2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 32K106
School Name: P.S. 106 EDWARD EVERETT HALE
Principal: MAGALY MONCAYO
School Comprehensive Educational Plan (SCEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Edward E. Hale Elementary - P.S. 106</th>
<th>School Number (DBN):</th>
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<tbody>
<tr>
<td></td>
<td>32K106</td>
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<table>
<thead>
<tr>
<th>BEDS Code:</th>
<th>333200010106</th>
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<tbody>
<tr>
<td>Grades Served:</td>
<td>Pre K – 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>1328 Putnam Avenue Brooklyn, NY 11221</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-574-0261</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-574-1054</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Magaly Moncayo</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mmoncayo@schools.nyc.gov">mmoncayo@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Magaly Moncayo</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Briget Ramos</td>
</tr>
<tr>
<td>Parents' Association President:</td>
<td>Jamel Cooper</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Wanda Gonzalez</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Elaine Ortiz</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
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#### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>32</th>
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</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Sheila Gorski</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>District Office 32</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:SGorski@schools.nyc.gov">SGorski@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-574-1100</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-574-1245</td>
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</table>

#### Field Support Center (FSC)

2018-19 SCEP-FL
<table>
<thead>
<tr>
<th>FSC:</th>
<th>Brooklyn North 94</th>
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</thead>
<tbody>
<tr>
<td>Executive Director:</td>
<td>Bernadette Fitzgerald</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td>Brooklyn North Regional</td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:BFitzge2@schools.nyc.gov">BFitzge2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-935-3954</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-935-2382</td>
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</tbody>
</table>
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 School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>
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</thead>
<tbody>
<tr>
<td>Magaly Moncayo</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Briget Ramos</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jamel Cooper</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Elaine Ortiz</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>
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</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>Wanda Gonzalez</td>
<td>Member/Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Michelle Sanchez</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Ana Anglada</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Carmen Singfield</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Maribel Nieves</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Maribel Figueroa</td>
<td>Member/ Parent</td>
<td></td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) 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.

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

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

### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 2017-18 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. Structures 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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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: In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

Step 4: 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 5: Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

Step 6: 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 7: 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: SCEP Overview

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

   At Edward Everett Hale Elementary our mission is to work in collaboration with students, families, and the community to provide a nurturing environment committed to achieving excellence. We foster academic achievement where each child is presented with a solid foundation of skills, knowledge, and values. This framework will enable the scholar to become a well-rounded, college and career ready productive member in an ever changing world.

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

   The Edward E. Hale School P.S. 106, is an elementary school nestled in the Northern part of the Bushwick community in Brooklyn. It is a community who prides and celebrates the beauty of its diversity. Composed of a rich cultural ensemble that reflects many cultures, beliefs and customs which makes our community quite unique and rich in character. Our culturally diverse population is comprised of various ethnic groups, with an increasing rate of immigrant groups from various countries such as Mexico, Ecuador, Dominican Republic, Honduras and Yemen.

   Throughout the past five years, the community has undergone changes that have affected student registration across School District 32. As the community undergoes gentrification, student enrollment has decreased. P.S 106, currently houses a total of 430 students from pre-kindergarten through grade 5. The school embodies 12% Black, 85% Hispanic, 2% White, and 2% other students. Out of our 430 students, 33.33% are classified as English Language Learners (ELLs), 27.27% are students with disabilities and over 90% live below the poverty level. The average attendance rate for the school year 2017 - 2018 was 91.6%.

   The scholars at P.S. 106 partake in State and City approved curricula which include programs such as GoMath, Passports, CS4ALL, Allgebra4All, Fundations and Reading Streets. In collaboration with the COMPASS program (a CBO housed in our school), we aim to develop well-rounded individuals. Our students are afforded the opportunity to take part in social and emotional developmental programs and activities. Through the Tiger Leaders, our students build citizenship and leadership skills as they learn and collaborate with peers. The scholars are encouraged to participate in democratic decision-making for the larger student body on their grade. Tiger Leaders facilitate the organization and execution of the Fifth Grade Graduation, Field Day, Red Carpet Day, and Spirit Days. Behavioral incentive programs, such as the Boys and Girls Basketball Program are bridging social gaps between age groups, gender roles, language and cultural barriers. Our Art Club, bridges families, staff, former students and current scholars in exploring various art forms and mural making. As a result, the school’s collaborative efforts promote a thriving and productive school culture for students and adults, as noted in the decreasing number of incidents and suspensions.

   We will continue to strengthen rigorous instruction through collaborative teams, Professional Development and data analysis. This year, our primary grade teachers were engaged in norming the results of the Fountas and Pinell benchmark assessment as well as full implementation of the Fundations system. As the teachers analyzed assessment data, fluency was determined to be an area of need. Our Literacy Coach supported the development of fluency lessons that promoted coherency and impacted student learning as well as teacher instruction.

3. **Describe any special student populations and what their specific needs are.**
Out of our 430 students, 33.33% are classified as English Language Learners (ELLs), 27% are students with disabilities. The ELL population is rapidly growing. While the majority of our ELLs meet educational standards and expectations in our Bilingual classes, some demonstrate diverse needs, other than the attainment of the English language. About 5% of these students have not received prior educational instruction. We currently have two Bilingual Special Education classes.

Our Special Education sub-group is comprised of 27% of our student body. The needs vary from students in self-contained classes to physical or speech therapy.

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.

As per the 2017 NYC DOE School Performance Dash Board, Edward Everett Hale Elementary School rated 3.56 in Effective School Leadership and 3.55 in the Trust domain of the Framework for great schools.

This year, we have established leadership teams, grade leaders, and the Ambassador group who are charged with various leadership roles that encompasses instructional, social-emotional and development of positive school culture.

We have established systematic feedback meetings for articulation. Supervisors use the Danielson Framework for Teaching to establish clear expectations for classroom practice and support teacher development. Teachers receive timely feedback that highlights strengths, identifies challenges and provides next steps to promote professional growth and improve classroom practice. Grade level teams as well as small group and individual planning sessions help meet the specific needs of new teachers.

Based on teacher surveys conducted in September, Professional Development workshop series’ were organized to meet teachers needs that included analyzing data to design data-driven instruction and integrating technology into our classrooms. Through this forum, the staff has expressed they feel safe in sharing their needs and feel supported by the Administration...Thus, building on Trust.

Key Area of Focus for SY 2018-2019:

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.

During school year 2018-2019 several initiatives will be implemented to improve rigorous instruction:

- Collaboration with FSN and school district
- Grade and subgroup coaching
• Algebra 4 ALL and Generation Ready PD series
• CS 4 ALL (Cohort 2) implementation
• Reading Rescue
• Universal Literacy Initiative
### School Demographics and Accountability Snapshot for 32K106

#### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 422
- **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)**: 56
- **# SETSS (ELA)**: 23
- **# Integrated Collaborative Teaching (ELA)**: 41
- **# Special Classes (Math)**: 55
- **# SETSS (Math)**: 18
- **# Integrated Collaborative Teaching (Math)**: 41
- **Types and Number of Special Classes**: N/A

#### Demographic Information
- **White**: 14
- **Hispanic or Latino**: 14
- **American Indian or Alaska Native**: 14
- **Economically Disadvantaged Students**: N/A
- **Economically Disadvantaged Students with Disabilities**: N/A
- **American Indian**: N/A
- **Economically Disadvantaged Students**: N/A

#### Racial/Ethnic Origin (2017-18)
- **White**: 14
- **Hispanic or Latino**: 14
- **American Indian or Alaska Native**: 14
- **Economically Disadvantaged Students**: N/A
- **Economically Disadvantaged Students with Disabilities**: N/A
- **American Indian**: N/A
- **Economically Disadvantaged Students**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Years Principal Assigned to School**: 2018-19
- **# of Assistant Principals**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 16%
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **ELA Performance at levels 3 & 4**: 24.2%
  - **Mathematics Performance at levels 3 & 4**: 23.3%
- **Science Performance at levels 3 & 4 (4th Grade)**: 73%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: NO
  - **Economically Disadvantaged**: NO

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

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

#### Adequate Yearly Progress (AYP) in Graduation (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: NO

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2018-19 SCEP-FL
<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>N/A</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
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</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>x</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>x</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td></td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

During the 2017-2018 school year, the school went through a comprehensive Quality Review. Feedback from the review indicated areas of celebration including P.S. 106 provides a safe, welcoming environment for students, teachers, and parents; Students speak highly about the way the school leaders and teachers care for them; Parents expressed the school is staff is readily accessible. Also, the reviewers found the teachers are collegial and the school leader has provided time for teacher collaboration to improve their practice.

We began academic year 2016-2017

Area of need, was to build on the development of effective and rigorous pedagogy to ensure that instructional strategies and activities maximize student engagement. Through this medium, academic growth will subsequently continue to improve.

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Framework for Great Schools (Rigorous Instruction) using such data sources as Advance, Quality Review, School Quality Snapshot, the NYC School Survey and other relevant data sources, our findings are aligned with those suggested by the
DTSD E and PPO to ensure that instruction is differentiated, rigorous and aligned to the Common Core Learning Standards.

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To support **rigorous instruction**, by June 2019, 70% of students in grades K-5 will demonstrate progress of at least one year of growth based on the beginning and end of year Fountas and Pinnell reading assessments. 25% of students in grades 3-5, will have increased scores by one level on their ELA and Math performance tasks, aligned to Next Generation standards.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All Teachers</td>
<td>September 2018 – June 2019</td>
<td>School Leaders, Grade Lead-Teachers, Pedagogues.</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>Grade Specific Teacher Teams</td>
<td>September 2018 – June 2019</td>
<td>School Leaders and Grade Lead-Teachers</td>
</tr>
<tr>
<td>Continuous professional development and implementation of Research-based instructional programs (Fountas and Pinell, Fundations, Estrellitas, GoMath and Generation Ready Algebra 4ALL). Adjustments will be made based on needs of English language learners and students with disabilities.</td>
<td>Grade Specific Teacher Teams</td>
<td>September 2018 - June 2019</td>
<td>School Leaders, Grade Lead-Teachers, Pedagogues.</td>
</tr>
<tr>
<td>After providing the schools' Comprehensive Educational Plan, school leaders and grade leaders will attend and facilitate bi-weekly curriculum alignment sessions for grade specific teacher teams. Checks for understanding and performance tasks will be evaluated using the school-wide rubric.</td>
<td>Grade Specific Teacher Teams</td>
<td>September 2018 - June 2019</td>
<td>School Leaders, Grade leaders, Literacy Coach, Pedagogues.</td>
</tr>
<tr>
<td>Baseline assessments for standardized assessment will be completed i.e. running records, teacher made assessments, and programmatic assessments. Baselines will be analyzed; Instructional programs and Academic Intervention Services (AIS) services aligned.</td>
<td>Grade Specific Teacher Teams</td>
<td>September 2018 - June 2019</td>
<td>School Leaders, Grade leaders, Literacy Coach, Pedagogues.</td>
</tr>
<tr>
<td>• Engaging families and supporting their understanding of Rigorous Instruction and the Next Generation Standards in order to support their children at home.</td>
<td>Parents</td>
<td>September 2018 - June 2019</td>
<td>School Leaders, Parent Coordinator</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.

At P.S. 106K we will provide training and materials for parents on how to improve study habits and various academic subjects. Parents will be provided with opportunities to participate in monthly workshops (September 2018–June 2019) that will address: Understanding Grade specific curricula, Next Generation Standards, Understanding IEP's, Strategies to help our ELL students, Resources to help students with homework.

Key personnel responsible for implementation and oversight: Parent Coordinator, IEP Teacher (Ms. Sanchez), ELL Teacher (Ms. Crespo), Principal, AP's, Literacy Coach. Information will be conveyed to parents in their home language.

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

- **Human Resources**: administration, instructional support staff,
- **Instructional Resources**: core and supplemental curricula, unit plans, curriculum maps, assessment schedules, differentiated checks for understanding, research-based learning strategy articles, progress reports, calendars,
- **Schedule adjustments**: professional development schedules and common preps.
- **Collaboration and networking with the North Brooklyn FSC.**
- **Per session will be allocated in Galaxy for Professional Development sessions and parent workshops.**
- **Order and purchase supplies and materials.**
- **Common preps and block scheduled to provide opportunities for teachers to meet and plan.**
- **ESL After School 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>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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<td>Title I 1003(a)</td>
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<td>Title I TA</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

Progress monitoring will be ongoing.

By February 2019, administration will review the progress of our mid-point benchmark of teacher collaboration structures through administrative observations, feedback sessions and weekly articulation meetings with the cabinet team. This will allow for necessary updates to be made. Progress monitoring will take place every six weeks to follow the performance of students, make informed decisions/adjustments.

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

*Fountas and Pinnell data management system, formative and summative data in alignment with the school assessment calendar will be used to monitor progress.*

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

Section 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>n/a</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>n/a</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>n/a</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Part 2 – Annual Goal

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Framework for Great Schools (Supportive Environment) using such data sources as Advance, Quality Review, School Quality Snapshot, the NYC School Survey and other relevant data sources, our major findings are the school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. Guidance counselor and the Substance Abuse Prevention and Intervention Specialist (SAPIS) implement lessons, participate in assembly programs and workshops that focus on coping skills, self-regulation, resiliency and self-confidence. Life Skills sessions provide target groups of students with opportunities to develop effective academic and social-emotional skills. Additionally, the attendance committee closely monitors data for students with negative attendance patterns. For example, the committee identifies barriers such as serious health problems, travel hardship for students in temporary housing and other main causes that lead to chronic absenteeism. Members of the committee follow up through phone calls, letters to parents of identified students, agency referrals and meetings with families to stress the importance of students attending school every day.
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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To continue to foster a **supportive environment**, by June 2019, there will be a 3% increase in the overall student attendance rate as measured by the school’s Annual Attendance Report.
### 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>
</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). | Students with chronic absences and lateness | September 2017 – June 2018 | Attendance teacher, attendance improvement team members, school leadership team |
| Professional development in data analysis will be provided to the attendance improvement team, which will include teachers, parent coordinator, and parent association board members enabling them to determine which students will be targeted to increase their attendance rate. | Students with chronic absences and lateness | September 2017 – June 2018 | Classroom teacher, parent coordinator, guidance counselor, Substance Abuse Prevention |
| Attendance Improvement Team will research strategies for implementation to assist school community in increasing student attendance rate. Strategies to meet the needs of targeted students will be selected, with teacher, parent, and student input. It will then be introduced to the school community for implementation. Ongoing monitoring of student attendance will occur throughout the school year. | Students with chronic absences and lateness | September 2017 – June 2018 | Attendance teacher, parent coordinator, classroom teachers |
| Professional development will be provided for the entire school community explaining the attendance improvement plan, strategies to be implemented and the frequency in which it will be monitored to determine student progress in the increase of attendance. | Students with chronic absences and lateness | September 2017 – June 2018 | Attendance teacher, parent coordinator, classroom teachers |
| Ongoing Parent workshops will be conducted introducing the attendance implementation plan to parents on how to increase and sustain improvement in student attendance. A survey will be conducted to determine reasons for chronic student absenteeism. The workshops will inform parents of the correlation between student absenteeism and academic performance. | Parent community | September 2017 – June 2018 | Attendance teacher, parent coordinator, guidance counselor, Substance Abuse Prevention and Intervention Specialist (SAPIS) and attendance improvement team |

### 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.**

This year we aim to focus on improving school-home communication. We will provide printed information (English/Spanish) on school events (monthly calendar), Parent handbook, homework policies, and protocols on monitoring and supporting student work at home.
We will structure a network that links every family with a staff member(s) through Class Dojo. Parents will be given access to set up an account. This program is free of charge making it accessible to all families.

We will ascertain that there is equal representation for parents on school governing bodies such as SLT.


### 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.

Attendance data reports identifying students with chronic attendance on a monthly basis, research strategies, list of topics impacting student attendance to be addressed in parent workshops. Attendance Improvement Team collaboration and presentation time. Resources for per session and/or per diem will be allocated to facilitate our efforts.

**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>
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<th>Title I SWP</th>
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</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.

Progress monitoring will be ongoing.

Monitoring of student attendance targeting students with chronic absences and lateness will be ongoing and analyzed on a weekly and monthly basis. By February 2019 an evaluation of student attendance will be conducted using the ATS’ Attendance Monitoring reports. Appropriate interventions will be taken. During the month of June 2019 an increase of 3% in attendance will be expected.

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

The RAMO, RPAL, RYMA and RCHK reports generated from ATS will be the instruments of measure to assess student progress in 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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>n/a</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>n/a</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>x</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Framework for Great Schools (Collaborative Teachers) using such data sources as Advance, Quality Review, School Quality Snapshot, the N.Y.C. School Survey and other relevant data sources, our major findings are that 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.

Areas of weakness in our school are actionable feedback provided to students across the grades regarding student achievement, as well as assessment data not tracked to demonstrate increased student mastery.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June of 2019, teachers will **collaborate** to align the writing curriculum so that 80% of students in grades 3-5 will make progress on written analysis of writing in each genre (narrative, informational, opinion) utilizing the Teachers College Reading and Writing Project writing pathways rubrics. The implementation of "Number Talks" problem solving protocol will result in 60% of student increasing one proficiency level in mathematical reasoning and critical thinking skills as evidenced in performance on GoMath summative assessments and performance tasks.
### 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>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 classroom teachers, selected cluster teachers and instructional support staff will participate in professional development within a culture of respect and continuous improvement, in which they analyze the development of students’ reading fluency/accuracy and comprehension; and the development of reading and writing grounded in evidence from the text.</td>
<td>Grades K-5 Pedagogues and Selected Cluster Teachers</td>
<td>September, 2018 to June, 2019</td>
<td>School Leaders and Grade Lead-Teachers</td>
</tr>
<tr>
<td>3-5 classroom teachers, selected cluster teachers and instructional support staff will participate in professional development (Generation Ready -Math; ULI Coach - Literacy).</td>
<td>Grades 3-5 Pedagogues and Selected Cluster Teachers</td>
<td>September, 2018 to June, 2019</td>
<td>School Leaders and Grade Lead-Teachers, Generation Ready Coach, ULI Coach.</td>
</tr>
<tr>
<td>K-5 teachers will work in their Professional Learning Communities researching best practices to support students in their targeted areas of need to develop reading and math fluency/accuracy and comprehension.</td>
<td>Grades K-5 Pedagogues and Selected Cluster Teachers</td>
<td>August, 2018 to June, 2019</td>
<td>School Leaders and Grade Lead-Teachers</td>
</tr>
<tr>
<td>Targeted professional learning opportunities on the continued examination and application of Writing Pathways writing assessments.</td>
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<tr>
<td>3-5 teachers will work in their Professional Learning Communities researching best practices to support students in their targeted areas of need to reading and writing grounded in evidence from the text. professional learning to meet the needs of English Language Learners and planning and scaffolding instruction for students with disabilities.</td>
<td>Grades 3-5 Pedagogues and Selected Cluster Teachers</td>
<td>August, 2018 to June, 2019</td>
<td>School Leaders and Grade Lead-Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Engagement of all parents with the Edward Everett Hale School is based on mutual respect and empowerment. This year our "Tuesday Parent Engagement Meets" will be designed with a special focus based on parent needs, as delineated in a parent survey that will be distributed in September (during meet the parent night).

*Tuesday Meets will be designed for parents to access key information to empower parents, thus, making their collaboration with the school productive, impactful and enjoyable. Through parent partnership we hope to see an increase in student achievement.

*Monthly PTA meetings

*Annual Title I meetings

*Family Nights

*Newsletter/Info dash board located in the main lobby.

*Communication letters provided in English/Spanish.

Curriculum orientations will be conducted in May informing parents of the academic expectations for their children's subsequent grade level.


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.

Resources to be leveraged to achieve this goal are Fountas and Pinnell Assessment and New York City Performance Task data, Curriculum Maps with scheduled periodic checks for understanding. Per session monies will be set aside for teachers to complete this task.

Purchase instructional programs to support Mathematics instruction: Go Math, Generation Ready PD, Mathletics, MYO, Writing Units of Study.

**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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Other

Part 5 – Progress Monitoring

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

Progress monitoring will be ongoing.

Teachers will administer the Fountas and Pinnell assessments during the beginning, middle and end of year.
Teachers will also monitor progress through periodic checks for understanding via Reading Street and Writing Unit assessments.

GoMath unit assessments and math performance tasks.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instruments used to measure progress are the BOY and EOY MOSL assessments; BOY, MOY and EOY Fountas and Pinnell assessments; GoMath unit assessments and performance tasks.</td>
</tr>
</tbody>
</table>

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>x</td>
</tr>
<tr>
<td>Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>x</td>
</tr>
<tr>
<td>The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>x</td>
</tr>
<tr>
<td>Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

After conducting a comprehensive assessment of our schools academic program in response to this element of the Capacity Framework (Effective School Leadership) using such data sources as Advance, Quality Review, School Quality Snapshot, the N.Y.C. School Survey and other relevant data sources, our major findings are that school administration 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. As per the NYC School Survey, teachers state that the principal makes clear to the staff her expectations for meeting instructional goals. The principal also sets clear expectations for teachers implementing what they have learning in professional learning sessions.

An area of weakness is the quality of student discussion. Student challenges consist of building on each others ideas during class discussion, using data or text references to support their ideas, and providing constructive feedback to their peers and teachers.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leaders including teacher leaders will create and implement professional development plan that builds teacher capacity to use questioning and discussion techniques (Danielson component 3B) that builds teachers’ capacity in questioning and discussion techniques, resulting in 60% of teachers increasing in one performance level as measured by the end of year MOTP school wide data for 3B.
# Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Group(s)</td>
<td>What is the start and end date?</td>
<td>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All Pedagogues September 2018- June 2019</td>
<td>School Administration &amp; Professional Development/MOSL Team Committee</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>New/First-Year Teachers September 2018- June 2019</td>
<td>School Administration &amp; School-based Mentoring Committee</td>
</tr>
<tr>
<td>Transparent communication between school community/School Leadership Team (SLT) on how school administration is continually nurturing the professional growth of teachers and staff.</td>
<td>School Administration, Staff and Parents September 2018- June 2019</td>
<td>School Administration &amp; School-leadership Team (SLT)</td>
</tr>
</tbody>
</table>

## 3b – Parent and Family Engagement

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

At P.S. 106K we foster and promote parent/guardian decision making involving their scholars’ education. Principal will inform and encourage parents to participate and take active roles in both the School Leadership Team as well as the Parent Teacher Association.

PTA executive board members will conduct a parent survey informing them of workshops parents are in need of. As part of the decision making process, workshops will be conducted throughout the school year based on parent preference.
We will engage families and support parent/guardians understanding of a supportive environments in order to support their children by hosting workshops for families at convenient times in English and Spanish about the 7 Habits shared in our school and how this helps build a community of trust.

During the month of September each parent will receive a copy of the "Parent's Bill of Rights and Responsibilities." This will be distributed in the parent/guardian's home language and will be discussed in depth during "Meet the Teacher" night during the month of September 2018.


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.


<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
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<th>C4E</th>
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<tbody>
<tr>
<td>Title I 1003(a)</td>
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<td>SIG Grant</td>
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<tr>
<td>School Achievement Funding</td>
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<tr>
<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.

Progress monitoring will be ongoing.

Mid-Point monitoring will take place in Cycles: (Cycle 1 – September – December) & (Cycle 2– January – May)

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

Advance, teacher surveys and parent surveys will be the instrument used to monitor progress.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Framework for Great Schools (Strong Family and Community Ties) using such data sources as Advance, Quality Review, School Quality Snapshot, the N.Y.C. School Survey and other relevant data sources, our major findings are the school creates a welcoming environment for families. Parents and students’ voices contribute to the school’s positive learning environment and inclusive culture. As a result, the school’s collaborative efforts promote a thriving and productive school culture for students and parents.

**Part 2 – Annual Goal**

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

By June 2019 the school will develop a more collaborative partnership with families and the CBO Catholic Charities Neighborhood Services -COMPASS After-school Program to support the academic and social-emotional development of
our school community, as measured by a 3% increase in parents who agree or strongly agreed on the School Culture section of the NYC School Survey.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong> (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>School Community/Parents</td>
<td>September 2017 – June 2018</td>
<td>School Community, Parent Coordinator and COMPASS After-school Program</td>
</tr>
</tbody>
</table>

Collaborate with COMPASS After-school Program (CBO) to 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 to build parents’ capacity to help their children at home.

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. Build on communication ties with parents by creating a newsletter which will inform parents of upcoming events, highlight monthly skills addressed in ELA, Math and the content areas, and offer advertisements of local businesses that have helped to make the current issue of the newsletter possible.

Collaborate with COMPASS After-school Program (CBO) to 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.

Translate all critical school documents and provide interpretation during meetings and events as needed.

### 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.

Catholic Charities (Immigration Program), OST Compass Program, Coalition for Hispanic Family Services, Cornell University Nutrition Program.

### 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.

NYC School Survey Data

- **Human Resources**: administration, instructional support staff
- **Instructional Resources**: core and supplemental curricula, unit plans, curriculum maps, pacing schedules, progress reports, calendars,
- **Schedule adjustments**: professional development schedule and parent logs.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>P/F Set-aside</th>
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<tbody>
<tr>
<td><strong>Title I 1003(a)</strong></td>
<td>![X]</td>
<td>![X]</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title III</strong></td>
<td>![X]</td>
<td>![X]</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>PTA Funded</strong></td>
<td>![X]</td>
<td>![X]</td>
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<td>![X]</td>
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</tr>
<tr>
<td><strong>SIG Grant</strong></td>
<td>![X]</td>
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<tr>
<td><strong>School Achievement Funding</strong></td>
<td>![X]</td>
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<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>![X]</td>
<td>![X]</td>
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<td>![X]</td>
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<td></td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

Progress monitoring will be ongoing.

Mid-way into the year administration will evaluate the progress of teacher parental involvement structures through administrative observations and surveys.

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

NYC Parent Survey Data and the Schools Report Card will be the instruments used to assess progress.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>The criteria for determining A.I.S services are 2018 NY State E.L.A. Assessment, School-created or purchased E.L.A. Baseline/Benchmark Item-analysis, and M.O.S.L. summative assessments and current teacher-developed formative unit assessments.</td>
<td>Type of program or strategies to be implemented are small group instruction of 6 to 8 students during school day and close reading strategies based heavily on tested performance indicators within the E.L.A. Common Core Learning Standards.</td>
<td>Method for delivery of A.I.S services are small group instruction, one-to-one conferring and after-school tutorial sessions.</td>
<td>The services are provided during the school day at least three times a week, COMPASS during our after school programs, Saturday Academies and Out-of-School Time (O.S.T) Programs and Robin Hood Foundation Library during open access periods throughout the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>The criteria for determining A.I.S services are 2018 NY State Math Assessment, School-created or purchased Math Baseline/Benchmark Item-analysis, and M.O.S.L. summative assessments and current teacher-developed formative unit assessments.</td>
<td>Type of program or strategies to be implemented are small group instruction of 6 to 8 students during school day, and multi-step problem-solving strategies based heavily on tested performance indicators within the Math Common Core Learning Standards.</td>
<td>Method for delivery of A.I.S. services are small group instruction, one-to-one conferring and after-school tutorial sessions.</td>
<td>The services are provided during the school day at least three times a week, COMPASS during our after school programs, Saturday Academies and Out-of-School Time (O.S.T) Programs.</td>
</tr>
<tr>
<td>Science</td>
<td>We will continue target Literacy through content area of Social Studies and Science. All students are reading and</td>
<td>Type of program or strategies to be implemented are small group instruction of 6 to 8 students during</td>
<td>Method for delivery of A.I.S. services are small group instruction, one-to-one conferring and</td>
<td>The services are provided during the school day at least two times a week, during our COMPASS after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>We will continue to target Literacy skills through the content area of Social Studies. All students are reading and writing non-fiction text. In addition, we are reinforcing and/or introducing reading skills in this content area through project based learning.</td>
<td>Type of program or strategies to be implemented are small group instruction of 6 to 8 students during school day and reinforcing academic vocabulary development in context.</td>
<td>Method for delivery of A.I.S. services are small group instruction, one-to-one conferring and after-school tutorial sessions.</td>
<td>The services are provided during the school day at least two times a week, during our COMPASS after school programs, Saturday Academies and Out-of-School Time (O.S.T) Programs and Robin Hood Foundation Library during open access periods throughout the school day.</td>
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</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Through service provider screenings and assessment students are identified as needing at-risk services provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Guidance Counselor provides in-house counseling in intervention, separation anxiety, and adjustment to school, behavior intervention, infractions, parental contact, attendance issues, and group/individual counseling sessions for character education. S.A.P.I.S. Worker provides counseling for students whose behavior interferes</td>
<td>Method for delivery of A.I.S. services are small group instruction, one-to-one conferring and after-school tutorial sessions.</td>
<td>The services are provided during the school day at least two times a week, during our COMPASS after school programs, Saturday Academies and Out-of-School Time (O.S.T.) Programs.</td>
</tr>
</tbody>
</table>
with academics. The S.A.P.I.S. workers also conduct drug and alcohol prevention counseling for at-risk students. *School nurse* and *health aide* identifies monitors and makes recommendations for students with health-related risks.
**Section 7: Support for Students in Temporary Housing (STH)**

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

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th>We currently have four students in temporary housing attending our school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>STH will be offered: Transportation once student is permanently housed, Counseling if necessary, Parents will be offered workshops, academic programs and educational support services, basic emergency supplies, CBO referrals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Administrative staff regularly attends hiring fair to identify and recruit highly-qualify teachers

- The payroll secretary will work closely with human resource personnel to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

- Mentors for the school-based mentoring committee are assigned to support new teachers.

- Provide weekly professional learning opportunities during Monday’s 80 minute PD time and Tuesday’s 35 minute professional work time.

- Teacher will receive feedback that is from frequent cycles of low-inferences observations as per the Framework for Teaching (Ft) to tailor their individual professional needs

- Demonstrations lesson, inter-Class visitations will provided by school administration, colleague and instructional support specialists.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

- Teachers will participate in professional learning communities.

- Paraprofessionals meet with classroom teachers and attend professional development sessions with their assigned teachers.

- Instructional support staff will provide professional development specific to content, student population and grades

- Monthly administrative meeting are provided by the Superintendent and Instructional Support Personnel. UFT and CSA provide professional support in instructional initiatives.
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/information, early intervention services, etc.).

Our Pre K students will be engaged in the Pre-K interdisciplinary units of study. These units of study are aligned to the five domains in the NYS Prekindergarten Foundation for the Common Core and the Pre-K for All Program Quality Standards to the Framework for Great Schools. The thematic units will provide students with the foundational knowledge and support their growing understanding of self and the world around them. The Work-sampling system will be utilized to assess student progress throughout the school year. In the Spring, classroom teachers will conduct parent workshops informing parents of the kindergarten expectations. Teachers will also take students to meet the kindergarten teachers in the Spring to account for easier transition into kindergarten. At the end of the school year Pre-K teachers will provide Kindergarten teachers with appropriate student data informing them of student strengths and challenges. Kindergarten teachers will also be informed of students who have received early intervention and the strategies applied to address their needs.

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.

Teacher teams review the instructional tracks available for Pre-K, as well as the instructional programs eligible for the upcoming school year. As a team, teachers’ makes decisions about assessments used for the school community.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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</th>
<th>Funding Amount</th>
<th>Place an (X) below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$412,652.00</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979.00</td>
<td>X</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$150,199.00</td>
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</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$223,050.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
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</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,002,834.00</td>
<td>X</td>
</tr>
</tbody>
</table>

1Explanation/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 School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Edward Everett Hale Elementary-Public School 106, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Everett Hale Elementary-Public School 106 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

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

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

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

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

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

● 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;

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**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.

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**School-Parent Compact (SPC)**
Edward Everett Hale Elementary-Public School 106, 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;

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**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;

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

Provide general support to parents by:

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

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

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

● share responsibility for the improved academic achievement of my child;
### III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal 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>☐ NOT conceptually consolidated (must complete part E below)</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
# Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: ____</th>
<th># of certified ESL/Bilingual teachers: ____</th>
<th># of content area teachers: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

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: ____

Rationale:
P.S. 106 is an elementary school located in a socio-economic community in the Bushwick section of Brooklyn. There are 541 students of which 142 or almost 26% are English Language Learners. (These statistics are as of the most recent submission of the LAP). Most of our English Language Learners are also immigrants—the majority coming from Spanish speaking countries and a few coming from Haiti and Arabic speaking countries. We house two types of services for our English Language Learners—Transitional Bilingual Classes, one per grade, two special education classes (12:1:1 k, 1, and 2 bridge) and a bridge 3,4, and 5). We also offer Free Standing ENL in accordance with CR Part 154 and Title III. There is one ENL teacher who services entitled students whose parents choose ENL as the instructional program for their children, students with special needs whose IEPs indicate the need for ENL service and ELLs whose L1 is other than Spanish and whose parents refused the transfer option or where there is no transfer option available. The ENL teacher uses a Pull-out/Push-in model. All bilingual and ENL teachers are fully certified. An analysis of our data shows the needs to focus on reading and writing domains for ELLs. We plan to use Title III funds to strengthen our education for ELLs in Transitional Bilingual classes by providing strong rigorous instruction in reading and writing in L2 in alignment with the Common Core Standards including building strong content knowledge, building independence so that our students can comprehend and evaluate complex texts across content areas, articulating ideas, and acquire Tier III vocabulary in L2. We will also use Title III funds in after school programs to serve as a platform for providing extra enrichment in English language practice through math and literacy instruction, while creating a supportive forum where our TB ELL students can interact and share knowledge of customs, culture and language.

*Subgroups and grade levels of students to be served:
Our After School classes will serve TBE ELLs in grades 2-5. It will also serve ENL ELLS in grade 1 and 2.

*Schedule and Duration:
The After School program will commence on January 9, 2019 and run through April 25, 2019, for a total of 28 sessions, 2 days per week, 2 hours per day. Through this program, the students will receive instruction in ELA and Math enhancement. The After School Program schedule will be as follow:
Wednesday and Thursdays from 2:30-4:30 Grades 1-5. (January 9th - April 25th 2019). 5 classes with 15 students per class.
Part B: Direct Instruction Supplemental Program Information

Class 1 - Grade 1 with 15 students instruction provided by Bilingual Teacher
Class 2 - Grade 2 with 15 students instruction provided by Bilingual Teacher
Class 3 - Grade 3 with 15 students instruction provided by Bilingual Teacher
Class 4 - Grade 4 with 15 students instruction provided by ENL/Bil. Teacher
Class 5 - Grade 5 with 15 students instruction provided by ENL/Bil. Teacher

1 Teacher per class (3 teachers with bilingual license; 2 Teachers with ESL license).

One Spanish Bilingual certified teacher will continue to provide Science instruction for 10 more sessions for 2 hours each session until May 30, 2019. The focus will be to develop ELL students' content knowledge as well as content and language practice. The After School Science Program schedule will be as follow:

Wednesday and Thursdays from 2:30-4:30 Grades 4. (May 1st - May 30th 2019).

Students will be grouped for instruction as follow:

One 4th grade class with 20 students, and 1 teacher (bilingual licensed).

*Language of Instruction: Spanish

Instruction in the After School program for grades 1 and 2 will be conducted in English for ENL.

Instruction in the After School program for grades 3-5 will be conducted in English for ELA, ENL and NYSESLAT practice. The language of instruction for math will be conducted in Spanish.

*# and types of certified teachers:

There will be 5 certified bilingual (this includes 2 teachers who are dual certified in ENL/Bil.).

*Types of Materials:

For our After School program we will use Journeys for vocabulary enhancement in content areas. Journeys will be used exclusively for the after school enrichment program. We will use Moving with Math (in Spanish) exclusively for the after school program to address math enrichment. Harcourt for Science will be used for content vocabulary development. Some materials will be at no cost to Title III.

*Maintenance of Student Records:

Daily attendance will be taken by each classroom teacher.

Total attendance will be recorded on a general ledger. This will be monitored by the After School Assistant Principal.

Parent notifications/letters will be distributed in both English and Spanish. Translation services will be attained if necessary.

All documentation for the Title III Enrichment Program will be kept in a Title III binder which will be kept by the ESL Teacher's office.

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: ______

* Rationale:
Part C: Professional Development

P.S. 106’s Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on modeling strategies on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning standards and how to achieve higher scores on all city and state assessments. We want to assure that our teachers are equipped with the strategies and techniques to move our ELLs ahead despite challenges and difficulties faced by this population. In addition, we will provide our pedagogical staff with the 7.5 hours of Professional Development.

*Teachers to receive training:
Mandated training will be provided to Title III program teachers as well as other staff members (common branch teachers) responsible for delivery of instruction and services to ELLs. Teachers including cluster teachers will receive PD that address the different needs of our ELL students. PD development session will also include strategies that can be used when teaching our ELL students. Most of the PD’s will take place on Mondays during PLC time. ELL teacher will maintain and archive all agenda’s and attendance sheets in relation to Professional Development and PLC’s.

*Schedule and Duration:
The Title III Professional Development will commence on October 22, 2018. PD’s will run continuously throughout the school year. Sessions will take place on Mondays during PLC’s.

*Topics to be included:
-- The principles that guide the Blueprint for ELLS
- Bilingual (vertical) Inquiry Team
-- Features of successful programs for ELLS (Clear vision with high expectation for ELLs, Knowing the students individual needs, using assessment to drive instruction, collaboration among teachers, curriculum and instruction are aligned to the standards, etc)
-- Disciplinary Literacy for ELLS
-- Oral Language unpacked (writing language objectives)
-- Establishing a Culture of Learning (Differentiated Instruction, Disaggregation of Data-- correlation of NYSESLAT and ELA, Impact of CCSS on the ELL.
-- Mandates of Bilingual/ENL instruction (Who are our ELLs? What is the identification process? Mandated services, ENL strategies in the monolingual classroom, Balanced Literacy for English Language Learners.
-- Development of Curriculum Maps for English Language Learners (adapting the curriculum and materials to meet the linguistic needs of our ELLs, the use of technology, educational websites, and digital devices to support our ELLs)

*Name of Provider: The PD provider will be Jaqueline Crespo who is an ESL certified teacher and who will not service the students in the Title III Enrichment Program.

In addition, facilitators for the Professional Development sessions will include School Administrators, IEP teacher, Literacy Coach and Data specialist. The ESL teacher will attend Professional Development offered by the Brooklyn North FSC, Department of English Language Learners Support (DELLS), NABE, SABE.

The ELL teacher/PD facilitators will be updated on new ELL mandates, laws, strategies, research materials that have impact on ELL teaching and learning.
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: _____

* Rationale:
In order for ELLs to succeed and achieve higher academic standards we include parents as partners in their children's education. P.S. 106 engage parents in workshops and opportunities to participate in the school community and in their child's education.

*Schedule and Duration:
We have an on-going parent involvement program that includes meetings, workshops, and activities. These meetings take place during the school day as well as in the evening so that all parents are included and can attend. These activities last between one to two hours.
Title I Meeting September 20, 2018 9:00 a.m.
ESL for parents Tuesdays 3:30 - 4:30 (After mandated parent meeting).
Cook Shop October 3, 2016 9:00 am - 10:30 a.m. (Continuous, every Wednesday).
Dial-A -Teacher - October 2018
LINC Parent Workshop "Effective Discipline"
NYC DOE Office of School Health - On going workshops: Discipline, Asthma, Housing
NY Psychotherapy - "Domestic Violence" Wednesday November 7, 2018
Workshops will be provided by Parent Coordinator and CBO's at no cost to Title III.
Health - Social Emotional: Zumba Class (on-going).
*Additional topics will be scheduled throughout the year once a month and are listed below:
-- Parent link (parents are invited to the computer room, given an access code and explanation of websites so that parents can access their child's school information--testing, attendance, progress report, and so forth)
-- Standardized testing for New York State and the regulations as they pertain to their children. (Testing Accommodations for ELLs, testing requirements, NYSESLAT, ELA, Math, Science, ELE). -- the promotional criteria (standards) impacting on the ELL population.
--the NYSESLAT Parents' Progress Report
--Math and Literacy Night
--Talent shows, holiday celebrations and movie night

*Name of Providers:
Magaly Moncayo, Principal; W. Gonzalez, Assistant Principal; N. Lewis, Assistant Principal; Jacqueline Crespo, ENL teacher, M. Sanchez, IEP Teacher; V. Velez, Literacy Coach; Susie Ortiz, Parent Coordinator; D. Pastrana, SAPIS worker; Jamel Cooper, Parent Association; Leadership team.
*How Parents will be notified of these activities:
--Parents will be notified via letters sent to their homes in their home language (English/Spanish).
--Monthly school calendar which is translated to their home language.
Part D: Parental Engagement Activities

--Bulletin boards and Video Display at the entrance of the building (information displayed in English/Spanish).
--Phone calls prior to meetings and activities.
--Flyer's advertising the event written in English and Spanish. Translations services will be acquired if necessary.

Parent Coordinator will log, record and maintain all agendas, attendance sheets and flyers/invitations sent to parents.
Parent Coordinator will ensure all correspondence and information is prepared in both English and Spanish. If other languages should be needed, Parent Coordinator will contact translation services for appropriate translations.

Part E: Budget

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

<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>
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<tr>
<td>• Per session</td>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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>
</tbody>
</table>

Allocation Amount: $18,392
### Part E: Budget

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

- **Allocation Amount:** $18,392

<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>Other</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Brooklyn</td>
<td>106</td>
</tr>
</tbody>
</table>

| School Name | Edward E. Hale |

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Magaly Moncayo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Wanda Gonzalez</td>
</tr>
<tr>
<td>Coach</td>
<td>Lavinia Brown</td>
</tr>
<tr>
<td>Coach</td>
<td>Lavinia Brown</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Ana Anglada</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Miriam Golombeck</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Daisy Guity - Bilingual Teacher</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Sonia Fonseca - Bilingual Speci</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Parent</td>
<td>Elaine Ortiz</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Susana Ortiz</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Michelle Sanchez - IEP teacher</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Sheila Gorski</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Nicole Lewis, Asst. Principal</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 2 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 6 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 3–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 1 |
| Number of teachers currently teaching a self-contained ENL class | 0 |
| Number of special education teachers with bilingual extensions | 3 |
D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>115</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>28.75%</td>
</tr>
</tbody>
</table>

**Part II: ELL Demographics**

A. ELL Programs

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

Check all that apply

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

This school offers (check all that apply):

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

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.

<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>Spanish</td>
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<td></td>
<td>11</td>
</tr>
<tr>
<td>TBE</td>
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</tr>
<tr>
<td>DL</td>
<td>Spanish</td>
<td>2018/2019</td>
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</table>

**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?

   To assess early literacy skills of our ELLs in kindergarten through fifth grade, we use the Reading Street Baseline Assessment. The Reading Street assessment consist of five parts: phonics, vocabulary, reading comprehension, phonemic awareness and
fluency) is given at the beginning, middle and end of year. We also use On Our Way to English which assesses the students’ skills in all four modalities-listening/speaking and reading/writing. In addition, we use Fountas and Pinnell (English and Spanish) running records, for grades 3-5 and Estrellita for grades K to 2. These assessments measure a variety of skills — both in decoding and comprehension. It also informs students' progress in sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. We use this data to inform instruction and define our learning targets and short term goals.

2. What structures do you have in place to support this effort?
   The teachers are provided with common meeting times. The teacher common planning time allows for analyzing data, creating long and short term goals.

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?

   To evaluate the success of our ELLs, we look at several assessments — standardized ELA, Math, Science and Social Studies tests, NYSESLAT results — how many students moved up a level, periodic, interim and “Mock” tests to see growth, informal assessments — Running Records, teacher made tests, parent-teacher conferences and meetings, the School Report Card, the Parent/Teacher Surveys, student participation in after school, articulation with cluster teachers and all service providers to see how the students are doing. The information we get from this evaluations provides the data to evaluate our program for our ELLs.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   The data is compared and aligned to the learning goals. Students not meeting goals are provided with small group instruction as well as push-in/pull-out services. Student goals are created and both summative and formative assessments are used to measure growth.

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.]
   Our school uses data such as NYSESLAT, ELA, Math, NYSITELL and periodic assessment to determine which Tier of Instructional support to provide our ELLs. First, a universal screening is given when the student first enters the school system. This screening which consist of an interview with parent, NYSITELL and LAB (Spanish speaking students) are used to guide instruction for ELLs. Theses assessments are used to establish a baseline of student performance. Those students who fall in Tier II and Tier III are enrolled in the extended day. Eighty percent of our ELLS participate in our extended day tutorial program. The extended day tutorial program consist of students in Tier II and III who are our targeted students. They are part of the Inquiry Team Population where students are provided with core instruction tailored to their needs and are monitor to assess progress in targeted skills.

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].

   The data above indicates that ELLs tend to master listening and speaking before they master reading and writing. Reading, considered to be one of the receptive aspects of language and writing, considered to be one of the expressive aspects remain a challenge for our students. Many of our ELLs received a “P” in listening and speaking but did not test out due to the reading/writing. This is a clear indicator that there is a need to increase explicit ESL instruction throughout the grade levels to provide ELLs with the tools necessary to navigate the language through deep structure, text patterns and genre so that the ELLs will be better equipped to navigate language through persuasion, editorializing, debating and the other supra segmental features of the language correctly.

   In analyzing the data, one can see that the challenge arises once the students have to read and write on their own. This is in line with what research states, “Learners hear more language, a greater variety of language and have more language directed
It is significant that most of the ELLs in this category fall in the middle indicating a need to broaden the language teaching to challenge and push our ELLs ahead through scaffolding and strategies that will help them navigate the L2.

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

There is a minimum of one common planning time provided for grade teachers and two period per week for vertical planning. During vertical planning meetings and Professional Development on Monday, Bilingual and ENL teachers have the opportunity to examine data, plan for instruction, design strategies and tools to build proficiency in language development.

**Part IV: ELL Programming**

### Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. **Freestanding ENL program.**

      Instruction in the Freestanding ENL program is organized using a push-in/pull out model. During the push-in model the ENL teacher co-teaches with the classroom teacher and provides the extra scaffolds and support needed by the ELLs to master the deep structure and vocabulary of L2. While the ELLs may have different proficiency levels, the students are grouped accordingly. During the pull-out model the ENL teacher works with ELLs across proficiency levels in small groups to foster higher linguistic knowledge in order to create critical thinking skills. She groups according to proficiency levels as well as grade level.

      The school staff has a clear vision that includes high expectations for ELLS supported by a plan of action. Teacher monitors ELLs progress by analyzing data. Teacher are then able to individualize students needs and provide scaffolding strategies and differentiated instruction. Collaboration and planning among teachers during inquiry team meetings takes place to ensure that students needs are met. Curriculum and instruction are delivered and aligned to the CCSS to help students master skills needed. Parents are informed through P.A. meetings, letters and progress reports on school instructional focus and how they can help their child succeed.

   b. **TBE program. If applicable.**

      Instruction in the Transitional Bilingual Classes is organized using the self-contained model. There is one bilingual class from 1-3. Also we have one Transitional Bilingual bridge class 4/5. There are two additional bilingual classes serving special needs’ ELLs in a 12:1:1 model k-2 and 3-5. The classes move as a block for different cluster periods. The classes are organized heterogeneously since we do not have enough students to form an additional bilingual class per grade or on contiguous grades. In the Transitional Bilingual Classes the student home language is used to help students progress academically in all content areas. The amount of English increase over time but there will be home language instruction to support the language development of English.

   c. **DL program. If applicable.**

      Instruction in Dual Language program seek to offer our students the opportunity to become bilingual, biliterate and bicultural while improving their academic ability in two languages. At our school this year we implementing a Two Way Dual Language Program in Kindergarten that includes both native English speakers and ELLs. The teacher provide instruction in both English and Spanish. Our goal is for the students to develop literacy and language proficiency in English and in the home /target language. The major objectives of this program are having a successful forum for addressing the language and academic needs of English learners and having an opportunity for other students to gain a world class education that instills the promise of more independent world
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)?

   In our Transitional Bilingual classes the bilingual teacher provides the mandated number of instructional minutes according to proficiency levels obtained by NYSESLAT and in accordance with CR Part 154 for ENL, ELA and HLA. Since our bilingual classes are organized across proficiency levels, the teachers use differentiated instruction to provide the mandated number of ENL/ELA to each entitled student. According to CR Part 154, bilingual teachers provide one unit of study in Native Language Arts (180 minutes) per week; two units of ENL for Beginner and Intermediate students as evidenced by the NYSESLAT for ELLs in grades one through five and the LAB-R for ELLs in kindergarten or those without NYSESLAT scores; and one unit of study of ENL and one unit of study of English Language Arts for Advanced students. The Content Area Instruction is provided in the native language following our program model (60-40, 50-50, 25-75) except for Social Studies which is conducted in English using scaffolding techniques such as thinking maps, mapping, cognates, and so forth.

   In our Two Way Dual Language program we have the 50/50 model. In a 50/50 model, the instructional day throughout the elementary years is always 50 percent English and 50 percent the minority language. Careful consideration in curriculum planning is done to alternate the language of instruction of content areas so that students become equally versed in math, science and social studies in both languages. Language arts for each language also is taught while paying strict attention to the different methods used in teaching literacy in different languages. The program focused on core academic curriculum, include high quality language arts instruction in both languages with use of thematic units. In our Dual Language kindergarten class we have complete separation of the two languages without use of translation or repeated lessons and we use interactive and collaborative teaching strategies.

   The ENL teacher provides all targeted ELLs in the Free Standing ENL program with the mandated number of units of study (two units of study) for the Beginner and Intermediate level students as per NYSESLAT and/or LAB-R assessments as well as one unit of study of ENL and one unit of study of ELA to the advanced population of ELLs. Our ENL teacher also uses differentiated instruction to provide the linguistic needs of the entitled ENL students. Our librarian who also has a Bilingual Common Branch license provides additional instruction to students in bilingual as well as Free Standing ESL classes to support the students needs in language. Content area instruction is provided by the mainstream classroom teacher using ENL methodologies to provide a learning classroom environment in which our ELLs can effectively acquire academic content knowledge. In addition, the ENL teacher parallels her instruction with the unit of study in Science/Social Studies followed by the classroom teacher.

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.

   In our Transitional Bilingual classes (Spanish) content areas (Math, Science and Social Studies) are delivered in the native language using a 60-40 model. In this way the content is comprehensible to all of the students and helps them transition to the 50-50 model around January. The bilingual teachers take one content (Social Studies since this content can be broken down using manipulatives - maps, thinking maps, use of prior knowledge etc.) to help ELLs start to navigate content area vocabulary and structures. Teachers use charts, thinking maps, projects, performance tasks, use of smart boards, technology, cooperative learning, peer tutoring, games, field trips, differentiated instruction and other proven methodologies to enrich the language development of L1 and prepare their students to move to the 50-50 model and then the 30-70 model by March.

   In our Dual Language class the language- minority students build their native language proficiency, which in the long run strengthens their acquisition of the English. English speakers develop proficiency in a new language, and their English skills are strengthened by this additional cognitive process. They maintain use of English, so their English skills do not diminish during the
time they are immersed in the new language, and their English school achievement eventually outperforms that of native
English speakers who have been schooled in English-only instruction.

In our Freestanding ENL program content areas (Math, Science and Social Studies) are delivered in English by the
classroom teacher using pictures, thinking maps, charts, computers, baskets of books in the students’ native languages, peer
buddies performance tasks, performance tasks, smart boards, technology, and other proven methods to make content
comprehensible to enrich language development. The ENL teacher provides support to the ELLs in content area using word
banks, charts, Venn Diagrams, labels, games, graphic representation, QAR, and other proven methods to scaffold the language
to make content more comprehensible and enrich language development. While the cluster teachers provide instruction in
English to both bilingual classes and monolingual classes where there are ELLs, these teachers provide language rich/print
rich environment that help ELLs manipulate the higher language and structures needed in the content areas. Our cluster
teachers have been provided with staff development in L2 strategies to foster deep structure and higher vocabulary—figurative
language, idiomatic expressions, multi-meaning words and so forth. Our music teacher provides activities in rhyming, lyrics,
and songs/poetry that helps ELLs in listening and speaking. Our social studies/science cluster has attended Q-TEL workshops.

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

There are several tools used to evaluate ELLs in their native language (at P.S. 106 ELLs who are Spanish speaking and
receiving bilingual instruction are evaluated in Spanish). The initial identification is done using the HLIS. The answers are
verified and analyzed by the ESL teacher. Once a potential ELL is identified and screened as eligible for testing, the ELL
student (Spanish speaking) is given the Spanish LAB as a form of language dominance. Once placed in the bilingual classes, the
ELLs are given "Calles" baseline and unit assessments in Spanish. Informal tests in the content areas, and common core
performance task are also used across the grades to evaluate native language throughout the year. The inquiry teams targeted
students are given informal assessment in Native Language according to targeted skills. At the end of the school year students
in bilingual classes in grades 3-5 receive the ELE. Data is analyzed and instruction driven according to students' weaknesses.

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

a. Describe your instructional plan for SIFE.

Our instructional plan for SIFE students include support in L1. Teachers have a "Estrellita Kit" in the bilingual classroom for
those students in 3-5 grade who cannot read in native language. For those SIFE students reading strategies are done in the
native language using Estrellita, sight words, penmanship, individualized instruction, letter formation, breaking words down
into syllables, matching beginning sounds to the picture, and other pre-reading strategies. For SIFE students in the
Freestanding ENL program there is support in the L1 using baskets of books purchased. In addition all SIFE students receive
support from our technology teacher using a special decoding and comprehension program called "My On." The classroom as
well as cluster teachers (expecially our writing and literacy teachers) provide differentiated instruction in beginning reading
and writing strategies. The ENL teacher provides some multicultural lessons and material on American culture. These
students also form our inquiry target population. Finally they are encouraged to attend the extended day program where
further instruction is given, as well after-school.

b. Describe your plan for ELLs in US schools less than three years (newcomers).
For our newcomers (0-3 years) we offer the Transitional Bilingual Program (Spanish) and use the 60-40 model especially for the first four months of entry into our school. We follow the curriculum per grade as well as the mandated number of units of ENL and Native Language. Content area exams are given in the native language. For the newcomers who are not in transitional bilingual classes, the ENL teacher provides the mandated number of units of ENL and confers with classroom teachers to help provide the content area in English using concrete and abstract objects, thinking maps, cooperative learning, summarizing, K-W-L maps, games, small group activities, role-play, field trips and a cadre of strategies to foster content area vocabulary and comprehensible input and output. Also, the newcomers are taken LEAP Arts for ELLs program. This program provides quality educational art program to promote access and equity for our students. through artistic inquiry and expression we are providing our ELLs and newcomers a path to be more engaged in learning, building their creativity, collaboration, communication, and critical thinking skills. This program will enhance the creative expression of our students but also will help them master academic content. The program will run from November 7, 2018 through April 2, 2018 twice a week. students from grades 2-3-4-5 will be participating in this program.

In addition, since NCLB now requires ELA testing for ELLs after one year, all of our cluster teachers that impact on ELLs provide differentiated instruction for them targeting vocabulary and deep structure to foster higher critical thinking skills. The cluster teachers along with the classroom teachers provide reading comprehension and vocabulary development using context clues, flowcharts, synonyms/antonyms, and multi-meaning words, to help this population of students move on to the next level. This population of students is provided with strategies to find key words and phrases to answer reading comprehension questions. The ENL teacher prepares her population of newcomers here for one year or more concentrating on reading comprehension strategies—the five “Ws”, key words, vocabulary development. She confers with the classroom teachers and offers scaffolding techniques to the ELLs as well as offer suggestions to the classroom teachers that they can use to help the ELLs in their classes. The ELLs in both bilingual and Free Standing ENL. ELLs who will be tested after one year are also provided with ELA strategies and given one period of ELA along with the ENL periods. ENL strategies for ELA are also incorporated throughout the day. This population of ELLs are also provided with and encouraged to participate in the extended day and afterschool programs.

c. Describe your plan for ELLs receiving service 4 to 6 years.

For our ELLs receiving service 4-6 years, we provide differentiated instruction emphasizing reading and writing strategies across content areas. These students also receive extra periods of AIS from the clusters. All of our cluster teachers and out of classroom personnel attend weekly inquiry team meetings; hence, they are aware of the target population and are part of the discussions of Best Teaching Practices for ELLs. This is part of our on-going, in house staff development. This population of ELLs is encouraged to attend our afterschool programs — especially the one that specifically targets ELLs in grades 3-5. The ENL teacher promotes reading and writing through a variety of strategies that emphasize vocabulary and language structure — word banks, context clues, content dictation and many others.

d. Describe your plan for Long-Term ELLs (completed 6 years).

ELLs are entitled to bilingual/ESL services until they test out of the NYSESLAT. This year we have no long term ELLs (completed 6 years). Nevertheless, for those ELLs who fall under this category, we provide instruction using a SIOP type model to foster the language needed to move on to higher learning. The classroom teachers, along with the clusters and out of classroom personnel (ENL teacher, SETTS, Speech teacher) use a variety of visuals — flow charts, circle maps, bubble maps, and many others to help this population break down the language into comprehensible input. They also use captioning so that this population can see the relationship of main idea and details. Our cluster teachers who impact on classes where there is this population differentiate instruction using material from multiple sources that target reading and writing. The ENL teacher provides many opportunities for reading and writing using strategies such as context clues, outline note, semantic feature analysis, reading for a specific purpose and note taking to facilitate higher forms of linguistic development. This population also receives services from our inquiry team where these students are part of the target population. These students are also encouraged to attend after school.
e. Describe your plan for former ELLS up to 2 years after exiting ELL status.

Our plan for continuing transitional support is to place former ELLs in the grade appropriate monolingual classroom where our Freestanding ENL students receive services. The classroom teacher has been trained in ENL strategies and uses these strategies to foster the academic as well as social language needed to be successful in school. The ENL teacher continues to monitor the level of the former ELLs and continues to provide technical assistance to the classroom teacher as well as all other teachers who impact on these students. These students also receive services from the AIS cluster teachers.

Our continuing transitional support includes 90 minutes per week of ENL services and compliance with the testing accommodations for ELLs who have reached proficiency on the NYSESLAT for two years. These accommodations include:
* Time Extension, Separate Location, Bilingual glossaries and dictionaries, simultaneous use of English and alternative language editions of the exam.

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?

The IEP teacher ensures that ALL teachers and related service providers receive a hard copy and/or digital access to ELL SWD’s IEPs. At the beginning of the school year teachers and related service providers meet in their PLC’s to discuss scheduling of services and accommodations to be provided to ELL SWDs and sign the required Chapter 408 acknowledging that they have been made aware of student and their IEP.

The instructional strategies and grade-level material used to access academic content and accelerate English language development are parallel to their general education peers. Teachers and service providers use pictures, graphic organizers, charts with realia, computers, baskets of books in the students’ native languages, peer buddies performance tasks, performance tasks, smart boards, technology, and other proven methods to make content comprehensible to enrich language development. The teacher and providers support the student in the acquisition of language and content using word banks, charts, Venn Diagrams, labels, games, graphic representation, QAR, and other proven methods to scaffold the language to make content more comprehensible and enrich language development. Students are provided with extended time to complete tasks given.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs as follows: All ELL-SWDs parallel their general education peers in curricular and instructional materials. The materials are adapted and modified as per the linguistic needs of this population. While the school focus may be on a specific unit of study (e.g. Writing Realistic Fiction), our ELL students have flexibility to use peer tutoring, shared writing, modeling and other forms to produce the desired writing piece. Our ELL-SWDs also use graphic organizers, technology, the use of the smart board and other forms of manipulatives (computer) to foster the writing piece. In addition, the assessments are often modified so that the ELL-SWDs have more time; hence scheduling flexibility is achieved and our students do not feel frustrated if they cannot complete the task. They can complete the task since their time can be extended. Our ELL-SWDs participate in different school wide activities with non-disabled peers (trips, holiday celebrations, inter-class visitations, assembly performances and shows, Heritage month celebrations, art, school spirit days--Halloween Parade, Pajama Day, Flag Day). Flexible scheduling also takes place via mainstreaming of ELLs-SWDs with non-disabled peers as per IEP stipulation.

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.

Our targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. We have an after school program that begins in January and run through May. The program is held on Wednesdays and Thursday from 2:30 to
The program provides ELA, Math, Science and Social Studies practice to prepare students for the NY state exams. Students who are in a Transitional Bilingual Class receive Math and Science instruction in Spanish.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   For the upcoming school year we will continue to implement a tutoring program for ELLS on Wednesday and Thursday that focuses on skill building and strategies needed by ELLS in grades 3-5 to move up on the NYSESLAT exams. Also this year we have a new core curriculum science program from grades K to 5 called Science Amplified. Science Amplified Program is a program that inspired students to think like scientist and allow students to visualize scientific phenomena.

10. If you had a bilingual program, what was the reason you closed it?
    No programs or services will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs are afforded equal access to all school programs. They participate in all school activities and after school. They also participate in different students clubs like dance club, art club, Run Runners and basketball teams. The after school and supplemental services offered to ELLs takes place on Wednesday’s and Thursday’s from 2:30 to 4:30. Students receive practice opportunities to develop the skills required to be successful in all 4 domains of the NYSESLAT (Reading, Writing, Speaking and Listening). The classroom teacher provides students with the after school letters to be signed and returned to school for participation in the ELL program.

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.
    All ELLs, regardless of subgroup receive the same materials. We have purchased On Our Way To English to encourage reading and writing as well as listening and speaking. There are computers in the bilingual classrooms equal to those in monolingual classes. ELLs attend the computer LAB. We also have a state of the art library complete with computers and research material. Our librarian is a licensed bilingual teacher and is available to all students who need to use the library for research. She is available to offer additional scaffolds to our ELL population. Technology is available all around the school. Teachers have smartboards in their classroom and desktop computers to use in the classroom. They also have rolling labs of laptops computers so students can use them all at once.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Native language support is provided in the Transitional Bilingual Program via the nature of the class. There are literature and chapter books in Spanish in our transitional bilingual classes. There is also native language support (Spanish) is delivered by the teachers through Reading Streets in Spanish, Science Amplified in Spanish, independent leveled readers and Estrellita. Students have Spanish-English dictionaries, glossaries with content area specialized vocabulary, resources such as globes (Spanish), a writing resource (Spanish). Our library also stocks many books in Spanish. Our Dual language program students have access to the standards and resources that will enable them to develop skills in both languages. The program address language standards in both languages as well as content standards appropriate to the grade level. During the 50% English portion the Reading Street program is been used. During the 50% instructional part of the day we using Estrellita. Native language support is provided in the ENL program as baskets of literature books and dictionaries have been purchased in the languages present at our school. This material is housed in the monolingual classes where there are ELLs as well as in the ESL classroom. ELLs have access to dictionaries, glossaries, and leveled readers in the languages present at our school.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All required services support and resources correspond to ELLs’ ages and grade levels using differentiated instructional strategies, the Intervention component of "Reading Street" the use of technology in the classroom, "My On," and the use of running records to access and drive individual instruction.

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?

All ELLs, regardless of subgroup receive the same materials. We use a Newcomers’ Kit—On Our Way to English for all new arrivals. In addition, we have purchased Spotlight on Literacy to encourage reading and writing as well as listening and speaking. There are computers in the bilingual classrooms equal to those in monolingual classes. Ells attend the computer LAB. We also have a state of the art library complete with computers and research material. Our librarian is a licensed bilingual teacher and is available to all students who need to use the library for research. She is available to offer additional scaffolds to our ELL population. Technology is available all around the school. Teachers have smartboards in their classroom and desktop computers to use in the classroom. They also have rolling labs of laptops computers so students can use them all at once.

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).

Before the beginning of the school year, newly enrolled ELL students are given a tour of the school with their parents and observe our bilingual classes as well as our monolingual classes. They speak to the teachers, look around and get an orientation of the school, our programs, testing schedules, expectations, school goals and see the video on the different programs offered. Our principal also speaks to the students and parents and highlights special projects offered such as th Cook Shop, Green Big theatre, LEAP program and Resume Writing Workshop.

17. What language electives are offered to ELLs?

N/A

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

Our school has a Two Way self - contained Dual Language program. We implementing a 50/50 model, the instructional day is always 50 % English and 50 % Spanish. Careful considerations in curriculum planning is done to alternate the language of instruction of content areas so that the students become equally versed in math, science and social studies in English and Spanish. Language Arts for English and Spanish also is taught while paying strict attention to the different methods used in teaching literacy in different languages. For example, Spanish literacy has traditionally been based on a very systematic sequence of learning vowels, syllables, and then syllables combines into meaningful word units. English in the other hand, is typically learned through a phonological approach where individual letters are sounded out to decode the given word. The dual language provide access to develop skills in both languages as well as content standards appropriate to each level. Program balance language by dividing instructional time
based on content area. In the dual language class, the teacher maintains separation of the language no translation. The skills taught in each language are coordinated to maximize cross-linguistic transfer and support in the content areas.

### 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?

   Our professional development plan for all personnel who impact on our ELLs (classroom teachers, paraprofessionals, guidance counselor, special education teachers, occupational/physical therapist, speech therapist, secretaries, SAPIS worker, IEP teacher, clusters) includes on-going workshops on strategies and skills needed by ELLs to promote language development. Professional development on ELL strategies is given during Professional Development time on Mondays afternoon. Some of our staff also attend professional development outside of the school and the professional development Saturday Academy. All of our literacy and math workshops presented by the Staff Developer and data specialist also address the needs of ELLs. The Staff Developer, data specialist and ENL teacher demonstrate strategies to promote L2. There is also professional development provided by companies who conduct workshops on instructional materials for ELLs. During the Inquiry Team meetings professional development is provided at the school on Best Practices and Common Core State Standards (CCSS) that correlate to the ENL standards and regulations of CR Part 154.

   In addition, the Bilingual Department have vertical meetings twice a month. The meetings are on fridays from 1:30–2:20. Calendar of PD topics and dates of current year:

   - English proficiency levels: 10/26/2018
   - Bilingual education progressions
   - 11/9 2018 2nd part Bilingual progressions
   - 11/23/2018 Interdisciplinary instruction
   - 12/7/2018 Planning effective instruction

   We conduct professional development during PD Time on Mondays, grade meetings (we have at least one common preparation period per week for pedagogical staff on the same grade and across grades, and across programs), professional periods and Facilitators’ meetings held on Friday afternoons and open to the general staff. The administrative staff at our school (Principal and assistant principals) hold bilingual licenses and conduct professional development needed by the staff who impact on our ELL population. In addition, our school psychologist and social worker also hold bilingual licenses and provide professional development on psychological and social needs of our ELL population. Finally, professional development for staff who impact on our ELL population is provided by the Network Professional Development.

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.

   As ELLs transition from elementary to middle school, they attend an orientation session at the middle school where middle school personnel meet and explain the school, goals, expectations and so forth. In addition, the ENL teacher sends out a memo to each Assistant Principal in charge of Bilingual/ENL programs at the end of the school year with a list of ELLs who will attend that school and the type of program they received here. In this way there is a continuum of services for each ELL and an easy transition from elementary to middle school. We also assure that all parent letters are placed in the cumulative record of the ELLs. In addition, the contact person from each middle school visits P.S. 106 in the Spring and explain programs and the expectations of each middle school. Finally, our students, including the ELLs have the opportunity to visit nearby middle
schools prior to graduation.

The professional hours as per CR Part 154.2 are provided through a series of workshops of ELL training for all staff where mandates are shown, strategies are demonstrated and modeled, the pedagogical staff looks at different testing instruments, including the NYSESLAT, program models are discussed and a cadre of strategies are suggested to help ELLs master L2. These workshops will take place twice a month on Mondays PD sessions.

It is our commitment at P.S. 106 to provide professional development for teachers and other staff responsible for the delivery of instruction and services to Limited English Proficient students. The Professional Development program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching ELLs. It will also focus on modeling strategies on how to prepare ELLs to meet and exceed the NYC and NYS Performances and Common Core State Standards and how to achieve higher scores on all city and state assessments. Facilitators for the professional development sessions will include school administrators, Network personnel, ENL teacher, the data specialist, staff developer, IEP teacher, and the librarian. Agendas and signed attendance sheets are maintained and stored in a folder by the Assistant Principal as well as the facilitator of each PD session.

### 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?

   The ENL, IEP teacher and Librarian hold annual 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 on Tuesdays afternoon during Parent Engagement Time. These meetings take place on the second Tuesday of the month. Topics of workshops include language development and assessments ELLs will take during the year. The classroom teacher also meets with parents on an individual basis to inform parents of students needs and progress and inform parents on how to help their child at home. In addition, our Parent Coordinator, meets with parents on a regular basis and provides workshops and technical assistance to parents. The meetings are held in English and Spanish. For other languages we use the DOE Language and translation interpretation services.

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

   Our parental involvement includes different aspects. We have a Parent Association which meets monthly; in addition, there is a parental involvement as part of our School Leadership Team which apprises parents of curriculum, budget and school projects. There are also workshops held monthly on different topics including Breast Cancer Awareness, Asthma, Discipline and bullying, Nutrition, Stress and Domestic Violence. We offer Zumba classes, My hero and I Dance activity, The Cook Shop, Sip and Paint program to build a sense of community and build a bridge between school members and parents. Our parent coordinator meets with parents on an individual basis to discuss specific parent concerns, offers information on housing, and help parents fill out forms for students transitioning to the middle school. All information is provided in the language of the parent whether it is written or spoken. Our Parent Coordinator also refers parents to community organizations (for example Ridgewood /Bushwick) depending upon the concern and need of the parent.
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.

Question #2 part c in parental involvement can not be answered in the space provided.

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 area?

The school provides annual individual meetings with parents of ELLS to discuss goals of the program and language development progress. This meeting takes place on Tuesdays from 2:20 p.m. to 3:00 p.m. during Parental Engagement. The classroom teacher meets with the parent at the beginning of the year to discuss NYSESLAT results. During this meeting teacher discuss students progress and weakness in all four domains. On site interpretation and translated services are provided. For those languages that are not available in the school, over the phone interpretation are requested through the language and interpretation unit.
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, Magaly Moncayo, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Magaly Moncayo</td>
<td>Principal</td>
<td></td>
<td>10/31/18</td>
</tr>
<tr>
<td>Wanda Gonzalez</td>
<td>Assistant Principal</td>
<td></td>
<td>10/31/18</td>
</tr>
<tr>
<td>Susana Ortiz</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/31/18</td>
</tr>
<tr>
<td>Ana Anglada</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/31/18</td>
</tr>
<tr>
<td>Elaine Ortiz</td>
<td>Parent</td>
<td></td>
<td>10/31/18</td>
</tr>
<tr>
<td>Daisy Guiy - Bilingual Teacher</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/31/18</td>
</tr>
<tr>
<td>Sonia Fonseca - Bilingual</td>
<td>Teacher/Subject Area</td>
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<td>10/31/18</td>
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<tr>
<td>Lavinia Brown</td>
<td>Coach</td>
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<td>10/31/18</td>
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<tr>
<td>Lavinia Brown</td>
<td>Coach</td>
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<td>10/31/18</td>
</tr>
<tr>
<td>Miriam Golombeck</td>
<td>School Counselor</td>
<td></td>
<td>10/31/18</td>
</tr>
<tr>
<td>Sheila Gorski</td>
<td>Superintendent</td>
<td></td>
<td>10/31/18</td>
</tr>
<tr>
<td>Tatyana Ulubabova</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/31/18</td>
</tr>
<tr>
<td>Michelle Sanchez</td>
<td>Other IEP Teacher</td>
<td></td>
<td>10/31/18</td>
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<tr>
<td>Nicole Lewis</td>
<td>Other Assistant Principal</td>
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<tr>
<td>Other N/A</td>
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**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

| DBN: 32 | School Name: 106 | Superintendent: Ms. L. Druck |

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*) Primary</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

The data and methodologies used to assess language preferences of the parent community for both written and oral communication include collecting data via the following forms:

* student Registration Form

* HLIS

* Emergency Contact Card (Blue Card)
*ATS Reports( RCPL, RAPL, RCON), etc.

At P.S. 106, our main languages are English and Spanish with a few students speaking Haitian Creole and Arabic. This information was obtained from the RHLA report in ATS. We also use information obtained from the HLIS. There are two questions on the HLIS (Part 3--Parent Information) which asks parents in which language they would like to receive written information; and in which language they would prefer to communicate orally with staff. We use the data collected from this information to assess our school's written and oral interpretation needs. We also look at the RPOB to assess the languages spoken in our school. Furthermore, we review the data in our LAP to verify languages spoken in our school. We look at agendas, parents' notification letters, parents attending PTA meetings, Parent Coordinators logs, Parent/Teacher Conference attendance sheets, parent teas, after school, evening and Saturday activities attendance and ENL attendance sheets to assess who attends our activities.

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>
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A review of the data indicates that our largest language group for which translation and oral interpretation exists is Spanish. We also have a few Arabic speaking parents as well as a few Haitian Creole speakers. The findings are reported to the school community at Leadership Committee meetings, faculty conferences, to all personnel dealing with parents (Parent Coordinator, Attendance personnel, School Based Support Team, Secretaries, SAPIS worker, Teachers and so forth).

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.
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>At PS 106, we disseminate document such as parent monthly calendar, parent handbook which we disseminate at the beginning of the year, New York Testing dates etc. We do in-house written translations and use community personnel as needed. We have enough pedagogical personnel versed in oral and written Spanish to accomplish this goal. For our other languages we use parent volunteers and/or community resources and/or use of the translation programs on the Internet. We also use the Department of Education Translation and Interpretation Unit on an as needed basis. We use the translated letters and HLIS as well as brochures and information provided by the Department of Education Office of English Language Learners. All documents are translated in a timely fashion.</td>
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2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal face-to-face meetings staff will have are parent-teacher-conferences every Tuesday afternoon, PTC at night, math night, library day with parents etc. All staff participate in these activities.</td>
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</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.

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

P.S. 106 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by:

P.S. 106 ensures that the welcome poster is posted in a prominent location near the primary entrance to the school. Signs are posted regarding visitors access in covered languages to ensure that parents are not prevented from reaching the office due to language barriers

*All parents are provided with a copy of the Bill of Rights in their language.

*All parents are provided with a copy of the Expect Success Guide in their language.

*All parents are notified of Interpretation Services Available

*Notify parents using letters sent home (in the languages inherent at our school)

*Notify parents at Parent Association and Leadership Committee meetings (in the languages inherent at our school)

*Notify parents at meetings set up by Parent Coordinator (in the languages inherent at our school)

*Notify parents via bulletin board displays near the entrance of the school (in the languages inherent at our school).

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?

A parent survey is given to parents during meetings to gather feedback from parents on how to provide better Language Access Services. Parents are also invited to a technology workshop where parents can access critical documents that are already translated on the DOE's website.