.3%, 37.2%, 43.5% and 49.8%. On the State Math exam, we received the following from Spring 2013 - Spring 2017 respectively: 60.1%, 70.2%, 71.8%, 77.9% and 79.3%. On the State Science exam, we received the following from Spring 2013 - Spring 2017 respectively: 91.6%, 93.9%, 95.9%, 94.9%, and 97.3%. On the NYSESLAT, we have the following percentage of students who tested out, from Spring 2013-Spring 2017 respectively: 18.4%, 29.1%, 31.4%, 27.4% and 33.4%.

Proficiency rates for the ELL subgroup (2016-2017): 6.8% for ELA, 61.8% for Math and 92.9% for Science.

Proficiency rates for the Students with Disabilities subgroup (2016-2017): 7.7% for ELA, 25.0% for Math and 75.0% for Science.

Our attendance rate is 98.3%. The trends for this school is progress in ELA, Math and Science. ELA - in 2017, percent at Level 3 or 4 went up by 6.3%; Math - in 2017, percent at Level 3 or 4 went up by 1.4%; and Science - in 2017, percent at level 3 or 4 went up by 2.4%.

According to the latest Quality Review (2015-2016), our school received: Proficient for 1.2 Pedagogy, Well Developed for 1.1 Curriculum, Proficient for 2.2 Assessment, Well Developed for 3.4 High Expectations, and Well Developed for 4.2 Teacher Teams and leadership development.

2. The priority needs that will be addressed for this Framework element is to continue to:

- Collaborate with the school community stakeholders to make effective decisions to improve student outcome
- Set high standards for student learning
- Set standards for student behavior
- Provide professional development to support teachers in building coherent instructional and social-emotional supports
- Track and monitor student progress
- Provide opportunities for teachers/coaches/administrators to meet together to improve teacher practice
- Support teachers by providing needed resources (PDs, guidance, coaching, development opportunities, curriculum and instructional materials)

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Effective School leadership</th>
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<tbody>
<tr>
<td>By June 2019, the principal will nurture the professional growth of teachers and staff by providing them with instructional and social-emotional support as measured by 90% of teachers receiving Effective or Highly Effective on the Advance component: 4e (Growing and developing professionally).</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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<thead>
<tr>
<th>Activities:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Cabinet meetings- Principal, assistant principals, coaches and consultants meet to discuss the training that teachers need, how it should be delivered (i.e. 1:1, grade level, school-wide) and who will provide the support/training</td>
<td>Teachers, paraprofessionals and support staff</td>
<td>9/2018-6/2019 Ongoing throughout the year</td>
<td>The Principal and Assistant principals</td>
</tr>
<tr>
<td>Social –Emotional support by guidance, Sanford harmony PD, External PDs - Arts, Special Ed, ELLs, Science, Social Studies</td>
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<tr>
<td>Encourage and empower teachers to facilitate during professional activity periods, inter-visitations, sharing best practices</td>
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<tr>
<td>Provide opportunities to teachers to advance to leadership roles, e.g. coach, peer collaborative teacher/ model teacher, instructional lead positions, CARP</td>
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<tr>
<td>Mentor/mentee- weekly support, once a month – whole group support</td>
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<tr>
<td>Peer/Model Teachers assigned to teachers to work 1:1</td>
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<tr>
<td>provide common preparation periods to sustain a successful and coherent instructional program</td>
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<tr>
<td>encourage teacher, parent and student feedback and suggestions</td>
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</tbody>
</table>

### Instructional leadership-

- project based learning, including STEM (Science, Technology, Engineering and Math) and STEAM (Science, Technology, Engineering, Art and Math) to reinforce and advance students' critical thinking
- work closely with teachers and staff to set standards for student behavior, make hiring decisions, and determine programming

<table>
<thead>
<tr>
<th>Instructional leadership-</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers, paraprofessionals and support staff</td>
<td>9/2018-6/2019 Ongoing throughout the year</td>
<td>Coaches, Consultants, and Supervisors</td>
</tr>
</tbody>
</table>
- set high goals for quality instruction by knowing what’s going on in classrooms and monitoring student progress
- provide professional development on instruction, content, curriculum planning, and pedagogy
- provide feedback to teachers following observations, walk-throughs, or classroom visits
- Create a system and an environment that supports students’ commitment to their educational goals
- Coordinate effective school-wide communication and collaboration systems (i.e. eChalk, text messages, email, school server, school website, school wiki, etc.)

<table>
<thead>
<tr>
<th>Training for Teachers:</th>
<th>Teachers, paraprofessionals and support staff</th>
<th>9/2018-6/2019 Ongoing throughout the year</th>
<th>Coaches, Consultants, and Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies to address the needs of students with disabilities:</strong></td>
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<tr>
<td>- Share strategies and best practices with general education teachers regarding students with disabilities</td>
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<tr>
<td>- Charts/graphs/diagrams (KWL, child friendly rubrics/assessments, sentence starters, etc.)</td>
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<tr>
<td>- Utilize interactive technology for motivation/attention</td>
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<tr>
<td>- Visuals connected to vocabulary</td>
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<tr>
<td>- Hands on activities and grouping - Project based/STEM/STEAM</td>
<td></td>
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<tr>
<td>- PLOP (Present Level of Performance) services and goals aligned</td>
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<tr>
<td>- Implementing Individual student learning styles</td>
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<tr>
<td>- Break down learning into small steps and scaffolding</td>
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<tr>
<td>- Connect teacher-student experiences to content: Provide students with content knowledge</td>
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<tr>
<td>- Clear explicit directions/instructions</td>
<td></td>
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<tr>
<td>- Concrete resources that support lessons</td>
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<tr>
<td>- Empower students to be responsible for their own learning and/or behavior</td>
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<tr>
<td>- Praise and reward systems – enhance confidence and motivate students</td>
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<tr>
<td>- Adjust student schedules based data monitoring, analysis, and strategic planning and collaboration</td>
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</table>

| Strategies to address the needs of English language learners, and other high-need students: | | | |
| - Total Physical Response (TPR)- a teaching technique that enables students to acquire new English vocabulary by listening to and carrying out spoken commands, e.g. using gestures and facial expressions. | | | |
3b – Parent and Family Engagement

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

We provide the following workshops/activities to engage and support families on their understanding of Effective School Leadership and strategies to promote parent leadership and engagement:

Conducted/Organized by Teachers, coaches or supervisors (workshops/materials/resources are translated in their Chinese):

Daily:

Parent Coordinator:

- acts as a liaison between parents/teachers/principal and assistant principals to help resolve parent concerns
- welcomes and encourages parent volunteers
- encourages outside health professionals to educate our parents/staff on how to support their children at home

Monthly School Leadership Team (SLT) meetings:

SLT members (Principal, assistant principals, UFT representative, teachers and parents) meet monthly to discuss and plan effective professional development to support for teachers and staff.

Throughout the year:

- Parent Curriculum Workshop
- PD on variety of parent resources and opportunities, Engage NY
- Expectation from students and parents
- What does their child’s reading level mean? Show parents the differences between the books in terms of complexity
- Introduce variety of instructional webs that help their child practice what they learn in class

Conducted/Organized by PTA (parent coordinator):

Monthly PTA Meetings Throughout the year:
- Trips during breaks – mid winter recess, spring recess- Bronx Zoo, New York Hall of Science, Circus, Aquarium, Manhattan Museum, etc.
- Educational Websites, Parent Emotion Management, Summer Reading Club

Conducted/Organized by Guidance Counselors and social Worker (Group and Individual):

Throughout the year:

- Guidance Counselors and Social Worker workshops and individual parent meetings:
  - Student learning, concerns, communication skills, parenting skills, school safety
  - Motivation, behavior, anger management
  - Social - Emotional health, mental health, domestic violence

**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.

- Math, Literacy and Special Education Consultants
- Coaches – Math, literacy, technology coach, and STEM/STEAM coach
- Peer/Model Teachers
- Extra clusters to cover teachers weekly to collaborate and be trained – Grade collaboration, Peer/Model, Cluster Collaboration, GLOBE (Gifted), Special Education, Instructional Lead, Technology, native language, mentor/mentee
- Substitute teachers to free up teachers on each grade to work on curriculum maps
- Skedula – monitor whether students are making progress, F&P assessments, grades – quizzes, classwork, mid-unit assessments, and end of unit assessments.
- Materials – resources, professional books

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

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

**Part 5 – Progress Monitoring**

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

By the end of February 2019, the administrators will monitor the progress of this goal by looking at student assessments (Quizzes, Mid-Unit assessments, End of Unit assessments and F&P reading levels). In addition, the administrators will analyze the midyear Advance observations results for the Danielson component 4e (Growing and developing professionally).

The mid-point benchmarks that will be used in February 2019 to measure the school’s progress toward meeting this annual goal are demonstrated by an increase in average percentages on student assessments (Quizzes, Mid-Unit assessments, End of Unit assessments and F&P reading levels) and a 90% of teachers receiving effective or highly effective on Advance observations for component 4e (Growing and developing professionally).
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will use student assessments (Quizzes, Mid-Unit assessments, End of Unit assessments and F&P reading levels) which are entered by the teachers on the Skedula (IO Assessment) system and the midyear Advance observations results for the Danielson component 4e (Growing and developing professionally) to assess progress for this goal.

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

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<tbody>
<tr>
<td>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.</td>
<td></td>
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</table>

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

1. Family involvement, parent outreach and school-community partnerships is one of this school’s strength. The school leadership brings in an abundance of resources from the community to help support the school. We have the following partnerships with families, businesses, and community-based organizations (CBOs): PTA Parent Volunteers, Brooklyn Chinese –American Association (BCA), Chinese-American Planning Council (CPC), Ming Yuan Youth Program, Relay For Life, Charles B. Wang Community Health Center, Maimonides Medical Center - Community Mental Health Center, Center For Family Life, Italian Board of Guardians, Inc., Optimum Psychological Services, Inc., The Arab American Family Support Center, and Lutheran Family Health Centers-Mental Health Outpatient Services.

We received a Framework Element Score of 4.48 for Strong Family-Community Ties in 2018.

As shown on our schools State ELA, Math and Scores, we have made progress in student performance over the years. On the State ELA exam, we received the following from Spring 2013- Spring 2017 respectively: 33.0%, 35.3%, 37.2%, 43.5% and 49.8%. On the State Math exam, we received the following from Spring 2013- Spring 2017 respectively: 60.1%, 70.2%, 71.8%, 77.9% and 79.3%. On the State Science exam, we received the following from Spring 2013- Spring 2017 respectively: 91.6%, 93.9%, 95.9%, 94.9%, and 97.3%. On the NYSESLAT, we have the following percentage of students who tested out, from Spring 2013-Spring 2017 respectively: 18.4%, 29.1%, 31.4%, 27.4% and 33.4%.

2. The priority needs that will be addressed for this Framework element is to continue to:

- Reach out to the community to bring resources to support the school
- Build strong relationships with families to think of each other as partners in educating children
- Engage key stakeholders (students, parents, teachers and administrators) in identifying and addressing issues of concern to diverse members of the school community
- Promote cultural diversity by hosting annual performances, i.e. Italian, Irish, Greek, Hispanic and Chinese shows/performances
- Help foster students’ social emotional growth and help develop fundamental life skills are by inviting professionals to provide professional development to the school community
- Work with families, business and CBO’s on implementing health/social emotional growth lessons, taught by classroom teachers and health teachers
- Create programs/classes for parents and their children to teach them how to make better decisions and how to handle situations in a more positive way
- Provide educational classes to parents, i.e. ESL\ENL, the Arts and computer classes
- Provide families with the resources (homework help, books, educational websites, etc.) they need to help their child/children at home
- Encourage parent volunteers – family involvement
- Communicate regularly and effective with families to help meet student needs, i.e. translations
### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong> Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td></td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>By June 2019, the school leadership will bring resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations as measured by an increase of .10 Framework Element Score for Strong Family-Community Ties.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
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<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Families, students and teachers</td>
<td>9/2018-6/2019</td>
<td>Teachers, parent coordinator, guidance counselors, social worker and supervisors</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td></td>
<td>Ongoing throughout the year</td>
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</table>

Build strong relationships with families to think of each other as partners in educating children:

- Encourage parent volunteers – family involvement
- Engage key stakeholders (students, parents, teachers and administrators) in identifying and addressing issues of concern to diverse members of the school community
- Offer opportunities for meaningful family engagement - parents and children go on school trips together during school holiday breaks (e.g. The Bronx Zoo, Aquarium, Museums, etc.)
- Cool Culture-kindergarten families receive Cool Culture passes to visit NYC museums/parks/zoos to promote family bonding relationships and to explore NYC
- PTA Parent Lending Library- parents receive library cards to borrow books in all languages to read to their children at home; parents are also given a list of strategies/questions to use with their child/children to support and promote progress in comprehension and conversation

School community events:

- Movie Night, canned food drive, used book sale, yard sale, Picture Perfect photo contest for Grandparents’ Day, Valentine’s day sale, mother’s day sale, father’s day sale, ice cream sale,

Parent Clubs:

- PS 105 Parent Art Club-parents go into classrooms and teach them how to create art (e.g. greeting cards, flowers, paper art arrangements, etc.); parents and students create Artwork/jewelry to be used for fundraising to support families in need; artwork is donated to the community for display(e.g. Lutheran Hospital, Council member Carlos Menchaca, 

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<tr>
<th>Promote cultural diversity:</th>
<th>Students, parents and families</th>
<th>9/2018-6/2019</th>
<th>Teachers, parent coordinator, guidance counselors, social worker and supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hosting annual performances, i.e. Chinese New Year, Italian, Irish, Greek and Hispanic performances</td>
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<tr>
<td>Invite parents to classrooms to educate students about their culture</td>
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<thead>
<tr>
<th>Services provided for parents/families:</th>
<th>Families</th>
<th>9/2018-6/2019</th>
<th>Parent Coordinator</th>
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<tbody>
<tr>
<td>Translation services (oral and written) for parents</td>
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<td>PTA - assist parents on how to fill out forms to apply for community services</td>
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<tr>
<td>Fund raiser to help families in need</td>
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<tr>
<td>Provide families with a list of services available: mental health, immigration services, addictions (gambling alcohol), psychological services, suicide prevention, free vaccines, marriage counseling, etc.</td>
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<tr>
<td>PTA - Provide families with immigration services</td>
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<tr>
<td>Provide families with the resources (homework help, books, educational websites, etc.) they need to help their child/children at home</td>
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<tr>
<th>The Community:</th>
<th>Students, the school community workers</th>
<th>9/2018-6/2019</th>
<th>Teachers, Guidance Counselors</th>
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</thead>
<tbody>
<tr>
<td>Grade 1 classes learn about community shops/workers. The teachers invites community workers to the classrooms to educate students about their profession. At the end of the year, they celebrate by transforming their classrooms into a community shop (i.e. hospital, dentist office, supermarket, movie theater, bank, bakery, restaurant, etc.). Participating classes invite other classes to be an audience and learn about the jobs of the workers and how the shops operate.</td>
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<tr>
<td>School community recognition and appreciation breakfast (organized by the guidance counselors) - end of the year school community members (lunchroom workers, crossing guards, school aides, custodians, medical staff, school safety agents, PTA, etc.) are invited to the library to have a breakfast where they are recognized for their hard work and dedication. Students make artwork of each worker and present it to them.</td>
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</table>
### Community Outreach:
- Invite professionals to provide professional development to the school community to help foster students’ social emotional growth and help develop fundamental life skills
- Work with families, business and CBO’s on implementing health/social emotional growth lessons, taught by classroom teachers and health teachers
- Community Based Organizations we work with: Brooklyn Chinese-American Association (BCA), Ming Yuan, Huan Yu, Asian American Association, etc.)
- Shoes that Fit - Free shoes for students
- Pillowcase Project (Fire Safety) - American Red Cross

<table>
<thead>
<tr>
<th>Community Outreach:</th>
<th>The community, the school community</th>
<th>9/2018-6/2019</th>
<th>Parent coordinator, guidance counselors</th>
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<td>Ongoing throughout the year</td>
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### School community participation in external events:
- Marco Polo Festival, Christopher Columbus parade, music performance for seniors at a senior building, Italian-American Parade, Relay for Life, 8th Avenue Chinese New Year Celebration, Chinese New Year Performance at New Utrecht High School, Chinese New Year Performance at City Hall, Annual Chinese-American Planning Council (CPC) Dinner, Jewish Children’s Museum Annual Gala, Marty Golden Spring Festival, McKinley Park Asian American Heritage Celebration and Maimonides Hospital

<table>
<thead>
<tr>
<th>School community participation in external events:</th>
<th>The Community, families, students and teachers</th>
<th>9/2018-6/2019</th>
<th>Teachers, parent coordinator, guidance counselors, social worker and supervisors</th>
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<td>Ongoing throughout the year</td>
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### Parent Workshops:
- Twice a year - Autism workshop facilitated by the guidance counselors ("Raising a child with Autism"- how to support the child, understand their needs, coping, strategies, etc.)
- Family Fun program facilitated by the guidance counselors and social worker
- Use role play, games, and activities to handle situations in a positive way
- Create programs/classes for parents and their children to teach them how to make better decisions and how to handle situations in a positive way
- Provide educational classes to parents, i.e. ESL\ENL, the Arts and computer classes
- Explain the State and the City’s regulations related to students with disabilities or new initiatives
- Conduct workshops on students/parents’ rights, tips and expectations, discipline code, school services, standardized assessment, any new assessment instruments and dates, etc.

<table>
<thead>
<tr>
<th>Parent Workshops:</th>
<th>Families, students and teachers</th>
<th>9/2018-6/2019</th>
<th>Teachers, parent coordinator, guidance counselors, social worker and supervisors</th>
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<tbody>
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<td></td>
<td>Ongoing throughout the year</td>
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</table>
- Kindergarten and newcomer facilitated by the guidance counselors (end of August)-

**Kindergarten orientation**
help parents become familiar with the school environment, get children ready for school, smooth transitioning, strategies for parents – how to deal with student issues, homework, train independence

**Kindergarten school tour**
rules, schedules, policies, emergencies, school matters, address parent concerns

- Middle School transition – middle school workshop, application process, strategies – how to prepare for middle school, skills (time management, adaptability, problem solving skills decision making skills, self-discipline, attitude/respect, motivation, adversity ability, anger management/frustration management, expectations)

**Effective Communication:**
- Communicate regularly and effective with families to help meet student needs, i.e. translations
- School Website with resources
- Parent text notifications-help parents sign up for text messages and eChalk communication tool
- Letters sent home with translations
- Telephone correspondences
- 1:1 teacher-parent meetings (Tuesdays Parent Engagement time)
- Teachers create and translate newsletters sent home to parent to increase communication to educate and inform parents
- Parent Curriculum Night (September) -curriculum overview, classroom expectations, school policies, etc.

<table>
<thead>
<tr>
<th>Families, students and teachers</th>
<th>9/2018-6/2019</th>
<th>Teachers, parent coordinator, guidance counselors, social worker and supervisors</th>
</tr>
</thead>
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### 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.
Community Based Organizations or other partnerships that support family and community engagement:

- Brooklyn Chinese –American Association (BCA)
- Chinese-American Planning Council (CPC)
- Ming Yuan Youth Program
- Relay For Life
- Charles B. Wang Community Health Center
- Maimonides Medical Center - Community Mental Health Center
- Center For Family Life
- Italian Board of Guardians, Inc.
- Optimum Psychological Services, Inc.
- The Arab American Family Support Center
- Lutheran Family Health Centers-Mental Health Outpatient Services

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.

**Staff:**

- Principal, Assistant Principals
- Teachers (Art, Music, Dance, Theater, Opera, Technology, STEM/STEAM)
- Guidance counselors and social worker
- Parent coordinator
- Technology Support Team
- School Aides
- Dance Consultants
- Per session – guidance counselors, teachers, supervisors – conduct school tours, orientations and parent workshops
- Per diem for parent translations

**Resources:**

- Costumes, Props
- Instruments
- Art Supplies
- Computer Equipment
- Cool Culture passes, trip costs
- Books for library
- Materials for community shops

**Meetings/Collaboration Time:**

- Monthly PTA Meeting
- Monthly School Leadership Team
- Weekly Cabinet Meetings
- Faculty conferences
- Professional Activity Periods

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 the end of February 2019, the administrators will monitor the progress for this goal by looking at attendance rates for meetings/orientations/workshops, incidents reported on OORs and student behavior/work habits.

The mid-point benchmarks that will indicate progress towards meeting this goal is demonstrated by an increase in attendance rate for meetings, orientations, and workshops; less incidents reported in OORs and improved student behavior and work habits.

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

We will use attendance rates for meetings/orientations/workshops, incidents reported on OORs and student behavior/work habits to assess progress for this goal.

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

*Required for All Schools*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students not making progress and/or scoring Level 1 or 2 on the 2018ELA Assessment</td>
<td>Academic intervention services for ELA are provided as follows: RTI (Response to Intervention), and ELL Success after school</td>
<td>Small Group Instruction</td>
<td>During the school day and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students not making progress and/or scoring Level 1 or 2 on the 2018 math Assessment</td>
<td>Academic intervention services for mathematics are provided as follows: AIS Math, ELL Success after school and small group instruction by the classroom teacher. We use the math program, Investigations, which is an inquiry based approach to math.</td>
<td>Small Group Instruction</td>
<td>During the school day and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Students not making progress and/or at risk of failing science</td>
<td>The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to take the content area assessments in their native language. Students in grade 5 who scored at levels 1 and 2 are addressed in small groups by the classroom teacher.</td>
<td>Small Group Instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students not making progress and/or at risk of failing social studies</td>
<td>The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to understand and</td>
<td>Small Group Instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Teacher Referrals/observations-Referrals made during PPT (Pupil Personnel Team) meetings</td>
<td>The school’s bilingual guidance counselors provide the following at-risk services: conflict resolution, anger management, behavior intervention, social-emotional intervention, self-esteem enhancement, motivation booster, school bullying prevention and intervention, middle school articulation, parental education, and parental outreach regarding students’ behavior, social emotional and academic performances. The guidance counselors provide these services through parent meeting, group and/or individual counseling, classroom inter-visitations and student workshops. In addition, the school’s bilingual guidance counselors are providing after school parental workshops with their child/children on how interact/engage/communicate with their child/children through academic/social learning games. The school’s psychologist assesses, evaluates through informal testing (observations, interviews and parent meetings) and recommends services to at-risk students identified by the classroom teacher. The school psychologist attends a monthly PPT (Pupil Personnel Team) meeting in which the team, which includes the school psychologist, reviews the teacher’s recommendations and concerns. The team develops an action plan to support the</td>
<td>Group and Individual</td>
<td>During the school day and before/after school</td>
</tr>
</tbody>
</table>
needs of the student. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child succeed. The team recommends services such as counseling, outside psychotherapy, related services (speech, occupational therapy, physical therapy or hearing), etc.

The school’s social worker discusses and addresses teacher concerns regarding at-risk students. The social worker does classroom observations, conducts parent meetings and provides individual or group counseling (boost confidence, self-image, motivation, conflict resolution) to the identified at-risk student(s). The social worker articulates with classroom teachers and student providers to develop a support plan based on student needs. In addition, the social worker conducts parent education workshops to provide them with skills, strategies, resources, and parent rights to help children succeed in school.
### 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

#### Part A: FOR TITLE I SCHOOLS

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

   As of 10/5/2018, we do not have any students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
   - The counseling staff will provide counseling services to the students in the school setting
   - If necessary, the counseling staff will refer the students to the local mental health agency for counseling services
   - The students will receive academic intervention services if needed
   - Basic/emergency and school supplies will be provided
   - Breakfast and lunch will be provided
   - Data collection to assess the needs/progress of Students in Temporary Housing
   - Teachers and staff will be given professional development on the needs of Students in Temporary Housing and resources and services available in school and community to support them.

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

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

   N/A - We are a Title I School.

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

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

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Strategies and activities:

- The administrative staff attends hiring fairs to recruit highly-qualified teachers
- The principal, business manager and payroll secretary work closely together with our Department of Education Human Resource Person, Heather Karlsberg, on an ongoing basis, to ensure that all teachers meet the criteria to become Highly Qualified
- Mentors and coaches are assigned to support struggling and un-qualified teachers
- Monthly mentor/mentee meetings with assistant principal and consultant to support new teachers
- Mentors/mentees meet 1 period per week to discuss and support effective teaching and learning
- All teachers meet once a week during PAP (professional activity period) for professional development with supervisors, coaches, staff developers, etc. within the grade

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).

Strategies and activities for high quality professional development:

- Interactive professional development for teachers to learn about teaching comprehension. Teaching Comprehension – An interactive professional development program
- Create and scaffold lesson plans on units with appropriately challenging tasks that are rigorous
- Analyze student work to inform next steps
- Integrate technology into teaching and learning activities and how to use it to support planning
- New Teacher PD’s: running records, literacy centers, math-instructional shift, NYSESLAT-How to incorporate ENL strategies to inform instruction, looking at the four modalities and challenges, and analyzing data to inform instruction
- Scaffold and differentiate instruction for ELLs and students with disabilities of different levels needs
- Assessment of students’ native language proficiency level and in the content area
- Research-based effective bilingual and ENL strategies
- Creative ways to improve student language proficiency through Theater Arts using Reader’s Theater
- Focus on writing: writing process and genre studies, and aligning rubrics to the CCLS
• Gap analysis - looking at student assessment on end of unit tasks, MOSL (Measures of Student Learning), standardized tests, NYSESLAT, ELL periodic assessment, etc
• Implement close reading strategies to help students comprehend complex texts
• Teach vocabulary and grammar to ELLs
• Target student needs in small group instruction
• Enrich and enhance instruction for above average and gifted learners

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

• Kindergarten orientation for parents during the end of August-school procedures and matters, student and parent responsibilities, etc.
• Open school week for kindergarten students
• Curriculum conference in September
• Parent workshops-During PTA meetings: Kindergarten registration process, how to prepare your child/children for school, etc.
• Guidance counselors-Workshops for parents: School expectations, effective discipline techniques, school policies, school rules and routines, etc.
• School tours (coordinated in groups based on parent language) provided by the 3 bilingual guidance counselors and parent coordinator

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

• Teachers participate in the decision making process during weekly PAPs (professional activity period) and collaboration periods: Special education\ globe (gifted)\ technology\ facilitator (instructional leads).
- All teachers are involved in inquiry teacher team work. Each grade level instructional lead and out of classroom teacher form a collaborative teacher team to utilize the inquiry process. Teachers look at student work to strengthen teacher practices and improve student learning. Organizing and analyzing data effectively helps teachers facilitate teaching and learning with an emphasis on appropriately challenging tasks. Research based strategies and benchmark assessments to help struggling students make progress. Approximately every 6 weeks, student progress is analyzed to determine success. Next steps are discussed and implemented.

- Our school has a Measures of Student Learning (MOSL) team that works collaboratively to make thoughtful decisions about how to measure student learning, determine which assessments to use, which student groups to target, how to calculate student growth, and how to norm and score assessments.

- Teachers set short and long-term goals for individual students to support student learning.

- All teachers set professional learning goals for themselves according to the Charlotte Danielson’s: A Framework for Teaching.

### 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 (Refer to Galaxy for school allocation amounts)</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$1,159,900</td>
<td>X</td>
<td>Section 5 for Goals 1-5</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$125,350</td>
<td>X</td>
<td>Section 5 for Goals 1-5</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$90,702</td>
<td>X</td>
<td>Section 5 for Goals 1, 2 &amp; 5</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$29,111</td>
<td>X</td>
<td>Section 5 for Goal 2</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$8,566,501</td>
<td>X</td>
<td>Section 5 for Goals 1-5</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 105K, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

P.S. 105K will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

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

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

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Encouraging School-Level Parental Involvement**

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

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

### School-Parent Compact (SPC)

P.S. 105K, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
• implementing a curriculum aligned to the Common Core State Learning Standards;

• offering high quality instruction in all content areas;

• providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

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

Support home-school relationships and improve communication by:

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

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

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

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

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

### I. School Responsibilities: Providing General Support to Parents
Provide general support to parents by:

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

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;</td>
</tr>
<tr>
<td>• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;</td>
</tr>
<tr>
<td>• check and assist my child in completing homework tasks, when necessary;</td>
</tr>
<tr>
<td>• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);</td>
</tr>
<tr>
<td>• set limits to the amount of time my child watches television or plays video games;</td>
</tr>
<tr>
<td>• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;</td>
</tr>
<tr>
<td>• encourage my child to follow school rules and regulations and discuss this Compact with my child;</td>
</tr>
<tr>
<td>• volunteer in my child’s school or assist from my home as time permits;</td>
</tr>
<tr>
<td>• participate, as appropriate, in the decisions relating to my child’s education;</td>
</tr>
<tr>
<td>• communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;</td>
</tr>
<tr>
<td>• respond to surveys, feedback forms and notices when requested;</td>
</tr>
<tr>
<td>• become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;</td>
</tr>
</tbody>
</table>
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

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

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

### III. Student Responsibilities

**Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;

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

- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
## 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:

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information
| The direct instruction component of the program will consist of (check all that apply): |
|----------------------------------|-----------------|
| ☐ Before school | ☒ After school | ☐ Saturday academy |
| Total # of ELLs to be served: _____ |
| Grades to be served by this program (check all that apply): |
| ☐ K | ☒ 1 | ☒ 2 | ☒ 3 | ☒ 4 | ☒ 5 |
| ☐ 6 | ☒ 7 | ☒ 8 | ☐ 9 | ☐ 10 | ☒ 11 | ☐ 12 |
| Total # of teachers in this program: _____ |
| # of certified ESL/Bilingual teachers: _____ |
| # of content area teachers: _____ |
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

According to the ELL Data Analysis Tool (EDAT) a/o 10/9/18, we have identified 67 ELLs with at-risk level 3 or greater. These 67 students consist of: (Please note: some students overlap because they fall in more than 2 criteria.)

- 5 ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 on the ELA
- 1 ELL who scored at or below 25th growth percentile and scored at level 1 or 2 on the Math State exam.
- 25 ELLs in years of service 5 or 6 (potential long term ELLs)
- 33 ELLs that regressed 1 proficiency level
- 1 ELL that regressed 2 proficiency levels
- 19 ELLs who are Expanding and scored Level 1 on the ELA
- 37 ELLs who are Expanding and scored Level 2 on the ELA

According to the ATS RLAT and RESI report, we have identified 35 ELLs who are Expanding for the past 3 years and 99 ELLs who scored level 2 on the ELA. In addition, we have 152 ELLs in grades 1 and 2 who scored Expanding on the NYSESLAT.

Our plan is to have an after school program, ELL Success After School Program, to target the needs of these 358 students.

**After School Program:**

The ELL Success After School Program will service ELLs in grades 1-5, with 15-18 students in each class. The program will run from January 9 to March 28, 2019. There will be 22 sessions which will meet twice a week, from 3:00 p.m. to 5:00 p.m. on Wednesdays and Thursdays. All teachers will have one pre-service P.D. session before the program starts.

There will be 17 classes. 12 classes will be focused on targeting the student needs according to the EDAT data (i.e. At-risk descriptions, regressed, remained Expanding 3 years in a row, or grades 1-2 Expanding students). 5 classes will be for enrichment (coding, book club, art club, music club, and physical education).

Some of the teachers recruited for the ELL Success After School program will be licensed Chinese Bilingual Teachers who can support most of our Chinese speaking ELL students in their acquisition of the English language with Home Language support. The other teachers are licensed ENL teachers who will employ ENL strategies to support their learning. The teachers who are not certified in ENL or bilingual will be co-planning with a ENL or bilingual certified to integrate ENL strategies.

The target population for grades 1-2 are Expanding ELLs. We will analyze NYSESLAT data and target modality that each Expanding student is weak in (e.g. student scored lowest on Speaking modality which prevented the student from passing the NYSESLAT, the target will be the Speaking modality. ). The appropriate strategies/activities will be used to help students achieve proficiency on the NYSESLAT.

The target population for grades 3-5 are the ELLs mentioned above (at-risk level 3 or higher, regressed students, Expanding 3 years in row, ELA level 2, etc.). These students will be in the regular classes or enrichment classes.

All classes will focus on oral language acquisition, academic vocabulary, and literacy comprehension through
Part B: Direct Instruction Supplemental Program Information

small groups, enrichment and Close Reading practices.
Staff: 17 teachers (12 ENL/Bilingual, 5 Content Area for Enrichment) and 1 supervisor, which is needed for the program from 3:00 p.m. to 5:30 pm to oversee dismissal.
Resources:
Teachers will use leveled fiction and non-fiction guided reading books to support ELLs to build background knowledge, develop academic vocabulary and comprehension. Home language materials in both Chinese and Spanish will also be provided to all classrooms to support and sustain the development of Home language for ELLs.
Resources provided to teachers of the ELL Success After School are: 1) The Primary Comprehension Toolkit by Stephanie Harvey & Anne Goudvis, 2) Scaffolding for English Language Learners – Previews and Extensions to Support Content Comprehension in grades K-2 and grades 3-6, 3) Comprehension Intervention – Small Group Lessons for The Primary Comprehension Toolkit in grades K-2, and grades 3-6, 4) ACT Now!Accessing Complex Texts – Model Lessons for Close Reading grades 3-8, 5) Short Reads for Finding Text Evidence by Benchmark Education in grades 3, 4 and 5. 6) Academic Vocabulary Toolkit, for grades 3-5 by Kate Kinella. 7) MaxPhonics and Maxreading application by Maxscholar for grades 1-5. 7) Getting Reading for the NYSESLAT by Attanasio & Associates. 8)Languagenut online bilingual program.

Teachers in all grades will implement sentence frames to provide support and ensure progress of the English Language acquisition by providing proper language structure for students in both the oral and written language in their lessons. Small group instruction will be provided according to students’ ability and needs. Teachers will incorporate Close Reading practices to support ELL students to access complex texts by scaffolding their lessons and modeling collaborative conversations, annotation of key words, phrases, key ideas, and details, numbering events and opinions. The CCLS require all students to read closely to understand grade level complex texts and to cite specific text evidence when writing or speaking about the text. Through Close Reading, students will learn to understand prompts and use text evidence to support their thinking and their writing. Teachers will also have access to Award Reading, Raz-kids, Discovery Education in Science, BrainPop, and My Capstone Library ebooks by Capstone.
For each program, all teachers take student attendance at each session. In addition, the school aide calls each class for their attendance each day for her records. Since 92% of our student population is Chinese, all written correspondences for parents are translated in Chinese for parents.

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: 

P.S. 105 is a school of ELLs. Of the 1,426 student population, approximately 637 students are current ELLs, while 592 students are former ELLs. The school provides on-going PDs to address all sub-group populations: ELLs, former ELLs, and students of special education. For example, weekly grade meetings, Monday afternoon PDs, Tuesday afternoon PDs, Election PDs, etc. Therefore, teachers working in the Title III program receive on-going PD to address student needs.
Part C: Professional Development

PDs using Title III funds:

1. The after school program has 1 scheduled PD session, a pre-service PD in January. 17 teachers will be receiving PDs. This is a 2 hour PD session held after school from 3:00 p.m.-5:00 p.m. The after school supervisor will be facilitating the PD session. There will be agendas and attendance sheets for all PDs, which are maintained in a binder.

Pre service PD activities:

- Analyzing ELL data using the EDAT tool - looking at at risk descriptions, years of service, comparing NYSESLAT raw scores, NYSESLAT modalities, comparing ELA and Math scores, progress on the NYSESLAT, ELA and Math, growth percentiles, attendance, indicators-SIFE, Average, holdover, Special Ed, etc.)
- How to differentiate and support student learning using the New Language and Home Language Progressions to address the varied abilities of each student.
- How to plan to address student needs, next steps
- How to effectively group students
- Resources

2. Dance consultants - provide PD's to teachers focusing on dance literacy. Students will develop a working knowledge of dance language and aesthetics to promote their creativity and imagination. In addition, since 92% of our student population is of Chinese decent, there is a need to provide the knowledge and exposure of the Chinese cultural arts to cultivate our students' cultural pride and heritage.

Ongoing PDs not using Title III funds:

There are on-going professional development which is embedded in the teacher’s daily practice to facilitate student learning. Teachers learn to begin with an analysis of student data in order to plan whole class lessons and group activities to improve student achievement. Student progress will be evident through pre-assessments and post-assessments in the after school program. There will be agendas and attendance sheets for all PDs, which are maintained in a binder. Most PDs are done by Literacy /Math/STEM Coaches, Literacy Consultants, and Assistant Principals.

To support various school instructional programs, school administrators, Literacy consultants, Art consultants, literacy coaches, math coaches, Lead Teachers, and ENL experts/consultants provide professional development in Balanced Literacy workshop model, ENL strategies, Language Allocation Policy, NYSESLAT data-driven instruction, and NYSESLAT/ELA alignment and item analysis, and workshops outside of the school. These professional development sessions are provided to all teachers since there are ELLs in all programs in the school. Currently these professional development sessions are scheduled from September 2018 to June 2019 through the following activities:

- Daily classroom implementation which includes teacher observations, demonstration lessons, providing resources, and feedback to teachers etc.
- Curriculum planning horizontally and vertically across all grades to implement reading strategies and building academic vocabulary across the year to scaffold teaching and to ensure rigor for all learners.
- Weekly Professional Activity Periods(PAPs)
- Weekly common preparation planning period for all teachers
- Teacher Teams to moderate student work to inform instruction and fill gaps in the curriculum and teaching
- ELL focus professional development in embedding literacy skills in daily teaching to support and ensure ELLs to make progress on the NYSESLAT and the State ELA

In addition to the above professional development activities, funded by Fair Student Funding. There will be PD sessions on how to implement the LAP in the bilingual classrooms successfully, how to use the questions in the "Specific Considerations for Teachers of English Language Learners" from Advance to promote ELL student learning, how to teach vocabulary.
### Part C: Professional Development

Explicitly, how to use talk as the seed to writing, how to teach summary strategy to improve reading comprehension, how to implement the writing process to support language and content learning for ELLs, and the use of language frames in all lessons to promote and ensure language acquisition.

These PDs will positively impact the progress of ELLs. They are all planned based on individual needs.

### 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:

**Parental Involvement – Family Fun Program:**

In the Family Fun Program, our Chinese bilingual guidance counselors: Betty Wan and Carol Chik, as well as our Chinese bilingual Social Worker, Ms. Jenny Wu, will work with parents alongside their children to bridge the generation gap, and help students bond with their parents in a fun way. Some of our Chinese students are sent back to China to be raised by relatives until they are old enough to attend school in the U.S. These students return to the U.S. without any relationship or maternal bond with their parents. Through games and play, we will show children and their parents how to express their feelings under different situations without conflict. The program is designed to help students and parents develop better relationships and listening skills to resolve conflicts. The Guidance counselors and the social worker will identify students and families who may benefit from the program and send letters/or call to invite them.

There will be 11 sessions, 1.5 hours each session with 3 school staff at each session, for the Family Fun program. Games and resources will be provided to the family to take home and continue the activities.

There will be a total of 11 sessions, separated into two cycles. Cycle I will consist of 6 sessions, 1.5 hour each session, Wednesdays and Thursdays from 2:45 p.m to 4:15pm. Cycle I will run approximately from November to January. Cycle II will consist of 5 sessions and will run approximately from January to April. Both cycles will service parents and students in grades K-2. The guidance counselors and the social worker will plan out agendas for each cycle to address the specific needs of selected students. Each session may service up to 6 parents with their children.

Agendas and attendance sheets will be kept in a binder in the main office. Invitations to parents will be translated in Chinese and Spanish (if necessary). All correspondences will be kept in the binder.

Some topics to be covered:

- How parents and their children can verbalize and express feelings using feeling words, how to resolve conflicts between siblings, peers, and parents, how to be an attentive listener, how we communicate our feelings through tone of voice, facial expression, and body language, etc.
Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

## Part I: School ELL Profile

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Brooklyn</td>
<td>105</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td>The Blythebourne</td>
</tr>
</tbody>
</table>

### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Johanna Castronovo</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Alice Lee</td>
</tr>
<tr>
<td>Coach</td>
<td>Elizabeth Hass</td>
</tr>
<tr>
<td>Coach</td>
<td>Vasiliki Nanas</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Kathleen Riordan</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Betty Wan</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jessdine Hum/ENL</td>
</tr>
<tr>
<td>Parent</td>
<td>Cui Fang Lin</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Chun Yan(April)</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Yee/Bilingual</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Mabel Lam</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Yi He (Melody) Zhao</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Other (Name and Title) Amy Chan, Data Specialist</td>
</tr>
</tbody>
</table>

### C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>19</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>23</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>23</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>6</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program (applicable to grades K–6)</td>
<td>7</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>17</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>2</td>
</tr>
</tbody>
</table>

### D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 1585 | Total number of ELLs | 803 | ELLs as share of total student population (%) | 50.66%

### Part II: ELL Demographics

#### A. ELL Programs

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

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Chinese</td>
<td>1991-1992</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>3</td>
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<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

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

### Part III: Assessment Analysis

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

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

Our school uses Fountas and Pinnell to assess the early literacy skills of all students, including English Language Learners. Based on teachers’ assessment data, many ELL students cannot advance to the next level due to the lack of academic vocabulary, prior knowledge, and linguistic differences between Chinese and English. Two of the major miscues preventing Chinese students from advancing to the next level are tenses and plurals. (i.e. Reading the word walk instead of walks, or walkeded instead of walked) When the same miscue appears multiple times throughout the text, students’ final accuracy rate prevents them from moving on to the next level. Therefore, the school has decided when a student does not read word endings in tenses and plurals, it is counted as an error only the first time but is analyzed every time in order to get a clearer picture of a student’s reading behaviors. It is also noted for instruction. To address vocabulary development, specifically in Tier II and domain specific words, which prevent students from achieving satisfactory comprehension to advance to the next
level, teachers are asked to plan instruction with attention to vocabulary development. To support teachers in this area, the school has purchased many leveled texts in the different genres in both fiction as well as informational text to support the language development of ELLs Teachers use these resources in their literacy block, extended day, and in the Title III after school programs. In lesson planning, teachers will include a language objective as well as a content objective to ensure every lesson promotes language acquisition in the four modalities. They will differentiate activities and tasks with leveled texts for their students. To promote oral language development and comprehension, teachers will incorporate Think-Pair-Share, dramatizing stories and sentence frames. To build background knowledge, teachers will plan field trips, conduct Read Alouds, Shared Reading and Guided Reading in the different genres.

According to the Fountas & Pinnell data, as of May, 2017, there are more students who are reading independently at or above their grade levels in the early grades. (Percentage of students reading at or above benchmark reading levels: Grade K - 52%, Grade 1 - 60%, Grade 2 - 45%, Grade 3 - 45%, Grade 4 - 51%, Grade 5 - 53%). Some of the reasons are an influx of new admits to the US school system in grades four and five. The demand in reading is much more complex in grades 4 and 5. As a result, the school is conducting more Professional Development for teachers in how to use close reading strategies to help students read complex texts. In addition, students who are reading below or approaching grade levels are receiving RTI, extended day or attend the after school program.

2. What structures do you have in place to support this effort?
In order to support the early childhood grades, when phonics instruction is essential, professional development on Orton Gillingham will be provided to teachers in grades K-2 in school year 2017-2018. Orton Gillingham is an approach to reading instruction that is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible. Teachers will receive 5 PD sessions from a contracted vendor; follow with support from the literacy coaches throughout the year to implement. Coaches will guide teachers to develop a pacing calendar as well as reinforcement of the content in Orton Gillingham.

For grades 3-5, teachers of all ELLs will continue to use the NLAP as well as the HLA to plan differentiate and scaffold instruction for ELLs in reading comprehension. Literacy consultants will continue to provide PD at weekly grade meetings on Closed Reading strategies to support ELL students access complex texts. Students who are reading below or approaching grade levels as indicated on the ELA assessment results will receive RTI for small group intervention. Mid-level II students and level 3 ELL students will be invited to attend after school programs or Saturday programs to support them to continue their progress.

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?
Teachers use summative assessments such as the pre-assessment, mid-assessment, and end of unit assessments, MOSL, ELL Periodic Assessment, State assessment results on the ELA and Math, and the NYSESLAT to identify baseline, progress, and areas of need for ELL students.

Progress is measured by the following:
NYC Performance Tasks - Pre and Post
Summative assessments - Unit pre-assessments and End of Unit assessments
ELL Periodic Assessment - ELL Periodic Assessment and the NYSESLAT

Progress is demonstrated by comparing Pre and Post. If the post is higher than the pre, then there is progress.

We identified the following areas of needs: language acquisition, speaking, grammar, sentence starters, conversations and discussions, questioning, phonemic awareness, phonics, decoding skills, vocabulary, and comprehension.

4. What structures do you have in place to address interventions once the summative data has been gathered?
In September, once we gather and analyze all the summative assessment results, we place students in the appropriate programs according to their needs: level 1 and low 2 students will receive RTI/AIS small group instruction, mid-level 2 and level
3 students in after school programs, and Saturday Programs (Depending on funding availability.) The structures in place will address the needs of all ELL students.

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.] To support ELLs in grades 4-5, who scored level 1 on last year’s state test, they are receiving Tier II, additional small group targeted instruction with a reading teacher for 30 minutes daily. ELLs who scored level 2 on last year’s state test, are offered Title III’s after school program. All other ELLs receive Tier 1, rigorous and evidence –based curriculum, including English language development in small group instruction with the classroom teacher. For ELLs in grades K-3, we use the F & P reading levels to determine level of support needed and use the same above model to support them. The school will contract consultants to provide professional development on Orton Gillingham to teachers in grades K-2 to provide the essential phonics instruction for our ELL students.

For grades K-5, our schools uses the independent Fountas & Pinnell Reading levels to determine the need for AIS/RTI. Students who are on level 1 as per “Teachers College Benchmark Reading levels and marking period assessments” will be targeted for AIS/RTI service. In addition, for grades 4-5 (students with State ELA and Math scores), we use the scale scores as per State Mandated AIS/RTI benchmarks to target the students who need or at risk for RTI.

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].)

According to the NYSITELL results from as of 9/15/17, 271 students took the NYSITELL. The results are as follows: 154 (56.9%) Entering, 43 (15.9%) Emerging, 31 (11.4%) Transitioning, 24 (8.9%) Expanding, 19 (7%) Commanding. This shows that most students are Entering.

Out of all 271 students who took the NYSITELL, 250 are kindergarteners. Most new ELLs are in Kindergarten and 154 of them are Entering.

According to the Spring 2017 NYSESLAT, 33.5% of our ELLs passed (Passed by Grade: Grade K-36.8%, Grade 1-37.1%, Grade 2-44.4%, Grade 3-19.1%, Grade 4 – 37.6% and Grade 5 – 5.6%). Grades 2 and 4 have the highest percentage passing.

Out of 792 ELLs who took the NYSESLAT, 2.3% were Entering, 8.5% were Emerging, 15.2% were Transitioning and 40.7% were Expanding. The majority of students are on Expanding level. The ELL Data Analysis Tool for school year 2017-2018 is not available as of 9/15/17.

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

Once we receive the most updated NYSESLAT results, and the NYSITELL scores on all new incoming students in September, we will use the results to make adjustments to our programs. All students who passed the NYSESLAT and the NYSITELL will be placed in monolingual classes. Former ELL students will continue to receive 90 minutes of ENL support. Self-contained ENL classes and self-contained Chinese Bilingual classes will have ELLs ranging from Entering to Expanding levels. Our data specialist use the ELL Data Analysis Tool report (EDAT) to analyze data for each class. Mrs. Alice Lee, assistance principal, will review the report with each grade level during weekly grade meetings to show teachers how to read the information on the report and how to use the information to group students according to their language levels, strengths and weaknesses on each of the modalities. Classrooms that are self-contained and served by a licensed ENL teacher or bilingual teacher will provide the mandated ENL services to ELL students according to their needs. Classrooms taught by non-ENL licensed teachers will be services by a push-in ENL teacher according to their needs. The ATS report RESI is run to ensure all ELL students are in self-contained ENL classes or bilingual classes where they receive the appropriate ENL services. All classroom teachers with ELL students will indicate when students are receiving standalone or integrated ENL services, or Home Language Arts instruction on their program cards.
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.

      The Freestanding ENL program (self-contained) in grades K-5. All Self-Contained Freestanding ENL programs are taught by teachers who are dually certified in both ESL and the Common Branch license. In classes where the teacher is not ESL licensed, a licensed ESL teacher will collaboratively work together with the classroom teacher to service ELLs. All classes are heterogeneous grouped (mix of Advanced, Intermediate and Beginners) by grade. ENL mandated minutes will be provided to students according to the new requirements as indicated per CR Part 154 for Entering, Emerging, Transitioning, Expanding and Commanding levels.

      Integrated and Stand-alone ENL are implemented by the classroom teacher using flexible heterogeneous (mixed proficiency levels) grouping, e.g. grouped by modality or reading ability. All ELLs in an ENL program are placed in a self-contained class with a classroom teacher who is licensed in ENL and Common Branch. Therefore, all students are in one class.

      Stand-alone ENL: Entering students receive 180 ENL minutes of per week
      Integrated ENL/ELA: Entering students receive 180 ENL minutes per week

      Stand-alone ENL: Emerging students receive 90 ENL minutes per week
      Integrated ENL/ELA/Math/Science/Social Studies: Emerging students receive 90 ENL minutes per week in each of the ELA and content area

      Integrated ENL/ELA/Math/Science/Social Studies: Transitioning students receive 90 ENL minutes per week in each of the ELA and content area

      Integrated ENL/ELA/Math/Science/Social Studies: Expanding students receive a total of 180 ENL minutes per week in the ELA and/or content area

      Integrated ENL/ELA/Math/Science/Social Studies: Commanding students receive a total of 90 ENL minutes per week in the ELA and/or content area

   b. TBE program. If applicable.

      P.S. 105 has Chinese Bilingual classes on each grade level, K-5. All TBE programs are taught by licensed Bilingual teachers. The mandated ENL minutes is integrated according to the new requirement as dictated per CR Part 154 for the 5 proficiency levels. In all TBE classes, a Native Language Arts teacher will teach the Home Language Arts as a cluster.

      Integrated and Stand-alone ENL are implemented by the classroom teacher using flexible heterogeneous (mixed proficiency levels) grouping, e.g. grouped by modality or reading ability. All students in a bilingual program are placed in a self-contained bilingual class with a classroom teacher who is licensed in Bilingual and Common Branch. Therefore, all students are in one class.

      Stand-alone ENL: Entering students receive 180 ENL minutes of per week
      Integrated ENL/ELA: Entering students receive 180 ENL minutes per week

      Stand-alone ENL: Emerging students receive 90 ENL minutes per week
      Integrated ENL/ELA/Math/Science/Social Studies: Emerging students receive 90 ENL minutes per week in each of the
ELA and content area

Integrated ENL/ELA/Math/Science/Social Studies: Transitioning students receive 90 ENL minutes per week in each of the ELA and content area

Integrated ENL/ELA/Math/Science/Social Studies: Expanding students receive a total of 180 ENL minutes per week in the ELA and/or content area

Integrated ENL/ELA/Math/Science/Social Studies: Commanding students receive a total of 90 ENL minutes per week in the ELA and/or content area

c. DL program. If applicable.
N/A- We do not have DL program.

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)?

The ELL Coordinator, Mrs. Alice Lee ensures that all identified ELLs are provided with the mandated number of instructional minutes according to their proficiency levels in each program model. Teachers will indicate in their program cards (a copy in the main office and place on classroom door) the required Stand-alone ENL minutes, Integrated ENL minutes and HLA minutes. Teachers are to follow what's on their program card. Teachers' program cards are reviewed and approved by the ELL coordinator, Mrs. Alice Lee before it is posted on their classroom door.

Mrs. Alice Lee uses the data from the ATS: RLAT and RLER reports (provided by the data specialist, Ms. Amy Chan) to assign teachers to provide ENL service for ELLs. Mrs. Alice Lee creates the program/schedule for the ESL teachers and provides PD’s to the entire staff to ensure the delivery of ENL, ELA and NLA instructional minutes are delivered in each program model as per CR Part 154.

Assistant Principal (ELL Coordinator), Alice Lee will review the new requirements as per CR Part 154 at the welcome back conference with the entire staff in the beginning of school year 2017-2018. The implementation of Part 154-2 (K-8) English as a New Language (ENL) units of Study and staffing requirements will be explained and discussed. For all self-contained or Freestanding ENL programs, teachers will incorporate requirements as per CR Part 154 requirements: Entering level students will receive 360 minutes of ENL, with a minimum 180 minutes of standalone ENL, and a minimum 180 minutes integrated ENL/ELA. Emerging Level students will receive 360 minutes of ENL, with a minimum 90 minutes of standalone ENL, a minimum 180 minutes integrated ENL/ELA, and a minimum 90 minutes of standalone or integrated ENL (with ELA or any other content area.) Transitioning level students will receive a total 180 minutes of ENL, with a minimum of 180 minutes integrated ENL/ELA, and a minimum of 90 minutes of standalone or integrated ENL (with ELA or any other content area.) Expanding level students will receive a total 180 minutes of ENL, with a minimum 180 minutes of integrated ENL/ELA or other content area. Commanding level students will receive a minimum of 90 minutes of integrated ENL/ELA or other content area. All former ELLs will receive 90 minutes of integrated ENL/ELA or other content area for 2 years after reaching proficient/commanding level. All self-contained Freestanding ENL classes are taught by teachers who are dually certified in both ESL and Common Branch. In classes where the classroom teacher is not ESL certified, a certified ESL teacher will work collaboratively with the classroom teacher to service the ELLs. One unit of study Home Language Arts (180 minutes) aligned with the CCLS will be taught in all TBE classes. These units will be taught by the classroom teacher and/or by a Native language arts cluster teacher.

In the beginning of the school year, teachers in the TBE programs, Self-contained and ENL programs are informed about the mandated number of instructional minutes for ELLs to be provided according to their proficiency levels which is indicated on their program cards. Self-Contained ENL and TBE classes would indicate on their program cards when ENL, ELA and NLA are taught during the day. All teachers of ELLs also received a copy of the NYSESLAT results with their students' proficiency level in
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.

**ENL:**
P.S. 105 teachers have developed curriculum maps with units in literacy as well as Math, Social Studies, and Science, that are aligned to the Common Core Standards. All teachers follow the unit plans on the curriculum map, regardless of their program model. However, teachers differentiate their resources and instruction according to their students to teach the content. Teachers include a content objective as well as a language objective in their lessons. All teachers have access to grade level curriculum maps posted on the school server, including all supporting staff.

In the Self-Contained classes, ELA and content areas are taught in English using ENL strategies. Content area learning is integrated with literacy. The school provides many leveled books in Science, Math, and Social Studies, fiction and informational genres to support all ELLs in their learning. Teachers use Close Reading strategies to support ELL students with complex text. Content knowledge learning is infused in Read Alouds, Shared Reading and Guided Reading with ENL strategies (i.e. Use of visuals, TPR-Total Physical Response, CALLA, and dramatization). The workshop model is implemented in all lessons with small group instructions to differentiate for students. Teachers can form flexible grouping according to students’ needs in the four modalities, reading levels, or groups by skill based, etc. Classes with ESL teachers provide the mandated ENL periods according to students’ proficiency levels. They articulate and plan collaboratively with the classroom teachers to provide the appropriate support in content, strategies, and skills needed for each child to succeed. They support the classroom teachers in the teaching of content area by supporting students with ENL strategies in the learning of content knowledge, content vocabulary with a focus on the four modalities in language acquisition. Any teacher who can speak the native language of the students in the Freestanding ENL classrooms are encouraged to use the native language to support student learning when necessary with translation or small group instruction. Native language resources such as picture dictionaries and native language literature in Chinese/English, or Spanish/English are available in the classrooms to support student learning.

**TBE:**
In the TBE program, for language of instruction, teachers follow the suggested ratio in the Language Allocation Policy for English and the students’ native language. However, differentiation is provided depending on the students’ English proficiency, and the time admitted to the U.S. school system. The delivery of instruction in the content area is in Chinese in accordance of the LAP. In the upper grades, when students come with proficiency of the native language, teachers translate teaching materials with English side by side to ensure comprehension. New concepts, skills and strategies are taught in the native language, then taught in English using ESL strategies focusing on key vocabulary words in the content. Students in TBE classes receive one period per day in the Native Language Arts to strengthen and maintain their native language skills. To support teachers in the teaching of the native language, Effective Way of Learning to Listen, Speak, Read, and Write Chinese by Wendy Lin is used for the Chinese native language arts. In addition, the school has purchased over $100,000 dollars worth of children’s literature in fiction and informational resources in Chinese/Spanish to support the learning of ELL students in their native language. Many of these books are sent home with students daily to promote parental involvement in reading with their parents, especially in the younger grades. For beginning ELLs, about 75% of the instruction is provided in the native language and 25% in English. The percentage of instruction in English will increase as the students’ English proficiency increases. For Transitioning ELLs, the language allocation is about 50:50 and for the Expanding ELLs, about 25:75.

In addition to the Workshop Model in Balanced Literacy, all program models have access to the following resources to support ELLs in their learning: Award Reading (K-3), On Our Way to English (K-5), Discovery Education in Science (on-line subscription), Capstone e-books, Mylibrary (on-line subscription), books with CDs and audio tapes, BrainPop, Benchmark Comprehension Strategies for ELLs, Heinemann’s Primary Comprehension Toolkit for ELLs in grades K-6, etc.

The school aligns all instruction to the Common Core Learning Standards on all units of studies on the curriculum maps. All contents on the curriculum map are non-negotiable. All students are held to the same standards with differentiation and scaffolding according to their learning needs. All programs including extended day and after school programs follow and implement these expectations.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Bilingual classroom teachers and the Home language Arts cluster teachers will use the Home Language Arts Progressions to evaluate ELL students’ home language throughout the year. Since teachers in the bilingual classes use the native language as the language of instruction in the content area, teachers use observations and one-to-one conferences to evaluate ELLs in their learning throughout the year. On-going progress monitoring checklists are created to track student progress. To assess learning of the bilingual students, bilingual teachers use the Side-by-Side model where unit tests are translated in the native language to evaluate student learning in the content areas as well as major concepts and skills in literacy.

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

Instructional Plans for sub-groups:

a. SIFE:
Once ELL students are identified as SIFE students, in addition to their daily learning with the classroom teacher in small group instruction, they will receive Tier II RTI in small groups. They will be offered the Title III funded ELL Success After School Program and/or the Saturday Academy. Our Pupil Personnel Team will discuss and plan any additional academic intervention for these students in consultation with their parents and the classroom teachers.

b. Newcomer:
Newcomer ELLs are invited to participate in supplemental programs funded by Title III’s after school ELL Success program as well as the Saturday Academy and summer school to strengthen their social and academic language skills. In grade K-3, students who are reading below grade levels are identified and supported by an out of classroom AIS teacher in a 30 minutes small group instruction daily. The focus for new admits is oral language, while others focus on reading and the content areas. ELLs in grades 4 and 5 who scored level 1’s on last year’s ELA receive Tier II RTI for 30 minutes daily with an out of classroom teacher. ELLs who need to take the ELA after one year will be supported by attending the Title III after school program and/or the Saturday Academy Program. Teachers with these students in TBE classes and self-contained classes will provide differentiated small group instruction. Students in TBE classes will learn content in their native language and content vocabulary in ENL periods.

All teachers in grades 3-5 receive professional development in Testing as a Genre where they will incorporate skills and strategies students need to perform well on the ELA in their daily lessons.

c. Developing:
ELL students receiving ENL services for 4-6 years, and has not shown progress on the NYSESLAT or other standardized state tests, may indicate a need other than language. These Potential Long Term ELL student profiles are discussed at PPT meetings for possible interventions as well as possible referrals. They are invited to attend supplemental programs funded by Title III after School and Saturday ELL Success programs. The school also provides workshops to parents of ELLs at PTA meetings to engage parents to support the learning of their children. Teachers will also meet with parents 1:1 on Tuesday afternoons to discuss and develop action plans for these students. Teachers differentiate and target the needs of these ELLs. Their progress is closely monitored to determine effectiveness of instruction and strategies.

d. Long Term:
We do not have ELLs receiving services after 6 years. However, in the event that we have long-term ELLs, we will follow the same procedure as we would with ELLs receiving services for 4-6 years.

e. Former ELLs:
Former ELLs will be receiving push in integrated ENL/ELA or other content area services, 2 periods per week, 90 minutes as part of the new CR Part 154.
Former ELLs are invited to attend the Title III After School Program as well as AIS program according to their needs. All Former ELLs will continue to receive testing accommodations within two years of becoming commanding on the NYSESLAT.

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?

All teachers follow the curriculum map and units of study written by teachers on each grade. All units are aligned to CCLS using the Understanding By Design Unit template listing the unit’s big idea, learning outcomes aligned to CCLS, understandings, essential questions, knowledge, skills, vocabulary, resources, assessment evidence, learning intentions of each lesson, and differentiation and scaffolding under Universal Design for Learning. (Where teachers show the ‘what’ ‘how’ and ‘why’) All teachers will begin with a pre-assessment before beginning each unit to compact the curriculum to plan and differentiate for their students according to their needs. Teachers with ELL-SWDs will adjust the curriculum according to student’s individual ability and their IEP goals. Teachers are asked to include a content objective as well as a language objective in each of their lessons to ensure that our ELLs and former ELLs continue to develop and improve their English language skills.

All materials and resources purchased by the school are available to support all classes and all students. Bilingual classes have bilingual resources. Teachers often translate and create their own resources to support student learning of the content in their home language.

Some strategies for ELL-SWDs include: Total Physical Response (TPR), visuals, charts, sentence frames, chanting, technology, hands on activities, ESL through the arts, Think Pair Share, etc.

Native language materials used include: Picture dictionaries, bilingual children’s literature, and teacher made instructional resources.

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

The school implements Balanced Literacy with the workshop model to address the diverse needs of ELL-SWDs. Teachers servicing the ELLs use assessment data to differentiate instruction as per IEP.

The school’s student population is over 90% Chinese and we have the bilingual staff to support their language needs. Bilingual Staff include: two assistant principals, a social worker, two guidance counselors, a school psychologist, a family worker, a parent coordinator, a school aide, a school nurse, a resource room teacher (SETSS), two speech teachers, two ESL push-in teachers, one AIS pull out teacher. For the Spanish speaking students, there are classroom teachers who are bilingual in Spanish as well as one school aide (used for translation).

The school supports the learning of ELL-SWD with the many Freestanding ESL classes and bilingual classes on all grade levels K-5. All classes are taught in the workshop model with small group instruction differentiated for student needs. The leveled books in the different genres and the bilingual resources in all classrooms support all learners. All teachers are provided with professional development to use ESL strategies to differentiate and support the learning of all ELL students, including ELL students with IEPs. Teachers plan and differentiate instruction using the contents on the unit plans of the curriculum map on their grade level to address the needs of their diverse learners.

Our school reviews IEP’s annually to reassess students’ needs. Students are assessed on an ongoing basis to determine whether they are meeting their goals and/or if their IEP goals need adjustments (accommodations in the classroom). The SAT (School Assessment Team) team along with the classroom teacher carefully evaluate each student’s strengths and weaknesses to recommend flexible programs that benefit the child the most. Ex. If the child does not need Special education services in Math, we would recommend the child attend math in a General Education class. Many students with special needs are in a general education class, receiving support services. This flexible programming approach is used to ensure students are receiving quality instruction in the least restrictive environment.

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.

Targeted intervention programs for ELLs:

ELA – All classes implement Balanced Literacy with the workshop model. In TBE and Self-Contained classes, teachers use the
NYSESLAT proficiency levels to group students for targeted instruction according to their strengths and weaknesses. Reading is taught in the different genres and content areas using leveled books according to students’ reading abilities. Content area learning is often integrated in the literacy components. Based on the trends from the most current NYSESLAT results, many upper grade students were weaker in speaking and listening skills. Many of our students cannot achieve proficiency due to their lack of academic vocabulary, Tier II words, and grammar. Therefore, we have purchased resources and provided professional development to teachers in these areas. The after school programs and extended day programs are focusing on the development of academic vocabulary, Tier II words, and grammar in their instruction. Chinese bilingual students receiving ESL services for 4-6 years or more may be supported with Chinese Bilingual at-risk or mandated resource room, RTI reading, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

Math – All classes use the TERC Investigation Math curriculum. Students in TBE classes are taught math concepts and skills in their native language. Students in Self-Contained classes are taught math concepts and skills with ESL strategies. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

Content Area – All classes use the Common Core Standards based curriculum map to teach Math, Social Studies and Science. Students in TBE classes are taught content concepts and skills in their native language. Students in Self-Contained classes are taught content concepts and skill with ESL strategies. However, teachers who speak the students’ native language may support their learning using the native language in small group instruction. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, RTI reading, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

The following students are targeted:
ELA level 1 ELLs are receiving AIS/RTI Tier II services
ELA level 2 ELLs are in the after school ELL Success program

Math level 1 ELLs are receiving AIS Math service
Math level 2 ELLs are in the after school ELL Success program
Science level 1 ELLs are receiving targeted small group instruction in their classroom

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Based on the F&P running records/assessment data, we have identified the following areas of needs: language acquisition, speaking, grammar, sentence starters, conversations and discussions, questioning, phonemic awareness, phonics, decoding skills, vocabulary, and comprehension.

The new programs or improvements being considered for the coming school year will be:

10. If you had a bilingual program, what was the reason you closed it?
Since all of the programs and services are essential to the success of ELL students, all programs and services will continue, as long as funding permits. However, if we lose funding in Title III, we may have to eliminate the after school enrichment programs in dance and violin for our ELLs which we began in school year 2014-2015.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All school programs are offered to all students. For example, ELLs are offered to join the chorus, band, violin, and the Student Leadership Team. Supplemental services such as the RTI, ELL Success After School Program and the Saturday Academy are offered to students according to their scores, levels, or needs, including all ELLs. Due to the large numbers of ELLs, to ensure equity, students are invited to attend the different programs according to their needs/scores/levels: RTI, ELL Success After School, and/or Saturday Academy. To maintain and promote students cultural pride and awareness, every year, twelve of our classes in grades K-5, GLOBE and bilingual participate in a Chinese Folk Dance program taught by an outside consultant funded by Title III funds.
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.

Technology is used to support ELLs by motivating students and enhancing lessons. We use it as a tool to differentiate lessons to meet individual student needs. The school has purchased many resources to support the teaching and learning of our ELLs in all content areas.

We use the following technology tool/instructional materials: Online Capstone Ebooks, Award Reading, Reading A-Z, Discovery Education in Science, National Geographic Ladders for science, World Book on line resources, on-line resources for math from Investigations, Max Phonics, My Library, Chinese Ebooks from China Sprout, and Chinese Language Arts iPad App.

Teachers use Smart Boards, mimio Boards, document cameras or iPads to enhance their lessons. For reading, we have many books with CDs, On Our Way to English, Comprehension Skills Kits, Anchor Comprehension Leveled books by Benchmark, native language books in children literature, content area, and dictionaries. Students are encouraged to take home native language literature to read with their parents on a regular basis. ELLs of all levels and in all classrooms have access to these resources.

Award Reading is used for small group instruction during literacy block according to their needs (comprehension, phonics, oral language development, listening and speaking, etc.). Max Phonics is used during literacy block for 10-15 minutes of individualized instruction according to its assessment. Online Capstone Ebooks are used during guided reading, shared reading, and assigned as a homework for reinforcement. Chinese Ebooks and Chinese Language Arts iPad app, "3QQQ" are used for teaching and supporting the development of HLA for bilingual students.

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

TBE:
In the TBE classes, for beginning ELLs, about 75% of the instruction would be provided in the native language and 25% in English. The percentage of instruction in English will increase as the students’ English proficiency increases. For Transitioning ELLs, the language allocation is about 50:50 and for the Expanding ELLs, about 25% of the instruction would be in the native language and 75% in English.

ENL/ESL:
In the Self-Contained ENL classes, all instruction is delivered in English using ENL strategies unless the classroom teacher speaks the child’s native language. In that case, for new comers, the teacher is encouraged to introduce a lesson in the content area in Chinese first, and then use ENL strategies to teach the lesson, and sum up in Chinese again to assess learning. To support ELLs, all classes are provided with picture dictionaries and bilingual dictionaries/glossaries, and native language literature. Whenever possible, teachers will use a "Buddy System" to support new ELLs.

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

With the Balanced Literacy approach, teachers teach reading and the content area with leveled books that are differentiated by students’ reading levels, grade levels, and skill sets needed. Classroom teachers and ENL providers are provided with data on the latest NYSESLAT and other available assessment data on Schoolnet in order to group and differentiate instruction according to students’ needs.

The school ensures that all required services/resources support and correspond to ELLs' ages and grade. Teachers use all available assessment data to determine ELLs' content area levels and HLA levels in order to order/select appropriate resources to support them (e.g. High interest low reading level content area books for upper grade students.).

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?
We do not share our building.

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).

For the incoming kindergarten students who registered before the school year begins, parent orientations with the incoming students are conducted in the summer by the Guidance Counselor (Chinese bilingual), and the Parent Coordinator (Chinese
bilingual) to inform parents and students of school routines, and to familiarize them with the physical building in order to ease their transition for September.

In addition, out of classroom teachers work with new ELLs in language acquisition during the month of September and October (i.e. teach them how to ask for "bathroom" and locate and say important places such as gym, cafeteria, main office, etc.)

For students who enroll throughout the school year, buddy students are assign to assist new students in class. In addition to working with the classroom teachers in small group, they are invited to after school programs, Saturday academy, or oral language support by an AIS teacher in small groups for extra support.

17. What language electives are offered to ELLs?
Currently, our school does not offer language electives to students.

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

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?

   Professional development is the key to the implementation of the Language Allocation Policy. The following professional development activities are in place:

   Sept. 2017:
   - Introduction to CR Part 154 and City guidelines on the Language Allocation Policy
   - Continue providing professional development on NYS ENL Learning Standards and NYSESLAT during Monday PD and weekly grade meetings
   - Introduction of the school’s Language Allocation Policy
   - Language allocation in Balanced Literacy
   - Language allocation in content areas
   - Analysis of assessment data (NYSITELL, NYSESLAT, state and city standardized tests, interim assessments, portfolios, etc.) to make informed determination of the English proficiency level of the students in order to provide targeted instruction.
   - Incorporating sentence frames
   - Technology-based program: Award Reading, Raz-Kids, Discovery Education, National Geographic, etc.

   Oct. 2017:
   - Professional development on Orton Gillingham for teachers in K-2 and RTI/AIS teachers.

   Nov. 2017:
   - Scaffold and Differentiate instruction for ELLs of different levels and different needs
   - Assessment of students’ native language proficiency level and in the content area
   - Research-based effective bilingual and ESL strategies

   Dec. 2017:
   - Purposeful teaching of content vocabulary and Tier II words
Ongoing:
Focus on writing: writing process and genre studies
Closed Reading Strategies
Computer: SMART Board and mimio Board technology
All of our teachers received PD on the implementation of the Common Core Learning Standards and the citywide Instructional shifts. Teachers on each grade, monolingual, ESL, and Bilingual teachers are all involved in the writing of the units on the curriculum maps on their grade level. Professional development is provided to teachers weekly at a grade meeting. These professional development sessions include:

- Writing and aligning Rubrics to the CCLS
- Creating and scaffolding lesson plans on units with appropriately challenging tasks that are rigorous
- Looking at student work to inform next steps
- Gap analysis looking at student assessment on end of unit tasks, MOSL (Measures of Student Learning), standardized tests, NYSESLAT, ELL Periodic Assessment, etc
- Overview of the NYSESLAT to determine challenges for students
- How to create daily lesson plans to teach strategies and skills needed to succeed on the NYSESLAT
- How to implement Close Reading strategies to help ELL students comprehend complex texts
- How to teach vocabulary and grammar to ELL students
- How to target student needs in small group instruction

All of the above Professional Development are also offered to the non-pedagogic staff, e.g. paraprofessionals, guidance counselors, school psychologist, family worker, related service providers.

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 Guidance Counselors provide workshops to Fifth Grade Teachers, parents and students to explain the application process and the various programs offered in the middle schools, and make appropriate program recommendations for ELLs students. They arrange inter-school visits for fifth grade classes to visit the middle schools to familiarize ELL students with middle school settings. The Guidance Counselors (Chinese Bilingual) addresses concerns of the ELL parents. They also assist students and parents in the application process. The 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers of ELL-specific professional development is provided to the staff in multiple ways:

We provide on-going in-house training conducted by Assistant Principals, Generation Ready consultants, Literacy and math coaches during weekly Professional Activity Periods, classroom demonstrations, and PD dates (Mondays' 80 minutes, Chancellor's PD days). In addition, all teachers are encouraged to attend outside workshops on best instructional practices for ELL students. The school funds these workshops with Title III funds.

Our school keeps binders for all weekly Professional Developments. The school administrators keep and maintain a binder of all in-house PD’s for ELLs. In addition, the payroll secretary keeps a binder of all external PD’s that teachers attend throughout the year.

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?

Parental Involvement:

1. Public School 105 conducts Parent Orientation Meetings and parent workshops throughout the year at PTA meetings. At
these meetings, oral translation in both Chinese (over 90% of the student population) and Spanish (3% of the student population) is always provided. Written materials are translated in Chinese. The school combines Title I, Title III and Fair Student Funding to provide the following workshops to ensure that parents are actively involved in their children’s education:

- Introduce ELL programs or a new academic program to the parents
- Inform parents about the Language Allocation Policy
- Explain the state and the city’s regulations related to ELLs or new initiatives
- Conduct workshops on students/parents’ rights, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
  - Conduct workshop on the citywide instructional shifts and the CCLS
  - Conduct Reading Workshops on how to read and ask questions in the Native Language to promote students’ reading comprehension
- Provide parenting classes
- Plan Parent Teacher Association (PTA) program and activities
- Set up parent lending library with resources for parents as well as for students in the different languages
- Family trips to cultural institutions (Parents with their children)
- Representation of the student population on the PTA executive board and the school SLT
- Workshops on social and health wellness for parents and students
- Workshops on the cultural differences on school expectations and disciplinary actions in the U.S. school system
- Native language books in the different genres for students to take home and read with their parents

2. Provide oral translation at PTA meetings, SLT meetings, Parent Teacher Conferences, and any meetings with school staff. All written school correspondences are translated in Chinese.

3. In addition to parent-teacher conferences, initial parent orientation, 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 language proficiency assessment results, and language development needs in all content areas. Translation will be provided to parents with teachers who cannot speak their home language during these meetings through in-house staff, telephone translation, or translators requested from the DOE Translation unit.

4. In September, we conduct an ELL Parent Orientation meeting with all parents of ELLs to explain the goals of the program and language development using parents’ native language, e.g, Chinese, Spanish, Arabic, etc. Language development needs in all content areas are also discussed.

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

The parent coordinator keeps binders of PTA meetings with agendas and minutes. Teachers keep logs and documents of 1:1 parent meetings, phone calls, or letters during Tuesdays, parent involvement.

Parent involvement in our school include: Participation in the School Leadership Team and PTA, shows and celebrations such as Chinese New Year celebration, Mother’s Day Celebration, Grandparent’s day, Used Book Sale, Penny Harvest, Canned Food Drive, Movie Night, curriculum nights, Tuesdays parent involvement, Newsletters sent home in the parents’ native language to inform about curriculum and current events, parent workshops conducted by their child’s teacher, guidance counselors, parent coordinator and social worker, etc.

Teachers also conduct workshops on Tuesday afternoons by inviting parents to attend with their child on various workshops conducted in the parent’s native language to support their child in reading, math, and other topics.

**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, Johanna Castronovo, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).

2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.

3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.

4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

5. Student is administered the NYSITELL, if eligible.

6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.

7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.

8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.

9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.

11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johanna Castronovo</td>
<td>Principal</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Alice Lee</td>
<td>Assistant Principal</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Yi He (Melody) Zhao</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Kathleen Riordan</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Cui Fang Lin</td>
<td>Parent</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Jessdine Hum/ESL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Chun Yan (April) Yee/Bilingual</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Elizabeth Hass</td>
<td>Coach</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Vasiliki Nanas</td>
<td>Coach</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Betty Wan</td>
<td>School Counselor</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Superintendent</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Mabel Lam</td>
<td>Other Speech Therapist</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>Amy Chan</td>
<td>Other Data Specialist</td>
<td></td>
<td>09/06/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>09/06/17</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 20K105  School Name: The Blytheboune  Superintendent: Costantino

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>YiHe (Melody)</td>
<td>Zhao</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

We use the ATS reports: RHLA (Home Language Aggregation), RPOB (Place of Birth Report) and the RAPL (Adult Preferred Language Report) to assess the language needs of our school.

Our school's data specialist downloads these reports from ATS and analyzes them using Microsoft Excel. The analysis is completed yearly and is presented to the principal and parent coordinator.

In addition, the results of Home Language Identification Surveys (HLIS) and student emergency contact cards show that Chinese is the language that is most preferred by the parents for written and for oral communication, Mandarin (Chinese dialect).
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese (Mandarin, Cantonese)</td>
<td>1272</td>
<td>89.01%</td>
<td>1276</td>
<td>89.3%</td>
</tr>
<tr>
<td>English</td>
<td>100</td>
<td>7%</td>
<td>94</td>
<td>6.58%</td>
</tr>
<tr>
<td>Spanish</td>
<td>38</td>
<td>2.66%</td>
<td>36</td>
<td>2.52%</td>
</tr>
<tr>
<td>Arabic</td>
<td>15</td>
<td>1.05%</td>
<td>17</td>
<td>1.19%</td>
</tr>
<tr>
<td>Turkish</td>
<td>3</td>
<td>.21%</td>
<td>4</td>
<td>.28%</td>
</tr>
<tr>
<td>Albanian</td>
<td>1</td>
<td>.07%</td>
<td>2</td>
<td>.14%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Excluding Chinese, we do not have any other parents' preferred languages that represent at least a 10% population of our school or more.

### Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Curriculum Conference, Open School Week, Parent Teacher Conferences</td>
<td>September - June</td>
<td>Parent Coordinator translates these documents in a timely manner. Translations for the other languages that we are unable to provide at the school are provided by the DOE Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Half Days, Chancellor's Professional Development Days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Meeting (Invitations, Agendas, State testing dates)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent orientation letters and information packets (Kindergarten, Middle School)</td>
<td>July - June</td>
<td>The parent coordinator and guidance counselors translate these documents in a timely manner.</td>
</tr>
</tbody>
</table>
### Performance/Event Invitations:
Chinese New Year Performance, Annual Greek and Irish Cultural Performances, Concerts, Graduations, Stepping up Ceremonies, Awards Ceremonies, Canned Food Drive, Movie Night, etc.

Translations for the other languages that we are unable to provide at the school are provided by the DOE Translation and Interpretation Unit.

### ELLs (Program Placement Letters, Parent Orientation Letters, ELL After School Program Invitation Letters, etc)
August-October

Parent Coordinator translates these documents in a timely manner.

Translations for the other languages that we are unable to provide at the school are provided by the DOE Translation and Interpretation Unit.

### School Policies (Cell Phone Policy, Student Contract on the Cell Phone Use, Grading Policy, Report Cards, Health and Safety memos, etc)
September - June

Parent Coordinator translates these documents in a timely manner.

Bilingual classroom teachers translate these documents in a timely manner.

Translations for the other languages that we are unable to provide at the school are provided by the DOE Translation and Interpretation Unit.

### Curriculum Unit Outlines, parent workshop materials, newsletters, etc.

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences, Parent Curriculum Conference, ELL Parent orientation, Tuesday afternoon 1:1 parent involvement</td>
<td>September, November, March, May</td>
<td>School based bilingual staff, Community Based Organization (CBO) volunteers, DOE Translation and Interpretation Unit</td>
</tr>
<tr>
<td>Student Registrations</td>
<td>August - June</td>
<td>School based bilingual staff</td>
</tr>
<tr>
<td>IEP Meetings, suspensions, incidents,</td>
<td>September - June</td>
<td>School based bilingual staff</td>
</tr>
<tr>
<td>Monthly PTA and SLT Meetings</td>
<td>September - June</td>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>
3. Describe your school's communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We hire a staff that is bilingual to accommodate everyone's language needs. We utilize every staff member to help limited-English-proficient families in the event of a school emergency.

Our school provides language assistance for languages that our school personnel does not speak by contacting the DOE's Translation and Interpretation Unit.

Through phone messages and Remind.com, our school sends home messages in English and Chinese translations to parents. Our parent coordinator translates the messages in Chinese. In addition, we utilize eChalk to create our school website. The website is translated in 80 languages. Users select the languages they want to see.

Part C: Training Staff on Policies and Procedure

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

The principal shares the information on Chancellor's Regulation A-663 during faculty conference to all staff. Handouts with this regulation and contact information are given to all staff. In addition, the contact information for the DOE's Translation and Interpretation Unit is posted in the main office for the staff to utilize.

All Chancellor's Regulations are posted on our school server.

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..)

Our school has a large number of Chinese bilingual staff. At least 70% of our staff is bilingual. We have teachers who can speak, read, and write in these two identified languages: Chinese and Spanish. This enables us to provide efficient, quality, and timely written translation services to our parents. We allocate per session positions for written translation in these two languages. The per session hours allocate for these positions will be flexibly allocated according to the actual language needs of the school. Teachers hired for the proposed positions will work on flexible hours before/after school as needed to translate or update documents. The school assigns a supervisor to monitor the materials to be translated and make sure that they are approved under NYCDOE guidelines and not a duplicate of a translation done by the DOE Translation and Interpretation Unit.
In addition, teachers collaborate as a grade during Tuesday parent involvement time to create monthly newsletters which is translated in the parents’ native language in order to keep parents informed about curriculum, projects and activities.

Our school has always been doing its best to provide its parents with quality translation services. The school began translating all school correspondences and important DOE documents since the early nineties. With the translation and interpretation services provided at all events, the communication between school and parents has been greatly enhanced. Many more parents participate at PTA meetings and parent teacher conferences or come to volunteer at school.

On a regular basis, there are approximately 200 to 300 parents attending our PTA meetings. We have parents on the SLT who do not speak English. To ensure understanding and participation, the assistant principal or the parent coordinator translates at the meetings. The parents are now better informed about the school’s curriculum, the learning standards, and the testing requirements. They are also better informed about different programs offered for the students in the school and their rights to choose among these programs. The increased contacts and inquiries from parents indicates that they are now more involved in their child/children’s education and understand how to fulfill their responsibility as parents. This would not have been possible if we didn't have comprehensible oral and written communication between the school and the parents, which is always provided in translation. With additional funding from the DOE for translation services and the plans we outlined above, we believe that our parents’ language needs are being addressed and the requirements of CR A-663 are met.

Posters for help with translations in 10 different languages are posted on the bulletin board by the school entrance.

**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?

The school gathers feedback from parents on the quality and availability of services during PTA and School Leadership Team (SLT) meetings. Feedback is given to the principal and the principal then creates plans to ensure effective and efficient communication with all parents.

In addition, the parent coordinator schedules a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on communicating with families.