2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 06M115

School Name: P.S. 115 ALEXANDER HUMBOLDT

Principal: BORIS CONSUEGRA
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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Alexander Humboldt School PS 115</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>06M115</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Elementary</td>
</tr>
<tr>
<td>School Address:</td>
<td>586 West 177th Street New York, NY 10033</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(212) 927-9233</td>
</tr>
<tr>
<td>Fax:</td>
<td>(212) 795-4051</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Boris Consuegra</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Bconsue@schools.nyc.gov">Bconsue@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Boris Consuegra</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Evelyn Vargas</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Eunice Alvarez</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Evelyn Vargas</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Luz Bravo</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Grace Valera</td>
</tr>
</tbody>
</table>

#### District Information

| Geographical District: | 06 |
| Superintendent: | Manuel Ramirez |
| Superintendent’s Office Address: | 4360 Broadway New York, NY 10033 |
| Superintendent’s Email Address: | MRamire4@schools.nyc.gov |
| Phone Number: | 917.521.3757 |
| Fax: | 917.521.3797 |

#### Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Manhattan</th>
<th>Executive Director: Yuet Chu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Director’s Office Address:</strong></td>
<td><strong>333 Seventh Avenue, 8th Floor NY, NY 10001</strong></td>
</tr>
<tr>
<td><strong>Executive Director’s Email Address:</strong></td>
<td><strong><a href="mailto:Ychu@schools.nyc.gov">Ychu@schools.nyc.gov</a></strong></td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td><strong>646.470.0721</strong></td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td><strong>917.339.1765</strong></td>
</tr>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>Boris Consuegra</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Evelyn Vargas</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Eunice Alvarez</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>Luz Bravo</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>GenovevaAshburn</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Melissa Herzbrum</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Belkys Paredes</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Alicia Arias</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Alexandra Angeles</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maira Hernandez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Member/</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>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td>Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td>Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust: 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.
1. What is your school’s mission statement?

**Our School’s Mission** is to foster student creativity and critical thinking through real world problem solving and exploration.

**Our School’s Vision** is to empower students to use innovation and creativity to change the 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 Alexander Humboldt Magnet Academy Of Science And Exploration at PS 115 is an elementary school with 448 students from pre-kindergarten through grade 5. The school population comprises 0.67% Black; 94.20% Hispanic; 3.35% White; 0.45% Native Americans; 0.67% Hawaiian. The student body includes 26.34% English Language Learners and 18.75% Special Education students. Boys account for 47.10% of the students enrolled and girls account for 52.90% of students enrolled. The average attendance for the school year, 2017-2018 was 92.7%.

Our school’s Core Beliefs are:

- We believe in assessing students for learning using data analysis from both formal and informal sources as an instructional guide to help our students succeed academically.
- We believe that in order for students to succeed academically we need to consider the “whole child” by nurturing their physical and emotional wellness.
- We believe that in order to improve the academic achievement of all students, we must provide our students with differentiated process, content, and product.
- We believe that higher order thinking questioning strategies and rigorous tasks lead to high levels of student engagement.

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

We currently are in partnership with Columbia Presbyterian Hospital and the “Turn 2 Us” Program focused on our students’ social-emotional needs to ensure that we provide a full range of learning opportunities, services, and supports to prepare our students for success, both during their years at P.S. 115 and beyond.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

In general, the number of general education students in grades 1 – 5 reading on or above grade level based on the Teachers College Running Records increased:

- Kindergarten- increased from 16.0% at or above grade level to 44.6% reading at or above grade level. That is an increase of 28.6 points
  - Grade 1 – increased from 39.7% to 54% at or above grade level. That is an increase of 14.3 points.
  - Grade 2 – increased from 35.0% to 48% at or above grade level. That is an increase of 13 points.
  - Grade 3 - increased from 49.4% to 75% at or above grade level. That is an increase of 25.6 points.
• Grade 4 - decreased from 49.4% to 43.6% at or above grade level. This is a decrease of 5.8 points.
• Grade 5 - increased from 45.2% to 50.9% at or above grade level. That is an increase of 5.7 points.
• Overall, grades 1 – 5 demonstrated an approximate increase of 13 points reading on or above grade level. 18 points of our students in grades 1, 2 and 3 are reading on or above grade level.
• Grades 4 – based on the data we noticed that our fourth grade students did not make progress and decreased by 5.8 points or 43.6% of students reading at or above grade level. We attribute this decrease to a lack of phonics/phonemic awareness program in their formative school years and slower movement between levels once students reach more complex and longer texts.
### School Demographics and Accountability Snapshot for 06M115

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 475
- **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)**: 45
- **# SETSS (ELA)**: 50
- **# Integrated Collaborative Teaching (ELA)**: 2
- **# Special Classes (Math)**: 45
- **# SETSS (Math)**: 46
- **# Integrated Collaborative Teaching (Math)**: 2

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: N/A
- **# Music**: N/A
- **# Drama**: N/A
- **# Foreign Language**: N/A
- **# Dance**: N/A
- **# CTE**: N/A

#### School Configuration (2017-18)
- **% Title I Population**: 97.0%
- **% Attendance Rate**: 90.8%
- **% Free Lunch**: 95.4%
- **% Reduced Lunch**: 0.8%
- **% Limited English Proficient**: 30.7%
- **% Students with Disabilities**: 18.1%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.4%
- **% Black or African American**: 1.7%
- **% Hispanic or Latino**: 94.5%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.2%
- **% White**: 3.2%
- **% Multi-Racial**: 0.4%

#### Personnel (2015-16)
- **Years Principal Assigned to School**: 5.08
- **# of Assistant Principals**: 6
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 3%
- **Average Teacher Absences (2014-15)**: 6.2

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 23.4%
- **Mathematics Performance at levels 3 & 4**: 28.6%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 75%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: No Local Assistance Plan
- **Focus District**: No Focus School Identified by a Focus District
- **Priority School**: No Focus Subgroups

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

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

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

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

**High School**
- **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**: N/A
  - **Economically Disadvantaged**: N/A

- **Met 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**: N/A
  - **Economically Disadvantaged**: N/A

- **Met 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**: N/A

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**2018-19 SCEP-FL**

13
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |
### Section 5: Needs Assessment, Annual Goals, and Action Plans

#### Section 5A – Framework for Great Schools Element – Rigorous Instruction

Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

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### 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>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<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 (CCCLS) that is monitored and adapted to meet the needs of students.</td>
<td>[ ]</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 CCCLS 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.

---

Our school displays a number of strengths in regards to rigorous instruction. We have school-wide plans for implementation of Common Core standards and shifts, performance tasks, pre and post assessments for writing, lesson plans aligned to the CCCLS, questioning student collaboration, intermittent formative assessments, class discussions to incorporate accountable talk, our teachers utilize standards-based rubrics, student responses and test scores to determine student learning styles, strengths and next steps. This past school year we successfully created a system to plan and monitor assessment dates school-wide to coordinate assessment and instruction.

Our needs are related to efficiently and effectively analyzing the collected data and using that data to drive instruction, creating a cycle of assessment, analysis, modification, and instruction.

**Area of focus for the new year is:**
To improve each student’s mathematics outcome, with a particular focus on SWD’s and ENL’s to close the achievement gaps of these subgroups.

Our students will improve their math skills through ECAM (Early Childhood Assessment in Math) centers, Screeners for grade 3-5, and journal tasks, as measured through baseline, mid-line, and end-line CCLS benchmark assessments.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

By June 2019, students in grades 3-5 will show progress in Mathematics as indicated by a 25% decrease of level 1 students on the 2019 State Math Assessments. Math level 1 students will decrease from 45% in 2018 to 29% in 2019.
### 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-credit ed, SIFE, STH). | **All Teachers** | **Beginning October 2018 and continuing weekly until May 2019** | Principal, Assistant Principals, Consultants |
| Supervisors will expect, emphasize, and provide differentiated professional learning to support teachers in the areas of Number Sense and Operations aligned to the Common Core Learning Standards and our school’s Core Beliefs through ECAM Centers, Journal Tasks. | **All Teachers** | **Beginning October 2018 and continuing weekly until May 2019** | All Teachers, Administrators, Consultants |
| Teachers will participate in after school and Saturday intervention programs targeting students performing at level 1 in the area of math. Teachers will monitor and track the progress of students by working with small groups targeting specific CCLS. | **All Teachers** | **Beginning September 2018 and continuing daily until June 2019** | All Teachers, Administrators, Consultants |
| Teachers will monitor the progress their students are making towards mastery of the CCLS using various forms of formative and summative assessments, including journal tasks, notebooks, checklists, exit slips, rubrics and mid/end of unit assessments. | **All Teachers** | **Beginning September 2018 and continuing daily until June 2019** | All Teachers, Administrators, Consultants |
| Teachers will scaffold vocabulary and language development for ENL students and SWD’s by using tools such as manipulatives, realia, picture support, and modeling. | **Special Education Teachers and ENL Teachers** | **Beginning September 2018 and continuing daily until June 2019** | Administrators, Special Education Teachers and ENL Teachers, Consultants |
| All school staff will increase parental involvement through a workshop series titled “Parents as Partners in Learning” delivered by teachers to promote math development, thus ensuring that parents and teachers think of each other as partners in educating children. | **All Teachers, Parents/Guardians** | **Beginning October 2018 and continuing monthly until May 2019** | Administrators, Parent Coordinator and all Teachers |
Teachers will participate in and implement professional development with the K-5 Math Consulting Company offering interactive learning experiences designed to improve teachers instruction, advance students’ learning and increase achievement in math.

| All teachers | Beginning September 2018 and continuing daily until June 2019 | All Teachers, Administrators, Consultants Magnet Team |

Teachers will implement coherent Common Core Learning Standards-aligned instruction, including multiple entry points of access for all students to achieve targeted goals primarily focused on Number Sense and Operations.

| All teachers | Beginning September 2018 and continuing daily until June 2019 | All Teachers, Administrators, Consultants |

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.

Through a series of scheduled parent workshops that are aligned to current units of study for Mathematics.

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.

- Cycle of Observation schedule reflecting Pre/Post Observation Conference meeting time with the teachers
- Continue allocating funds for Math Professional Development series (6 teachers attending K-5 Math Series)
- Funding for teacher per session to plan for parent workshops (2 hours per teacher per grade level)
- Funding for teacher per session to provide summer enrichment to students in grades K-2 (6 teaching positions)
- Funding for teacher per session to provide ESL/Bilingual services to students in a Title III Program (6 teaching positions)
- Funding for teacher per session to provide Academic Interventions to students in grades K-5 (12 Teaching positions)

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>Tax Levy</th>
<th>Title I 1003(a)</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 5 – Progress Monitoring

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

By February 2019, at least 75% of all students will demonstrate Math proficiency (80% or better) on the mid-line assessment measuring content and Next Generation Standards covered until February 2019.

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

The school will use baseline and mid-line math data across the grades to measure student progress and mastery of the Next Generation Standards.

**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**

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

<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>X</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></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></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></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.
   - Implementation of social emotional curriculum through the use of Cloud9World Character Development Program
   - Implementation of a school-wide PBIS (Positive Behavioral Intervention and Supports) system
   - ROAR (Regular Outstanding Attendance Recipients) attendance recognition awards
   - Student led activities to enhance positive social emotional school culture
   - Student led morning announcements aligned to Cloud9World Character Development Program
   - Implementation of Class Dojo

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.
   - Empowering students to take an active role in different school leadership roles such as Student Leadership Team, Green Team, Wellness Council, and School Greeters

3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

---

**The priority needs for Tenet 5 for the 2018-2019 school year are as follows:**

- Empowering students to take an active role in different school leadership roles such as Student Leadership Team, Green Team, Wellness Council, and School Greeters
• Increasing overall student attendance and on-time morning arrival

Part 2 – Annual Goal

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

By June 2019, average student attendance will increase from 91% to 95%, as measured by ATS reports.
### 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 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><strong>All school constituents</strong> will continue implementing our school-wide Positive Behavioral Intervention and Supports System (PBIS) to sustain and support social and emotional developmental health of students</td>
<td><strong>All PS 115 Staff Members</strong>&lt;br&gt;Beginning September 2018 and continuing on an ongoing basis until June 2019</td>
<td>Administrators, Teachers, Guidance Counselor, School Psychologist, School Aides, Paraprofessionals, Custodial Staff, Kitchen Staff</td>
</tr>
<tr>
<td><strong>PBIS Committee and Parent Coordinator</strong> will meet regularly with students and families, throughout the year via surveys to track, monitor, and proactively support students’ social and emotional growth and attendance.</td>
<td><strong>Students and Families</strong>&lt;br&gt;Beginning September 2018 and continuing on an ongoing basis until June 2019</td>
<td>Administrators, PBIS Committee, and Parent Coordinator</td>
</tr>
<tr>
<td><strong>Third, Fourth and Fifth Grade students</strong> will participate in Student Leadership Meetings and plan and enact activities, responding to social and emotional needs of students.</td>
<td><strong>Students</strong>&lt;br&gt;Beginning September 2018 and continuing on an ongoing basis until June 2019</td>
<td>Administrators, Guidance Counselor, Parent Coordinator, Teacher in Charge of Student Council</td>
</tr>
<tr>
<td><strong>Teachers and parents</strong> will participate on School Leadership Team committees and subcommittees to address issues of safety and students’ well-being.</td>
<td><strong>Teachers, Parents</strong>&lt;br&gt;Beginning September 2018 and continuing on an ongoing basis until June 2019</td>
<td>Administrators, Teachers, and Parents that are part of the SLT</td>
</tr>
<tr>
<td><strong>Teachers and parents</strong> will participate in workshops with experts from NYC Thrives Initiative through the Department of Health and mental Hygiene to address students' social emotional and mental health.</td>
<td><strong>Teachers, Parents and Students</strong>&lt;br&gt;Beginning September 2018 and continuing</td>
<td>NYC Thrive Team, Parents and Teachers</td>
</tr>
</tbody>
</table>
School Attendance committee will meet monthly to discuss student attendance trends and develop a plan of action for students with chronic absences and latenesses  

<table>
<thead>
<tr>
<th>Attendance Committee</th>
<th>Students and Families</th>
<th>Beginning September 2018 and continuing on an ongoing basis until June 2019</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

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

| Through a series of scheduled parent workshops aligned to social-emotional well being and mental health. |

### 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>Schedule adjustments to provide coverage for teachers to meet and attend PBIS meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Allocate funds in Sub-teacher line in Galaxy to hire substitute teachers</td>
</tr>
<tr>
<td>- Designated teacher serving as a Student Council Advisor to the Student Council</td>
</tr>
<tr>
<td>- Funding for teacher per session to support the implementation of PBIS</td>
</tr>
<tr>
<td>- Funding to support the maintenance of Cloud9World Curriculum</td>
</tr>
<tr>
<td>- Funding to support the purchase of student awards, certificates, and monthly celebrations</td>
</tr>
<tr>
<td>- Funding to support the measurement of the impact of initiatives</td>
</tr>
<tr>
<td>- Allocate funds for Class Dojo - training, program, prizes</td>
</tr>
</tbody>
</table>

#### 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>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>By February 2019, the average student attendance will be 93.0% as measured by ATS reports.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 5b.</td>
<td>Indicate the specific instrument of measure that is used to assess progress.</td>
</tr>
<tr>
<td></td>
<td><strong>The school will use ATS reports to track student attendance.</strong></td>
</tr>
<tr>
<td>Part 5c.</td>
<td>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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></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></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></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.
   - School implemented a teacher led Walk Through committee
   - Each grade level was allocated time to plan and share best practices with their grade level colleagues during their weekly common planning time
   - Each grade level was allocated time to engage in inquiry around student writing where they analyzed student work, use the data to drive instruction and modify the curriculum
   - All new teachers were paired with teacher mentors to support their professional development
   - Teacher led differentiated professional development was provided to staff members

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.
   - Expanding the data team focus from collecting the data to analyzing the data and making instructional decisions to best meet the needs of individual students
• Continue building teacher capacity through professional development around data analysis and modification of instruction, units and lessons

The differentiated professional learning experiences will be organized around the following:

• Data driven instruction
• Data analysis
• Progress monitoring
• Implementing Magnet Theme focused on STEAM and Project Based Learning into current units of study
• Incorporating Technology into daily instruction using apple devices to enhance learning opportunities and challenge student thinking and engagement. Increase teacher opportunities for assessment and data driven instruction.

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 2019, students in grades 3-5 will show progress in ELA as indicated by a 12% decrease of level 1 students on the 2019 State ELA Assessments. ELA level 1 students will decrease from 36% to 23% in 2019.
### 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>
| 1. Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
2. 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). | All Teachers | Beginning September 2018 and continuing on a weekly basis through June 2019 | Principals, Assistant Principals, Consultants |

**Supervisors will expect, emphasize, and provide differentiated professional learning to support teachers in the areas of Explicit Instruction, assessment of student learning, DOK questioning, actionable feedback, Project-based learning, and differentiation based on data analysis.**

**Target Group(s)**: All Teachers  
**What is the start and end date?**: Beginning September 2018 and continuing on a weekly basis through June 2019  

**Key Personnel**: Principals, Assistant Principals, Consultants

---

**Teachers will participate in afterschool and Saturday intervention programs targeting students performing at level 1 in the area of Literacy. Teachers will monitor and track the progress of students by working with small groups targeting specific Next Generation Standards.**

**Target Group(s)**: All Teachers  
**What is the start and end date?**: Beginning September 2018 and continuing on a weekly basis through June 2019  

**Key Personnel**: All Teachers and Administrators

---

**Teachers will monitor the progress their students are making towards mastery of the Next Generation Standards using various forms of formative and summative assessments; including reading responses, notebooks, checklists, quizzes, rubrics and on demand writing assessments.**

**Target Group(s)**: Admin.  
**What is the start and end date?**: Beginning October 2018 and continuing on a weekly basis through June 2019  

**Key Personnel**: All teachers and Administrators

---

**Teachers will scaffold vocabulary and language development for ENL students and SWD’s by implementing explicit instruction, sentence starters, illustrations, graphic organizers, and exemplars.**

**Target Group(s)**: Parents, Teachers, and Administrators participating in the SLT Committee  
**What is the start and end date?**: Beginning September 2018 and continuing on a weekly basis through June 2019  

**Key Personnel**: Parents, Teachers, and Administrators participating in the SLT Committee

---

**All school staff will increase parental involvement through a workshop series titles “Parents as Partners in Learning” delivered by teachers to promote literacy development., thus ensuring that parents and teachers think of each other as partner**

**Target Group(s)**: Parents  
**What is the start and end date?**: Beginning September 2018 and continuing  

**Key Personnel**: Teachers, Administrators and Coaches
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.

Through a series of scheduled parent workshops directly related with data and progress monitoring to improve student outcomes

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.

- Teachers will meet on PD Monday based on professional needs to participate in professional learning opportunities
- Funding for teacher per session for vertical teacher teams (6 teaching positions available)
- Funding for teacher per session for Bilingual Teachers to meet once per month (6 teaching positions available)
- Funding for teacher per session for Data Committee (6 teaching positions available)
- Funding for teacher per session for SIT Review Team (4 teaching positions available)
- Funding for Professional Development Services (Amplify, Metamorphosis, Elevate, School 4 one, FUNdations)
- Funding for Magnet related Professional Development (Project Based Learning, STEAM, Incorporating Technology such as Apple Classroom)

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>
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<th>21st Century</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
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<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
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<td>X</td>
</tr>
<tr>
<td>Title III</td>
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<td>Title I TA</td>
<td>P/F Set-aside</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, at least 75% of students in grades 3-5 performing at level 1 will demonstrate ELA progress.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Progress measured by ongoing formative assessments such as Teachers College Running Records, monthly On-Demand writing assessments and Mock ELA State Exam.

**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>2.2 The school leader ensures that the school community shares the Specific, Measurable,</td>
<td></td>
</tr>
<tr>
<td>Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive</td>
<td></td>
</tr>
<tr>
<td>of core values that address the priorities outlined in the School Comprehensive Educational</td>
<td></td>
</tr>
<tr>
<td>Plan (SCEP).</td>
<td></td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital</td>
<td></td>
</tr>
<tr>
<td>resources.</td>
<td></td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual</td>
<td>X</td>
</tr>
<tr>
<td>Professional Performance Review (APPR) to conduct targeted and frequent observation and</td>
<td></td>
</tr>
<tr>
<td>track progress of teacher practices based on student data and feedback.</td>
<td></td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve</td>
<td></td>
</tr>
<tr>
<td>critical individual and school-wide practices as defined in the SCEP (student achievement,</td>
<td></td>
</tr>
<tr>
<td>curriculum and teacher practices; leadership development; community/family engagement;</td>
<td></td>
</tr>
<tr>
<td>and student social and emotional developmental health).</td>
<td></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.

Our school displays a number of strengths in regards to effective school leadership, such as:

- Student data is continuously monitored to inform instruction through scheduled data conferences
- Inquiry Teams are established to analyze student work and help drive instruction
- Common Planning is used to discuss curriculum along with revisions and modifications based on student needs
- Inter-class visitations are scheduled to provide support for teachers around specific areas around Danielson Framework for Teaching and pedagogical practices

The priority need for Tenet 2 is:

In general, the number of ENL students scored the following Language proficiency levels for the 2018 academic year.

- 15 students have an Entering language proficiency level (11%)
- 25 students have an Emerging language proficiency level (18%)
• 29 students have a Transitioning language proficiency level (21%)
• 54 students have an Expanding language proficiency level (39%)
• 17 students reached a Commanding language proficiency level and mainstreamed into a monolingual 12%

Upon reviewing the NYSESLAT, New York State Exams and classroom writing assessment data, our priority this year is the area of writing specifically focused on our ENL students.

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, 17% of our English Language learners (16 out of 121) in grades K thru 5 will reach commanding language proficiency level on the NYSESLAT Assessment and mainstream into a monolingual classroom.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual teachers will develop differentiated learning tasks, provide explicit instruction, exemplars, graphic organizers, sentence starters and vocabulary for students in grades K through 5. Students in grades K through 2 will be able to include words and sentences that sufficiently introduce and complete thoughts and ideas. Students in grades 3 through 5 will be able to write a structured essay with an introduction, paragraphs with a clear topic sentence and a conclusion. Teachers will administer bi-monthly on-demand writing pieces aligned to the NYSESLAT Exam.</td>
<td>All Teachers</td>
<td>Beginning October 2018 and continuing weekly until May 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Teachers will be provided with differentiated professional learning experiences in order to address the needs of the individual teachers with an emphasis on developing Language Objectives aligned to the modalities: Writing, Reading, Speaking, and Listening.</td>
<td>Bilingual Teachers, and ENL Teacher</td>
<td>Beginning September 2018 and continuing weekly until June 2019</td>
<td>Principal, Assistant Principals, Consultants, Teacher Leaders</td>
</tr>
<tr>
<td>The ENL Coordinator and Administrators will work with bilingual teachers and ENL teachers to ensure development and implementation of language objectives aligned to content objectives and Common Core Learning Standards.</td>
<td>ENL Teacher and all teachers of ELL Students</td>
<td>Beginning September 2018 and continuing on an ongoing basis until June 2019</td>
<td>Principal, Assistant Principals, Special Education Teachers, Consultants</td>
</tr>
<tr>
<td>All school staff will increase parental involvement through a workshop series titled “Parents as Partners in Learning” delivered by teachers to promote academic development, thus ensuring that parents and teachers think of each other as partners in educating children.</td>
<td>All Teachers, Parents/Guardians</td>
<td>Beginning October 2018 and continuing monthly until May 2019</td>
<td>Administrators, Parent Coordinator and all Teachers</td>
</tr>
<tr>
<td>Supervisors will develop a Title III “Aspira” Academic Intervention and Saturday Academy program to provide additional learning opportunities for students in grades K through 5 to support language development.</td>
<td>Bilingual Teachers, ENL Teacher</td>
<td>Beginning November 2018 and continuing</td>
<td>Principal, Assistant Principals, ENL Teachers, Classroom</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.

Through a series of scheduled parent workshops aligned to units of study in Mathematics, ELA, Science, and Social Studies.

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.

- Develop a Cycle of Observations Schedule for Teachers (Options 1, 2, 3, and 4)
- Allocating funds for Professional Development Services from K-5 Teaching Resources
- ELL staff to provide professional development
- Funding for teacher per session to plan for parent workshops (2 hours per teacher per grade level)
- Funding for teacher per session to develop scaffolds, plan strategies, and multiple entry points for bilingual and special education students
- Funding for teacher per session to develop a Title III program after school and Saturdays
- Funding for Metamorphosis Teacher Training

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>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>P/F Set-aside</th>
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<td>Title I</td>
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<td>Title III</td>
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<td>PTA Funded</td>
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<td>SIG Grant</td>
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<td>School Achievement Funding</td>
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<td>X</td>
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<td>1003(a)</td>
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<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 9% of English Language learners performing at proficiency level Expanding will show progress towards becoming commanding.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
The school leaders will use Language Proficiency Assessment to measure the Four Language Modalities along with student growth.

**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>] ]</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>] ]</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>] ]</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.

**Our school displays a number of strengths in regards to strong family and community ties, such as:**

- Communication with parents through multiple forms of social media and letters:
  - Free mobile application along with training for staff and parents.
  - Class Dojo APP to communicate with parents regarding student events, academic progress and behavior. Such as end of unit and project based learning celebrations.
  - The school distributes monthly grade level newsletters to parents informing them of current academic curriculum highlights and school wide events.
  - School Facebook and Instagram accounts

**The priority need for Tenet 2 is:**

- Increase parental engagement for parent/teacher conferences (four times each year), open houses, family math and arts nights, and parent engagement Tuesdays. Increased parental workshops based on parental need, interest and request as per parent surveys and attendance sheets.
- Informing and Involving parents around School Magnet Program/Theme
- Increase parental attendance through the use of school wide events, activities and workshops.
- Incorporating Social Media and Creating School Website

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, PS 115 will collaborate with parents to increase the participation rate of parent response on the NYC School Survey from 74% in 2018 to 82% in 2019.
## 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? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
<tr>
<td>Parents, Teachers</td>
<td>Beginning September 2018 and continuing on a monthly basis through June 2019</td>
<td>All Teachers, Supervisors</td>
</tr>
<tr>
<td>Parents, Teachers</td>
<td>Beginning September 2018 and continuing on an ongoing basis through June 2019</td>
<td>All Teachers, Supervisors, Parent Coordinator, PTA</td>
</tr>
<tr>
<td>Parents</td>
<td>Beginning October 2018 and continuing on a bi-monthly basis through June 2019</td>
<td>Parent Coordinator, Teachers, Administrators and PTA</td>
</tr>
<tr>
<td>High-need Student Subgroups (SWDs, ELLs, STH); Parents</td>
<td>Beginning September 2018 and continuing weekly through June 2019</td>
<td>Teachers, Parent Coordinator, Administrators and PTA</td>
</tr>
</tbody>
</table>

### All grade level teachers will create newsletters to inform parents of current units of study in all subject areas, with an emphasis on Common Core Learning Standards and upcoming parent workshops.

- **Parents, Teachers**
- **Beginning September 2018 and continuing on a monthly basis through June 2019**
- **All Teachers, Supervisors**

### The app will have different resources for parent engagement, such as interactive school calendars, school events, parent workshops, links to academic websites, links to teacher’s’ pages, and direct communication with teachers.

- **Parents, Teachers**
- **Beginning September 2018 and continuing on an ongoing basis through June 2019**
- **All Teachers, Supervisors, Parent Coordinator, PTA**

### Parent Coordinator will plan a year long calendar containing workshops centered around academic and social/emotional topics.

- **Parents**
- **Beginning October 2018 and continuing on a bi-monthly basis through June 2019**
- **Parent Coordinator, Teachers, Administrators and PTA**

### The Parent Coordinator will monitor parental attendance and surveys.

### Parents will participate in workshops around strategies for our high-need student subgroups to support them to reach their personalized goals. Parents are welcome to meet with teachers every Tuesday to specifically discuss their child’s needs as well as strategies to implement at home.

### The Parent Coordinator will plan a year long calendar containing workshops centered around academic and social/emotional topics.
Magnet Team will advertise school events through the use of social media via Instagram, Facebook, School Website along with Brochures and Mass Mailing.

Parents and School Community
Beginning September 2018 and continuing weekly through June 2019
Magnet Team

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.

- Parent Coordinator through a series of scheduled parent workshops based on parents’ request and interest.
- Magnet Team will support through scheduled workshops, Events and Social Media.

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.

- Schedule adjustments to cover teachers conducting the parent workshops
- Allocating teacher per session to compensate teachers’ planning time for workshops
- Funding for 6 per diem days to have substitute teachers cover teachers’ programs
- Funding an F-Status Teacher for Math Intervention
- Allocating funds to purchase copy paper and supplies to make photocopies of newsletters, workshop materials, and sample student work to be shared with parents

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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<td>School Achievement Funding</td>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, we will conduct at least 10 parent workshops in total (academic, and social/emotional developmental health, Magnet Theme Related Topics) to support family and student success, as evidenced by parent surveys, and attendance sheets from the workshops.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
The school will use periodic app based surveys.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Mandated students in K-5 as per IEP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students at risk falling in the bottom 1/3 based on TC Benchmarks, Teacher Observations, Summative and Formative Assessments</td>
<td>SETSS Teacher provides modified instruction in the Five Pillars of Literacy</td>
<td>Small Group</td>
<td>During school day</td>
</tr>
<tr>
<td></td>
<td>Students at risk falling in the bottom 1/3 based on TC Benchmarks, Teacher Observations, Summative and Formative Assessments</td>
<td>AIS Teacher provides strategically grouped instruction in ELA Strategies, vocabulary development, fluency and reading comprehension</td>
<td>Small Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENLs</td>
<td>Guided Reading Grades K-2</td>
<td>Small Group</td>
<td></td>
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<td></td>
<td>Students at risk in grades K-5 including holdovers based on</td>
<td>Strategy Groups Grades 3-5</td>
<td>Small Group</td>
<td>During school day</td>
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<tr>
<td></td>
<td></td>
<td>Title III language development in areas</td>
<td></td>
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</tr>
<tr>
<td>TC Benchmarks, Teacher Observations, Summative and Formative Assessments and NYSESLAT and NYS State Scores</td>
<td>Reading and Writing</td>
<td>After school 2x per week</td>
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<tr>
<td>Teacher provides strategically grouped instruction in ELA Strategies, vocabulary development, fluency and reading comprehension</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Mandated students in grades K-5 as per IEP</th>
<th>SETSS Teacher provides modified instruction in math skills (computation and word problems)</th>
<th>During school day</th>
</tr>
</thead>
<tbody>
<tr>
<td>After school 2x per week</td>
<td>AIS Teacher provides strategically grouped instruction in Math strategies and skills tailored to students’ needs</td>
<td></td>
</tr>
<tr>
<td>Students at risk, falling in lowest 1/3 of grades 3-5 based on both formative and summative assessments and teacher observations</td>
<td>Go Math! SOAR intervention program-math skills and word problems</td>
<td></td>
</tr>
<tr>
<td>Students at risk, falling in lowest 1/3 of grades 3-5 including ELLs and holdovers based on both formative and summative assessments and teacher observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Students at risk falling in the lowest 1/3 grades 3-4 as evidenced by grade level benchmarks (teacher observations, formative and summative assessments).</td>
<td>Content related reading with non-fiction texts, Hands on inquiry based learning investigations, STEM project-based activities.</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ELLs</td>
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<tr>
<td>Special Education students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students at risk falling in the lowest 1/3 as evidenced by grade level benchmarks (teacher observations, formative and summative assessments).</td>
<td>Content related reading with non-fiction texts, Authentic/Hands on inquiry based learning investigations and tasks, Current events.</td>
</tr>
<tr>
<td>ELLs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>At-risk students, as identified by teacher referrals, parental requests.</td>
<td>Educational and behavioral plans, tracked periodically; Assist students with educational work as per the classroom teacher.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

### Part A: FOR TITLE I SCHOOLS

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

   As of June 2018, the school has identified approximately 137 students in Temporary Housing (STH).

2. Please describe the services you are planning to provide to the STH population.

   - In an effort to support their educational needs the school has established the following services:
     - The school has established an STH Liaison who provides supports and information for the families of STH, as well as serving as a link between the families and school
     - Students will be provided with backpacks, uniforms and school supplies
     - We have partnered with Nordstrom to provide 75 pairs of sneakers to STH
     - Donations of coats (New York Fire Department)
     - Dinner for parents will be provided during Thanksgiving, Mother’s day, Father’s Day etc.
     - In the event that transportation is required, the Liaison will coordinate arrangements, such as MetroCard and/or busing.
     - Home visits conducted by the attendance teacher, social worker, guidance counselor, and family worker will be implemented to support families with all areas related to temporary housing
     - The STH Liaison will collaborate with the guidance counselor, social worker, and psychologist to provide social emotional support and counseling to STH

   The attendance teacher will be collaborating with the school and families to monitor and support the attendance of STH.

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

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

   n/a

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

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

Part 1: Title I Status

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

The school leaders collaborate with organizations such as Lehman College, City College, Teaching Fellows to recruit highly qualified pedagogical candidates as well as other colleges, open market, job fairs, and networking.

To retain highly qualified pedagogical staff the school leaders collaborate with the teacher to set and monitor actionable goals through the Initial Planning Conference (IPC), and provide differentiated professional learning opportunities. Additionally, school leaders provide teachers with opportunities to take on leadership roles, building capacity within the school community. Furthermore, new teachers and teachers new to the building will be paired with a mentor or buddy to ensure smooth transitioning.

The school leaders have made an effort to ensure that 100% of the teachers are teaching within their license.

Teachers preparing portfolios for tenure decisions receive additional specific support in preparing their artifacts and evidence of effective practice, impact on students’ outcomes, and professional contributions to the school.

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).

All teachers will participate in differentiated high quality professional learning opportunities such as book clubs, interclass and interschool visitations, consultant support, peer-to-peer modeling, direct instruction, etc. which will
enable all students to meet the Common Core Learning Standards. Teacher teams focus on best practices such as using questioning and discussion techniques, engaging students, using assessment in instruction and providing effective feedback to students.

- Teachers will be placed in different cohorts pertaining to their needs and they will receive professional learning in a cyclical manner to improve best practices across the school and build capacity.
- Consultants will work directly with special education teachers in order to provide differentiated professional learning experiences based on the teachers’ individual needs. Including professional learning opportunities in the areas of Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP), IEPs, SMART Goals related to the Common Core Learning Standards, Present Levels of Performance (PLOP)
- The ENLs Coordinator, Bilingual Consultant, and Assistant Principal will work with grade level bilingual teachers and ENL teacher to ensure development and implementation of language objectives aligned to content objectives and Common Core Learning Standards within daily classroom instruction.

All Teacher Teams (Grades K-5) will evaluate student work/assessments weekly, using a prescribed protocol for Looking At Student Work and Common Core Learning Standards-aligned rubrics and will collaborate to share the best instructional practices developed during the 2016–2017 school year.

Supervisors will review and analyze the data submitted by the Teacher Teams, on a weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance which will enable all students to meet the Common Core State Standards.

Principal and other school leaders will participate in differentiated high quality professional learning opportunities through visiting other schools, inter-school visitations, collaborating with other school leaders and online webinars. Assistant principals participate in monthly professional learning opportunities within District 6 hosted by the Superintendent. Principal and other school leaders will participate in professional learning around students with disabilities, English Language Learners, Students in Temporary Housing, at-risk, and other high-need subgroups.

Paraprofessionals will receive high quality professional learning opportunities in the areas of behavior/crisis management, small group instruction, data collection, providing student feedback, learning styles, and IEPs.

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.).

We prepare our pre-kindergarten students with developmentally appropriate routines, curriculum, and pedagogy that contribute to their emotional and social well-being and growth. The ECERS checklist and guidelines for early childhood education inform our teachers’ practices. We provide ongoing parent workshops to support the parents and their children move from early childhood program to the elementary school program and its ever-growing expectations for college and career readiness. All early grade staff participates in school-wide PL to ensure continuity and appropriate learning targets and progressions. Students’ records are kept by all teachers and are shared as the students are promoted from early grades to the upper grades. Teachers receiving these children have full and clear portraits of the students as learners in all dimensions of growth and development. Paraprofessionals, family worker and social worker, as well as parent coordinator ensure close home-school connections, on an ongoing basis.

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.

The Principal formed an original MOSL Committee in the Spring of 2014, in collaboration with the UFT Chapter Chairperson, in accordance with the guidelines of the ADVANCE Evaluation System. The School Leaders and the UFT Chapter Chairperson selected members for the committee. The committee continues to meet throughout the year. They reviewed the options and selected the state and local assessment measures, with the final decisions made by the School Leaders, who were in accordance with the teachers’ choices. In addition, during the school year 2015-2016, the school developed a vertical Literacy/Math team to embed formative assessments into their curriculum maps, along with the data committee to gather and analyze data to inform instruction. In the school year 2016-2017, the school will develop an assessment calendar in order to align all of the assessments throughout the school. The benchmark periods will be September 2016, January 2017 and May 2017. Teachers will receive differentiated professional learning opportunities around data-driven instruction (DDI). Their use of DDI will be monitored by school leaders through the Instructional Practice Monitoring Tool.

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 (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
</table>

2018-19 SCEP-FL
| Title I Part A (Basic) | Federal | 329890 | | x | §Section 5A.  
| | | | Section 5B.  
| | | | Section 5C.  
| | | | Section 5D.  
| | | | Section 5E.  
| Title I School Improvement 1003(a) | Federal | h/a | | x | §Section 5A.  
| Title I Priority and Focus School Improvement Funds | Federal | h/a | h/a | h/a |
| Title II, Part A | Federal | 120440 | | x | §Section 5A.  
| Title III, Part A | Federal | h/a | h/a | h/a |
| Title III, Immigrant | Federal | 18894 | | x | §Section 5A.  
| | | | Section 5B.  
| | | | Section 5C.  
| | | | Section 5D.  
| | | | Section 5E.  
| Tax Levy (FSF) | Local | 2760892 | | x | §Section 5A.  
| | | | Section 5B.  
| | | | Section 5C.  
| | | | Section 5D.  
| | | | Section 5E.  

Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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>
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</thead>
<tbody>
<tr>
<td><strong>PS 115 Parent Involvement Policy (PIP)</strong></td>
</tr>
</tbody>
</table>

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 115**, in compliance with the Section 1118 of Title I 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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
</table>

Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 115** will support parents and families of Title I students by:

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

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
• Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

• Providing assistance to parents in understanding the Common Core Learning 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 learning 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 Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English as a New Language students 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-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-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

• Host the required Annual Title I Parent Meeting on or before October 30 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.

• 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;

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

• Holding an annual Title I Parent Curriculum Conference;
Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I

Parental Involvement and School Quality

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

· 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., accountability system, student proficiency levels, Progress Report, Quality Review Report, Parent Learning Environment Survey Report;

· Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

· 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;

Encouraging School-Level Parental Involvement

Parent Committee;

· Supporting or hosting Family Day events;

· Providing parents with content based workshops throughout the year (ELA, Math, Art, Technology and Science)

· Encourage parents to participate in content based field trips

· Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

· Encouraging more parents to become trained school volunteers;

· Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

· Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

· Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

PS 115 School-Parent Compact (SPC)

P.S. 115, in compliance with the Section 1118 of Title I, 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

#### I. School Responsibilities

Provide high quality curriculum and instruction aligned to the Common Core Learning Standards to enable them to meet and exceed the standards by:

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core Learning Standards;
- Offering high quality instruction in all content areas
- Providing instruction by highly qualified teachers in all content areas.

Teachers will assign students with writing tasks across the content areas including summative and formative assessments such as conferences, rubrics, end of unit assessments to ensure that all students are making expected progress in writing as aligned to the Common Core Learning Standards.

School leaders will use effective monitoring tools to provide teachers with actionable feedback in order to improve their pedagogical practices as aligned to the Danielson Framework for Teaching.

### 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 October 30 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;

· Establishing and implementing the new free parent engagement web based mobile application to facilitate parental engagement and communication such as interactive school calendar, school events, parental workshops, academic websites and links to teachers’ pages.

· Students will participate in different activities that support their social-emotional well-being by the implementation of the school wide Positive Behavior Interventions and Supports Plan (PBIS)

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

Provide parents opportunities to contact and communicate with staff by:

- Ensuring that staff 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 members;
- 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;
- Establishing and implementing the new free parent engagement web based mobile application to facilitate parental engagement and communication such as interactive school calendar, school events, parental workshops, academic websites and links to teachers’ pages.

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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 will 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 Title I programs.

II. Parent/Guardian Responsibilities

Parents and Guardians will:

· Monitor their child’s attendance and ensure that their child arrives to school on time as well as follow the appropriate procedures to inform the school when their child is absent;

· Ensure that their child comes to school rested by setting a schedule for bedtime based on the needs of their child and his/her age;

· Assist and monitor their child in completing homework tasks, when necessary;

· Read to their child and/or discuss what their child is reading each day (for a minimum of 15 minutes);

· Set limits to the amount of time their 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 their child to follow school rules and regulations and discuss this Compact with their child;

· Parents will participate in different activities assisted by the Parent Coordinator that support their child’s social-emotional well-being by the implementation of the school wide Positive Behavior Interventions and Supports Plan (PBIS)

· Volunteer in their child’s school or assist from their home as time permits;
· Participate, as appropriate, in the decisions relating to their child’s education;

· Communicate with their 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 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 their child

### III. Student Responsibilities

**Student Responsibilities**

Students will:

· Attend school regularly and arrive on time;

· Complete their homework and submit all assignments on time;

· Follow the school rules and be responsible for their actions based on the PBIS model:

  - Problem Solve

  - Act Responsibly

  - Work Together

  - Safety First

· Always display their best effort

· Be a proactive member of the school community

· Engage in project based learning activities independently
- Use accountable talk protocols when communicating in school

- Consistently improve their writing skills through writing tasks across the content areas using exemplars, checklists and rubrics with the emphasis on Informational/Opinion writing.

- Participate in the Student Council meetings, plan and enact activities responding to their social-emotional needs.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

Name of School: __________ | DBN: __________

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

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- ☐ Before school
- ☒ After school
- ☐ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- ☐ K
- ☒ 1
- ☒ 2
- ☒ 3
- ☒ 4
- ☒ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☒ 11
- ☐ 12
- 60
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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: _____
PS 115 uses the following formative assessments to guide instruction:

After analyzing the ELLs' academic progress, EDAT, and NYSESLAT data we determined that our students continue to have serious gaps with their academic language development. In order to continue to close the achievement gap amongst our ELL student population and ensure they meet grade level standards, we will continue supporting language development through the use of explicit instruction, ENL strategies, vocabulary development, assessment in instruction, and opportunities for discourse. Student work books and non-fiction and fiction text with CDs will be purchased at an estimated cost of $2,894.00 and will be used solely for the after school Title III program. Students will receive 45 sessions of after school instruction. The use of Fundations, Shared Reading, Guided Reading, Read Alouds, Independent Reading and conferring as well as elements of the writing process will be provided to all students. The elements of the writing process will be scaffolded to support the different language proficiency levels. Sentence, paragraph and composition structure will be taught to improve reading, writing, literary understanding and enable students to increase their general knowledge. We will provide supplementary ENL instruction to a total of 72 students. The goal of the program is to provide students with a conducive and rigorous learning environment that will help students develop the language skills necessary to advance through the language proficiency levels, achieve a commanding level on the NYSESLAT, and mainstreaming to a monolingual class.

Title III services will be provided two days a week, Wednesdays and Thursdays, from 2:30 pm to 4:00 pm. There will be a total of 6 qualified certified teachers: 1 ENL, and 5 Bilingual; our target population consist of ENL students in grades 2-5 who have made little progress for two consecutive years, as well as those students who came close to obtaining language proficiency on the NYSESLAT. During the duration of the program we will be instructing and supporting 6 groups of about 12 students per group in grades 2-5.

The program will begin Wednesday, October 17, 2018 and will end on May 30, 2019. Each session will last for 1 1/2 hours focused on literacy and opportunities for listening and discussion. Students will be assigned 20 minutes each day to work on grammar and conventions. Each teacher is responsible for planning and delivering quality instruction in literacy.

The language of instruction will be in English. However, the home language will be used as deemed appropriate.

Materials: Students will use a variety of non-fiction and fiction books in English with strong visual support, engaging illustrations, video clips and graphic organizers to help them make meaning from the texts. We will use the Escalate to English curriculum for grades 4 & 5, Finish Line New York ELLs Bilingual Common Core and Getting Ready for the NYSESLAT.
Part B: Direct Instruction Supplemental Program Information

addition, articles from Read Works and Reading A thru Z, guided reading instruction as well as NYSESLAT Teaching Resources aligned to the four modalities.

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: 

In order to continue supporting teachers professional growth and academic rigor and higher order thinking for our ELL students in literacy, the ENL and bilingual teachers will participate in ongoing professional development sessions, on Monday, Tuesday and Thursday's of every month and participate in inter-class visitations and debrief meetings. Teachers will participate in house and outside professional development. The teachers receiving training are as follows: Ms. Alvarez, Ms. Hinojosa, Ms. Moquete, Ms. Pena, Ms. Y. Cruz and Ms. Vargas. In addition, Ms. Vargas, ENL Coordinator, Mr. Rodriguez, AP in charge of Bilingual department and the Bilingual teachers listed below, will also provide professional development workshops. 10 sessions of professional development will be provided to Bilingual teachers and funded through the Title III A supplement funds.

The data from the NYSESLAT exam 2017-2018, assessments (running records, writing), teacher observations, and interim assessments from the after-school program shows that teachers will benefit from engaging in targeted professional development.

Topics to be covered
- Analyzing NYSESLAT Data (E. Rodriguez)
- Developing a plan of action based on the NYSESLAT Data (E. Vargas)
- Selecting and using strategies on vocabulary development (E. Vargas)
- Using the Can Do Descriptors to guide instruction (T. Alvarez)
- Bilingual Common Core Progressions (Ms. Vargas & Mr. Rodriguez)
- English as a New Language instructional strategies (E. Moquete & G. Hinojosa)
- Supporting learning in the four modalities (Reading, Writing, Listening, Speaking) Ms. Vargas
- Reading & Writing (E. Moquete, Y. Cruz & T. Alvarez)
- Language and content objectives (E. Rodriguez)
- Looking at Student Work in cycles (E. Rodriguez Ms. Alvarez)

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
Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: ______

PS 115 is committed to developing strong family ties by establishing solid foundations around parental involvement activities. We believe that families, teachers, and school leaders need to be involved in order to make education a collaborative effort between home and school with the purpose of developing scholars and leaders of tomorrow.

Schedule: 10 workshops for parents. These will be a series of workshops in the areas of literacy and math to provide parents with the necessary resources and strategies to help their children succeed and meet grade level, and academic standards. In the area of math, parents will be exposed to different strategies, online websites and educational activities they can use in order to make math engaging and more inviting for students and parents. Workshops in the area of literacy will include topics such as "How to Help Your Child at Home with Literacy," targeted strategies, computer software programs and "Standards Benchmark." Ms. Raynoa Duran, the Parent Coordinator, along with the administration team, will provide parents with a series of workshops to inform parents of important topics concerning the education of their children and how they may best support them at home.

Records of the parent workshops invitations, agendas, and attendance sheets will be kept with the Parent Coordinator, Ms. Raynoa Duran in the main office at her desk for safe keeping.

Getting parents involved in their children's education is of top priority in our school community. During the past few years we have been gradually improving our parental and family involvement. We will continue to increase the number of parents participating in students learning and school activities taking place at PS 115 by providing parents with the following workshops:

- Friday, November 9, 2018 - Reading & Math Workshop - Learning about Patterns for Grades Pre-K & Kindergarten provided by Ms. Knaster, Math AIS Provider & Ms. Skinner, ULIT
- October 2018 Scream Steam & Family Night provided by Enrichment Teachers Mr. Chavez, Ms. Reynoso, Ms. Herzbrun, Ms. Marrero, Ms. Thams, & Ms. De la Cruz
- November 14, 2018, Elevate workshop provided by Zach and Miriam
- Friday, December 7, 2018 - Common Core Math Curriculum provided by Ms. Knaster, Math AIS Provider &
- December 2018 - Workshop on reading levels and ESL strategies provided by Ms. Vargas
- January 2019 Homework tips and test taking provided by Mr. Rodriguez and Ms. Vargas
- January 2019 NYSESLAT Overview provided by Ms. Vargas
- February 2019 Family Art Night provided by Ms. De la Cruz and Mr. Rodriguez
- March 2019 How to help your child do better in school provided by Ms. Vargas and Ms. Raynoa Duran
- April 2019 Project Based Learning activities at home by Ms. Perez and Ms. Vargas
- May 2019 Title III Carnival provided by Mr. Rodriguez and Bilingual Teachers

Additional activities are as follows: End of unit celebrations, talent shows and parent nights. Parents will be notified of these activities via notices in both English and Spanish, School Messenger, School News Letters, School app and phone calls to the home.

Parents will be notified of these workshops via notices in both English and Spanish, School Messenger and phone calls made to the home.
### Part E: Budget

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

**Allocation Amount:** $_____

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

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Manhattan</td>
<td>115</td>
</tr>
</tbody>
</table>

School Name: Alexander Humboldt School

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boris Consuegra</td>
<td>Estalex Rodriguez</td>
<td>N/A</td>
<td>None</td>
<td>Evelyn Vargas</td>
<td>Lydia Duran</td>
<td>Angelica Atkins</td>
<td>Eunice Alvarez</td>
<td>Isabel Pecci</td>
<td>Manuel Ramirez</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elsa Moquete</td>
<td>Parent Coordinator</td>
<td>Raynoa Duran</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field Support Center Staff Member</td>
<td>Alice Cohen</td>
<td>Other (Name and Title) N/A</td>
<td></td>
</tr>
</tbody>
</table>

#### C. Teacher Qualifications

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

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

#### D. Student Demographics
Total number of students in school (excluding pre-K) | 450 | Total number of ELLs | 119 | ELLs as share of total student population (%) | 26.44%

**Part II: ELL Demographics**

**A. ELL Programs**

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

<table>
<thead>
<tr>
<th>Program</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>Transitional bilingual education program (TBE)</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<td>71</td>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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<td>0</td>
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</tbody>
</table>

This school offers (check all that apply):

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

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

**Bilingual Program Breakdown**

<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>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
<td>spa</td>
<td></td>
<td>0</td>
<td>13</td>
<td>13</td>
<td>10</td>
<td>17</td>
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<td>71</td>
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<tr>
<td>TBE</td>
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<td>0</td>
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<tr>
<td>Total</td>
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<td>13</td>
<td>13</td>
<td>10</td>
<td>17</td>
<td>18</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>71</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 Pinell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

PS 115 uses the following formative assessments to guide instruction: Resi report, item analysis, portfolio assessment, writing assessments, TCRWP, Fundations, and other assessment tools such as: NYSITELL and MOSL to identify and address student areas of need while targeting areas for growth. In order to meet and exceed Common Core Standards, students in grades K-5 will complete benchmark assessments in reading, writing, and mathematics. Results generated from these assessments, will help teachers focus on specific students' areas in need of extra instructional support and to develop targeted instructional strategies. Teachers will assess students around concepts of print, letter identification, letter sounds, and spelling (sight words). They will use this data to inform their instruction during lessons, to conduct student conferences and to form small...
groups. Spanish Running Records from levels A - Z will help teachers make appropriate decisions as they select reading materials/resources for students. In addition, the school Response to Intervention (RtI) team uses assessment tools and aggressive intervention that enable teachers to identify students in need of Tier I, II, and III interventions.

2. What structures do you have in place to support this effort?
Teachers complete a reading differentiated action plan in October, January and May after completing running records. This action plan has teachers group their students based on reading level (far below expectation, approaching expectations, performing on grade level expectation, above grade level expectations) and create an instructional plan for these groups. The action plan helps guide reading instruction to the next benchmark period. Teachers also use the reflection tool to create groups and develop an action plan for writing and math. Data meetings are held 4 times a year to discuss student data and develop instructional next steps in reading, writing, and math. Teachers are provided with ongoing professional development sessions around strategies and entry points for students' proficiency levels.

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?
Our school has implemented three benchmark periods to monitor student growth. Reading, writing, and math baseline assessments are provided in September. These assessments are analyzed to inform instruction and form student groups. Mid-year assessments are given in January. Data meetings are held to analyze student growth from September through January, and action plans are created around students' areas of need. End of year assessments are provided in May/June. These assessments are analyzed to plan for next year and provide teachers with differentiated professional development targeted to areas of need.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Based on the data, we have decided to use the following intervention programs:

Based on the data, we have decided to use the following intervention programs
ASPIRA, intervention afterschool and Saturday academy to support ENL students with language development, science, reading and math intervention.

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.]
Evaluation of the data provides teachers with the opportunity to obtain information about their students' strengths and areas of need in English language development. Implementing the Response to Intervention (RtI) framework supports teachers in identifying the difference between a learning disability and difficulty with language acquisition. The data sources used for this process include the following:-Results from the Spring English Language Assessment (NYSESLAT)- Number of years of instruction in a Bilingual or English setting- Running Records in English and Spanish- Student work products - Pre and post writing assessments
During the school year, our English as a New Language Team and RtI team will continue to meet regularly to analyze and discuss student data and note trends to meet the demanding needs of our student population. Teachers use the data and make the needed adjustments to lesson and unit plans in order to provide multiple entry points for ELLs. Students who fall into Tier I receive explicit language instruction, sheltered instruction observation protocol (SIOP), sentence starters, manipulatives, graphic organizers, visuals, technology, etc. Data is analyzed regularly, and students who are making minimal progress receive small group instruction and increased individual conferences (Tier II). Students who require more support receive intensive individual intervention (Tier III). In addition, information gathered during these meetings is utilized to develop professional development, make curricular adjustments and provide targeted interventions for our ELL population.
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 outcome assessments used are NYSESLAT, ELA and Math state assessments. The data collected is used to make adjustments to lessons, curriculum and intervention programs. Due to our most recent NYSESLAT data, the Administrative Cabinet team decided to continue the Cloud 9 curriculum and implement a Saturday ENL program for grades 2 thru 5 to support students with language acquisition.

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

Meetings are structured on a weekly basis where bilingual teachers analyze the data along with the administrative cabinet. The findings are shared with through professional development sessions and in writing.

**Part IV: ELL Programming**

**Programming and Scheduling Information**

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

   ENL instruction is delivered through stand-alone and integrated teaching. The focus is on explicit instruction that incorporates ENL Strategies, repetition, vocabulary, and the use of native language to support student understanding.

   Teachers use a variety of instructional approaches through differentiation in order to provide students with access to student choice. These instructional approaches include the use of visuals, Total Physical Response, manipulatives, explicit modeling, repetition and the use of artefact’s. In addition, other activities are also used to meet the needs of our ELLs. These include read-alouds, shared reading, close reading, independent writing practice, grammar, partner and group discussions. Also, students are heterogeneously grouped. In addition, ENL teachers and classroom teachers work collaboratively to make sure students receive their mandated minutes of instruction and language development.

   b. TBE program. *If applicable.*

   Our Transitional Bilingual classes deliver ENL instruction through the content areas. ENL Strategies are used to support the four modalities of listening, speaking, reading, and writing. Teachers use a variety of approaches to support the acquisition of the English language using ESL methodologies and instructional strategies, such as visuals, manipulatives, vocabulary, modeling, repetition and the use of artifacts, etc. Content areas such as science and social studies are taught in English. Scaffolds and differentiated instruction are used to support students during these periods.

   c. DL program. *If applicable.*

   N/A

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

In collaboration with the school administration, teachers review NYSESLAT and NYSITELL data for students in each Transitional Bilingual class to ensure that the language of instruction is properly distributed within the daily instructional program. In the Transitional Bilingual classes, teachers provide instruction according to their students’ levels. For example, the first grade literacy block time is devoted to 90 minutes of native language literacy skills, and 90 minutes of English language literacy skills. As the students progress through the different language levels, the amount of English Language instruction increases. Student conferencing and small group instruction are provided in either English or Spanish depending on the needs and strengths of the group of students. All transitional bilingual classes receive math instruction in Spanish. The language of other content area instruction varies depending upon language proficiency level, NYSESLAT and NYSITELL data.

For the Free Standing English as a New Language program, the ENL teacher provides the 2 units of instruction for entering and emerging students, and 1 unit of instruction for the transitioning, expanding, and commanding students. Student resources and materials are also provided to classrooms of ELLs to ensure that native language support is available for students. However, all English instruction is provided through the use of various ENL strategies and techniques with a focus on vocabulary development, comprehension, grammar, and writing.

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.

The Transitional Bilingual classes in grades K through 2 use the Teachers College curriculum for literacy in English and Spanish. The Transitional Bilingual classes in grades 3 through 5 use the EngageNY curriculum for literacy in English. The bilingual teacher translates the students’ workbook to Spanish and uses books in Spanish that are the same or similar. Math instruction for all Transitional Bilingual classes is provided in Spanish. Enrichment classes provide instruction in English. The classroom teacher will provide students with regular instruction as per Part 154 Regulations (360-180 minutes of ENL per week and minimum of 90-45 minutes daily of NLA instruction). However, all English instruction is provided through the use of various ENL strategies and techniques with a focus on vocabulary development, comprehension, grammar, and writing. Materials and conferring, as well as small group instruction, are provided in English and Spanish.

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

Currently, teachers in the Transitional Bilingual Kindergarten and first grade classes utilize Estrellita. Estrellita is a Spanish program that consists of various assessments pre, post and on going assessments to monitor progress and to ensure that students advance from one level to the next. Teachers in the Transitional Bilingual classes use running records in Spanish, writing, exit slips, observations, conferring and the Examen de lectura en Espanol (ELE) to evaluate students’ progress in their native language.

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. Currently, we don’t have Students with Interrupted Formal Education (SIFE) attending our school. However, should any students with interrupted formal education (SIFE) enroll at PS 115 they will receive intensive reading, writing and language development via small group instruction, teacher made assessments and running records by their classroom teacher. In addition, they will receive their mandated instructional ENL block as determined by NYSESLAT data. SIFE students will be also be invited to attend the Title III after school ASPIRA program. Moreover, explicit one to one classroom instruction, explicit teacher modeling and student practice with teacher guidance and feedback will facilitate student learning. The official teacher of the SIFE is required to provide instruction as per Part 154 Regulations (360 minutes of ENL per week and 90 minutes of daily
It is expected that with all these supports in place, SIFE students will be able to develop not only the necessary language skills but also the necessary literacy and math skills to help them begin bridging the educational gap. In the event that more support is needed, students will be invited to attend the District summer Title III Enrichment program when available. b. Newcomers that have been in the US school system for less than 3 years will be identified by the ELL Coordinator, Ms. Vargas by class and grade. At the end of the year, students who fall in this category will be strongly encouraged (parents informed) to attend the District Summer Enrichment Program. During the regular school day, the ENL teacher as well as classroom teachers provided the needed support to our newcomers.

Students receiving service for 4-6 years will follow the protocol described below: The official teacher of the student is required to provide instruction as per Part 154 Regulations (360-180 minutes of ENL per week and 90-45 minutes of daily NL, if applicable). In the event that more support is needed, students will attend the District Summer Enrichment Program. Promotion will be assessed with a possible extension of services. The students' progress in language acquisition and content area achievement will be reviewed via teacher and student conferencing, portfolio reviews and assessments throughout the school year.

Students having completed 6 years of service will follow the protocol described below: The ELL Coordinator and/or ENL teacher will identify the student by grade and class. Meet with the parents, teachers, and Assistant Principals in charge of Bilingual and Special Education instruction. The AP will immediately assign grade appropriate AIS for the areas of need. The official teachers of this population of students, within their class, will provide instruction as per Part 154 Regulations. Former ELLs will have extended time on New York State assessments. They will have extra support from the ENL teacher and receive ENL instruction for 90 minutes per week. Testing accommodations are provided for ELA, Mathematics, and Science. All ELLs are provided with word-for-word glossaries for testing accommodations.

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?

Our ELL-SWDs are exposed to the same educational curriculum/material/resources as our general education students. However, in order to provide access to academic content areas and to accelerate English Language Development, our teachers implement the following: explicit instruction; higher order thinking skills and language development; small group instruction; during small group instruction, students are exposed to hands on activities, manipulatives, leveled texts using Literacy Level Intervention (L.L.I); outside resources such as articles; visual aids (charts, pictures, word wall, and smartboard) and videos. For reading, teachers include strategies like re-reading, chunking of words, letter sounds, stretching of words, using labels, activating prior knowledge, word association, teaching cognates, and teacher modeling. Programs such as Estrellita, the Comprehension Tool Kit by Stephanie Harvey and Literacy Level Intervention by Fountas and Pinnell, are used to help ELL-Students with Disabilities in their English language development.

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 teachers modify and differentiate lessons based on student need. Methods used by teachers to support ELL-SWDs are changing the way materials and classroom activities are presented: such as: instructional approaches, differentiation, scaffolds, manipulatives, hands-on activities, group work, exploration, and incorporating flexible programing into the student’s IEP in order for the student to experience a less restrictive learning environment. For example, a student in a self-contained special education class can have a program recommendation to receive SETSS in a general education classroom during instructional periods. Lessons are planned using the Common Core Learning Standards with modifications to meet each of the students' academic needs and IEP goals.

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.

Academic Intervention Services (AIS) are provided to meet the needs of all students who need assistance to meet the Common Core Learning Standards in ELA and Mathematics. All Grade 3-5 ELL students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk, will receive appropriately targeted services in English. The school will be implementing the following Academic Intervention Services: Comprehension Tool Kit by Stephanie Harvey and Literacy Level Intervention by
Based on data and trends, what new programs or improvements will be considered for the upcoming school year? During the 2018-2019 school years, we will continue using the Cloud 9 curriculum and Saturday enrichment program for ENL students based on NYSESLAT data and formative assessments. The On Our Way to English curriculum will be used for the lower grades to support students with literacy, language and vocabulary development.

If you had a bilingual program, what was the reason you closed it? As of now, no bilingual programs will be discontinued.

How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All ELLs are provided the opportunity to participate in all programs available at PS 115M. There are several after school programs offered. In the AIS afterschool program, all participating students in grade K-5, including English Language Learners and Special Education students, are grouped based on assessed needs for additional instruction to support literacy and math skills. The Title III ASPIRA Program enables former and current ENL students to enhance, enrich, and extend literacy skills acquired during the day. English Language Learners will be connecting all the areas of the curriculum while learning English. Throughout this program, English Language Learners will have the opportunity to acquire the English necessary to succeed in social and academic settings. Students will have multiple opportunities to use discourse and build on their academic language. Children Arts and Science Workshops (CASW) is offered to students in grades K-5 Monday through Friday 2:20-5:30. During the CASW after school program, students engage in mathematics, literacy and science skills and hands-on activities.

What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. During the school years 2017-2019, the school will continue using Engage NY and Teachers College literacy curriculum's. Teachers develop learning objectives to meet the specific needs of our ELLs and SWDs. In addition, bilingual teachers incorporate a language objective to support language, vocabulary and grammar development. Math is taught using Engage NY in the monolingual and bilingual classes, and Go Math for the special education classes (K-5). Both curriculum's are available to students in English or Spanish, depending on the language of instruction within a given classroom. Go Math includes sections labeled intervention, enrichment, extra practice, and ELL support as well as differentiation of instruction. In addition to lessons, students complete weekly math journal tasks and math centers. ENL is taught in all bilingual settings through the content area. In grades 3-5, Social Studies and science are embedded within the literacy units of study. Resources and materials may include, but are not limited to books, periodicals, encyclopedias, notes, and/or action research. In grades K-2, social studies and science are taught through trade books and hands-on experiences. All bilingual classrooms have listening centers equipped with books, tapes, or CDs that support language development and content area instruction. Some books are available in the classroom. Technology is infused into all curricular areas through the use of in-classroom computers and iPads, a self-contained technology enrichment lab, mobile laptop cart on each floor, and a library media center. Students have ample opportunities to use technology to demonstrate and support their learning. We will continue to implement the use of smart boards and Elmos in all classrooms, including monolingual and transitional bilingual classes to support students.

How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? Each transitional bilingual classroom is provided with instructional materials in both English and Spanish. Cognate charts, word walls, anchor charts and dictionaries are used to support home language. Classroom libraries are established in both languages by the bilingual classroom teacher. Teachers in transitional bilingual classrooms are expected to provide students with resources in both languages during the instructional day. The ENL teacher uses Spanish trade books ENL strategies and vocabulary words to support with language development. The ENL teacher also uses student dictionaries, technology, visuals,
manipulatives and total physical response to support the home language. Lastly, the classroom teacher provides students with multiple opportunities for students to participate in discourse through the use of turn/talks, group table discussion, debates, share-outs and whole class discussion.

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

PS 115 targets academic language skills appropriate for reading and writing at the elementary level detailed in the Common Core Learning Standards. Entering, Emerging, Transitioning, Expanding and Commanding students are receiving their corresponding units of study as outlined in the CR Part 154. The minutes required allow for additional lessons in basic communication/oral skills and for further differentiation in content lessons in Science and Social Studies. Students learn to access language and content through rigorous and diverse learning experiences that are aligned to their age, grade, language proficiency and needs. ELL and SWDs are provided with hands-on differentiated activities in ELA, Math, Science and Social Studies according to their IEP.

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?

Although we share a building, we do not share resources to support ELLs.

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).

Parents of newly enrolled ELLs and their children will be invited to tour the school and receive the Parent Handbook before the beginning of the school year, in order to acclimate themselves to our school community. PS 115 parents are invited to Back to School Night in the middle of September where teachers and parents meet. Parents learn about the curriculum and expectations for the year and ways in which they can help their child at home in reading and math. New ELLs who enroll throughout the school year are invited to participate in the Newcomers group. They will receive daily ENL support during the ENL instructional period. They are invited to participate in the after-school ASPIRA program.

17. What language electives are offered to ELLs?

We currently do not offer language electives for ELLs

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)?

We currently do not have a dual language program.

Professional Development and Support for School Staff

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

Professional development is coordinated by the Administrative Cabinet team, ENL Coordinator, and Magnet team in collaboration. Professional development sessions are aligned to the school’s coherent set of beliefs and the Danielson Rubric for Teaching with a purpose of meeting the needs of all students. The Administrative Cabinet team meets once a week to reflect and refine school-based practices and adjust the professional development plans to support teacher needs. In grades K-
5 teachers meet weekly during common planning periods to discuss lessons, unit and chapter assessments, data and pacing calendars. Teachers examine students’ work and also plan coherent lessons with a language focus while making content accessible to students. Teachers participate in school and out of school professional development "K through 5 mathematics" where teachers are expected to turn key information to colleagues and implement during daily instruction. The goal is to provide teachers with effective learning opportunities to increase students’ performance. Transitional Bilingual, Bilingual Special Education and the ENL teachers participate in monthly Bilingual meetings. During the bilingual meetings various topics are discussed to support teachers with effective instructional practices. Teachers gain knowledge on how to implement Project Based Learning activities, Engage New York and Teachers College curriculum’s, scaffold, differentiate and implement ENL strategies. Attendance is taken at every workshop and maintained as a record.

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 a school community, we provide professional development for all teachers and administrators strategically differentiate Professional development sessions that specifically address best practices for our English Language Learners. The Magnet team, professional development team and grade team leaders plan different professional development workshops according to teacher needs. In addition, Bilingual meetings are also scheduled each month for grades K-5 bilingual teachers. In these PDs we focus on effective enl strategies, integrating language and content instruction for our ENL population. Teachers also participate in house and off-site workshops and are required to turn-key this information to their colleagues during weekly professional development sessions.

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?

PS 115 provides annual individual meetings with parents of ELLs to discuss goals for the year, their child’s language development progress and their assessment results according to the NYSESLAT taken in the Spring. Parent letters are distributed in English and Spanish in the beginning of the school year notifying parents of their child's entitlement or non-entitlement in receiving ELL services or if their child reached a commanding level on the NYSESLAT. Translation services of all documents are provided in the parent’s preferred language.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Each year, the school’s Parent Environmental Survey is carefully evaluated by several members of the School Leadership Team. They identify various areas in which parents expressed concerns and the team determined that parents needed to be made more aware of certain policies and procedures in our community. Workshops are classified in accordance to students' needs. For example, parents of ELLs are invited to workshops about resources in the community such as library, immigration services, and community agencies. In addition, other areas are being addressed through workshops, planned and organized by the school’s PTA. Another survey will go out to all parents in March that will be evaluated and used to plan additional workshops and events for parents in our school. Our parent coordinator organizes different workshops in the areas of math, literacy and instructional strategies on how to support student learning at home. Translation services plan is available for our non-English speaking parents. It is a plan that assists parents in their preferred language in order to support shared parent-school accountability, parent access to information about their child’s educational options, and parent’s capacity to improve their child’s achievement.
<table>
<thead>
<tr>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Paste response here: N/A</td>
</tr>
</tbody>
</table>

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, Boris Consuegra, 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.
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.
<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boris Consuegra</td>
<td>Principal</td>
<td></td>
<td>10/12/18</td>
</tr>
<tr>
<td>Estalex Rodriguez</td>
<td>Assistant Principal</td>
<td></td>
<td>10/12/18</td>
</tr>
<tr>
<td>Raynoa Duran</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/12/18</td>
</tr>
<tr>
<td>Evelyn Vargas</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/12/18</td>
</tr>
<tr>
<td>Eunice Alvarez</td>
<td>Parent</td>
<td></td>
<td>10/12/18</td>
</tr>
<tr>
<td>Angelica Atkins</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/12/18</td>
</tr>
<tr>
<td>Elsa Moquete</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/12/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Lydia Duran</td>
<td>School Counselor</td>
<td></td>
<td>10/12/18</td>
</tr>
<tr>
<td>Manuel Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>10/12/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Field Support Center Staff Member</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>n/a</td>
<td>Other</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>n/a</td>
<td>Other</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>n/a</td>
<td>Other</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raynoa</td>
<td>Duran</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Evelyn</td>
<td>Vargas</td>
<td>Assistant</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>n/a</td>
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</table>

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

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

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

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

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

The data and methodologies used to assess our school's written translation and oral interpretation are as follows:

During the ELL identification process the Home Language Identification Survey (HLIS) is administered. This includes an interview with the student and parent to determine the home language.
Parents fill out the language preference form indicating language preferences. 

Home Language Report (RHLA) is reviewed to identify the different languages within the school. 

The increase in the number of students and families that are Spanish and Arabic speaking, such as newly admitted ELLs are clear indicators of the need for translation and interpretation services in Spanish and Arabic. 

As part of the school's CEP and planning with the School Leadership Team, the school addresses the language assistance needs as follows: 

Regular and timely provision of translated documents through existing resources within the school or the Translation and Interpretation Unit. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding important information about their child's education. The budgetary and staffing resources are used to fulfill those needs in compliance with the notification requirements in Section VII of Chancellor’s Regulation- A-663. 

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report. 

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The large percentage of students are from Spanish speaking households. Through the language preference forms parents have indicated that there is a great need to provide language assistance (translation and interpretation services). We also have a growing population of Arabic families. In order to help our families, we ensure that information is offered in their home language. The findings are reported to the school community through Parent meetings, workshops and School Leadership Team Meetings, at the time in which parents fill out a Language Preference Form.</td>
<td>Spanish 436</td>
<td>68.34%</td>
<td>435</td>
<td>68.18%</td>
</tr>
<tr>
<td></td>
<td>English 187</td>
<td>29.31%</td>
<td>188</td>
<td>29.47%</td>
</tr>
<tr>
<td></td>
<td>Arabic 14</td>
<td>2.19%</td>
<td>14</td>
<td>2.19%</td>
</tr>
<tr>
<td></td>
<td>Haitian Creole 1</td>
<td>.16%</td>
<td>1</td>
<td>.16%</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>Spanish &amp; English</td>
</tr>
</tbody>
</table>

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school generated documents are in the preferred language of the parent/guardian and translated. NYCDOE documents are downloaded in all covered languages and sent home to parents. To ensure that all parents are supported in a timely and productive manner, at the time of enrollment parents/guardian are asked to complete a document that records their preferred language of communication, both written and orally. Written services in their preferred language will ensure that parents have accessibility to the following information and workshops:</td>
<td></td>
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<tr>
<td>• Letters indicating student ELL status and placement</td>
<td>• School calendars &amp; newsletters are distributed every month in English &amp; Spanish</td>
<td></td>
</tr>
<tr>
<td>• Parent Teacher Association notices</td>
<td>• Letters for ELL placement are available in English, Spanish, Arabic</td>
<td></td>
</tr>
<tr>
<td>• Letters for Parent Teacher Conferences</td>
<td>• PTA notices are given in English and Spanish</td>
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<tr>
<td></td>
<td>• Progress reports and letters for Parent Teacher Conferences in English &amp; Spanish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Notices for workshops, fliers, and hand-outs are distributed in English &amp; Spanish</td>
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<td></td>
<td>• Newsletters on information pertaining to testing, overview of school curriculum in English and Spanish</td>
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</tr>
<tr>
<td></td>
<td>• Letters specifying information about workshops in English and Spanish</td>
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</tr>
<tr>
<td></td>
<td>• A translator is requested from the Language Interpretation Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>As a school community, we make sure parents receive all information in English and Spanish. Language translation is completed by the school secretary, Bilingual teachers and Administrators. Other school documents that need to be provided to parents are extracted from the DOE website in the languages of need.</td>
<td></td>
</tr>
</tbody>
</table>
• Letters for workshops, fliers, and hand-outs

• Calendars, Newsletters, any information pertaining to testing, overview of school curriculum.

• Letters specifying information about workshops (e.g. Common Core Learning Standards, Units of Study, Publishing Celebrations etc.)

In the event that there is no pre-populated translation on the DOE website, or any pedagogue or parent volunteer who is proficient in a parent’s preferred language, the office of Translation Services will be notified to provide assistance.

<table>
<thead>
<tr>
<th>n/a</th>
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<td>n/a</td>
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</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal face- to-face meetings with parents/guardian that take place throughout the school year are:</td>
<td></td>
<td>School requests translation services from the DOE website on a needed basis. A pedagogue or parent volunteer who is proficient in a parent’s preferred language will translate in the language of need. The office of Translation Services is notified to provide additional assistance. Posters are put on display in the main office and around the school show casing the different languages and contact information for any needed support.</td>
</tr>
<tr>
<td>* Parent Orientation- Beginning of the school year- September 2018</td>
<td>Parent Communication Every Tuesday from 2:30 – 3:00</td>
<td></td>
</tr>
<tr>
<td>* Parent Teacher Conferences- 4 times a year- September, Nov, 2018 March, &amp; June 2019.</td>
<td>Parent Orientation is done once a year or individually with each parent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Teacher Conferences 4 times during the year.</td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We have school staff members and volunteers who will be reaching out and communicating with parents via, direct phone lines, school messenger, and class dojo application in the event of an 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.

During September school staff professional development day teachers are informed of the the Chancellor’s Regulation A-663. In addition, teachers have access to the information on the school wide Google drive.

### 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.)

Notification requirements are displayed on posters around the schools entrances and exits. The Language Identification Guide and Information Card on Interpretation Services are distributed to parents via school application, class dojo, fliers, school messenger and parent notices.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The school will use feedback from parents through questioning and discussion during workshops about the quality and availability of the translation services provided to them from the school and through a school created parent survey.