2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 02M126
School Name: P.S. 126 JACOB AUGUST RIIS
Principal: CARLOS ROMERO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 126 – Jacob Riis School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>02M126</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>310200010126</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PK-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>80 Catherine Street NY NY 10038</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-962-2188</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-349-7342</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:cromero3@schools.nyc.gov">cromero3@schools.nyc.gov</a></td>
</tr>
</tbody>
</table>

School Contact Person: Carlos Romero
Principal: Carlos Romero
UFT Chapter Leader: Barry Greenberg
Parents’ Association President: Michelle Noonan
SLT Chairperson: Barry Greenberg
Title I Parent Representative (or Parent Advisory Council Chairperson): Sharaleguillou
Student Representative(s): None
CBO Representative: None

District Information

| Geographical District: | 02 |
| Superintendent: | Bonnie Laboy |
| Superintendent’s Office Address: | 333 7th Avenue Room 713 |
| Superintendent’s Email Address: | Blaboy@schools.nyc.gov |
| Phone Number: | 212-356-3739 |
| Fax: | |

Field Support Center (FSC)
FSC: Manhattan

Executive Director: YuetM. Chu

Executive Director’s Office Address: 333 Seventh Avenue, 8th floor NY, NY 10001

Executive Director’s Email Address: ychu@schools.nyc.gov

Phone Number: 646-470-0721

Fax: 917-339-1765
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos Romero</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Barry Greenberg</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Michelle Noonan</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Millie Rodriguez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>SharaLeguillou</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>FrancheskaRodriguez</td>
<td>Member/ Parent</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>Iris Schaer</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jane Pan Yang Cheung</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Banghee Chi</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Robin Berg</td>
<td>Member/Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Dana McCarthy</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Moraima Domínguez</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Felippa Ferriolo</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School’s Mission and Vision:</strong></td>
</tr>
<tr>
<td>We envision our school as a community where kindness and caring is sustained, nourished and benefited by a diversity of learners.</td>
</tr>
</tbody>
</table>
Our goal is to foster a nurturing environment that acknowledges, encourages and expects our students to be rigorously as well as joyfully involved in reading, writing, mathematics, science, technology, and history on a daily basis with the constant integration of technology.

All of our students are expected to develop creative and critical thinking abilities, thereby becoming capable of flexible problem solving and independent learning in all content areas.

We will accomplish this by:

- Promoting ongoing communication to extend and connect learning between school and home
- Expecting accountability for student achievement from parents, staff and students
- Providing assessment driven Standards-based instructional model

To every extent possible PS126/Manhattan Academy of Technology will create the proper environment and pedagogical modifications to ensure that all children will succeed.

Our theory of action to reach our mission statement is centered on creating a school culture where teachers feel free to take risks, share student work, and open up their practice, what we call a “permanent state of thoughtful revision.”

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.

PS126/Manhattan Academy of Technology is located on the Lower East Side, bordered by the Smith House Projects, Chinatown and Knickerbocker Village. Our population reflects the diversity of the neighborhood, including students from Tribeca in our Middle School. We are a PreK-8 school with 786 students. The school’s population is comprised of 9% Black, 18% Hispanic, 8% White and 62% Asian students and 3% multi-racial.

Building this culture for the adults in the building supports teachers in creating curricula that kids are excited to learn and that teachers own. We hold Ron Berger’s AN ETHIC OF EXCELLENCE as an example of creating curricula that includes supports for all students to reach the same standards. Our Social Studies work and self-portraiture work are examples of this work K-8.

The five pedagogical practices that we emphasize through our action plan is derived from Berger’s (2006) work are:

1. Assign work that matters
2. Study examples of excellence

3. Build a culture of critique

4. Require multiple revisions

5. Provide opportunities for public presentation

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

The student body includes 16.5% English Language Learners and 19% Special Education students. The specific needs of the ELL population are a language rich environment, immersion in a balanced literacy program, exposure to academic vocabulary, cultural texts and experiences. The specific needs of Student With Disabilities are small group differentiated instruction, hands on multi-sensory approach to learning, exposure to high interest texts, and scaffolded learning.

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.

When thinking about the many initiatives of our school, we organized them (as a challenge to our thinking) within the capacity framework; therefore we could see areas of strength and weakness and also how some initiatives fall under a several frameworks.

Our biggest HIGHLIGHT is SHARING. We are a school with a huge focus on sharing practice across disciplines and grades; building a consistent belief system about how students learn best and what supports ensure all students reaching the same standard. If you read the list below, the pattern that emerges is one of community building, joy in teaching and learning; and only as a community can this be achieved.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Framework for Great Schools: Elements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical Planning</td>
<td>Rigorous Instruction</td>
<td>Vertical grade bands (K-2, 3-5, 6-8 and departments) collaborate with consultants to align curriculum to the CCLS.</td>
</tr>
<tr>
<td>Sharing Professional Texts and Articles</td>
<td>Effective School Leadership</td>
<td>Principal provides weekly current articles and professional texts around big ideas and initiatives.</td>
</tr>
<tr>
<td>Inter-visitations</td>
<td>Collaborative Teachers</td>
<td>Teachers are encouraged to visit colleagues to observe and share best practices.</td>
</tr>
<tr>
<td>Planning with consultants</td>
<td>Rigorous Instruction</td>
<td>Teachers work with consultants individually and in grade teams to develop and revise curriculum that are aligned to the CCLS.</td>
</tr>
<tr>
<td>On-going revisions of Unit Plans</td>
<td>Effective School Leadership</td>
<td>Same as above</td>
</tr>
<tr>
<td>Monday’s Professional Development</td>
<td>Trust</td>
<td>Teachers emerge as leaders to facilitate various inquiry groups that is cyclical throughout the year – that encourage teachers to learn something new and apply the learning process to their own teaching.</td>
</tr>
<tr>
<td>Grading Policy</td>
<td>Collaborative Teachers</td>
<td>Develop uniform rubrics that are clearly aligned to the CCLS. Rubrics are made together with Teachers and students and are shared with families</td>
</tr>
<tr>
<td>Digital Shared Plans – Google Docs</td>
<td>Trust</td>
<td>PD Calendars and year-long curriculum documents are shared school wide digitally</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teacher Collaboration across content and specials</td>
<td>Rigorous Instruction</td>
<td>Vertical grade bands (K-2, 3-5,6-8 , Specialists and departments) collaborate to support curriculum</td>
</tr>
<tr>
<td>Planning Time</td>
<td>Effective School Leadership</td>
<td>Teachers are provided planning time throughout the school year through creative programming, and hiring of subs to continuously revise and redevelop curriculum that is aligned with the CCLS.</td>
</tr>
<tr>
<td>Turn Key of all Professional Development</td>
<td>Collaborative Teachers</td>
<td>After attending professional development, teachers share and turnkey the information to the community</td>
</tr>
</tbody>
</table>

For the 2018 – 2019 School Year, we will be focusing on improving our Family-Community Ties:

- Creating a series of teacher led workshops informing parents of content, which will then provide parents with strategies to best support their children at home

- Increase participation with Family Week and Family Chats by advertising: Posters, Letters, School Website, Parent Coordinator, remind text messages etc.

- Continue Family News Letters, translated in two languages so all parents can be informed of the events
### School Demographics and Accountability Snapshot for 02M126

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>English Language Learner Programs (2018-19)</th>
<th>transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>111</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
<th>111</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>23</th>
<th># Music</th>
<th>26</th>
<th># Drama</th>
<th>16</th>
</tr>
</thead>
</table>

#### School Composition (2017-18)

- % Title I Population: 80.0%
- % Attendance Rate: 96.6%
- % Free Lunch: 78.7%
- % Reduced Lunch: 2.3%
- % Limited English Proficient: 16.7%
- % Students with Disabilities: 18.2%

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

- % American Indian or Alaska Native: 0.3%
- % Black or African American: 9.3%
- % Hispanic or Latino: 18.0%
- % Asian or Native Hawaiian/Pacific Islander: 62.1%
- % White: 7.9%
- % Multi-Racial: 2.7%

#### Personnel (2015-16)

- Years Principal Assigned to School (2018-19): 2.32
- # of Assistant Principals (2016-17): 4
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 7%
- % Teaching with Fewer Than 3 Years of Experience: 4%
- Average Teacher Absences (2014-15): 5.7

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>66.1%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>71.2%</th>
</tr>
</thead>
</table>

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

- 83% 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
- Regents Diploma w/ Advanced Designation: N/A
- % ELA/Math Aspirational Performance Measures: N/A

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

- Reward: No Recognition
- In Good Standing: Yes
- Local Assistance Plan: N/A
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

### 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
  - Black or African American: Yes
  - Hispanic or Latino: Yes
  - Asian or Native Hawaiian/Other Pacific Islander: Yes
  - White: Yes
  - Multi-Racial: N/A
  - Students with Disabilities: Yes
  - Limited English Proficient: Yes
  - Economically Disadvantaged: Yes
  - ALL STUDENTS: Yes

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: Yes
  - Hispanic or Latino: Yes
  - Asian or Native Hawaiian/Other Pacific Islander: Yes
  - White: Yes
  - Multi-Racial: N/A
  - Students with Disabilities: Yes
  - Limited English Proficient: Yes
  - Economically Disadvantaged: Yes
  - ALL STUDENTS: Yes

- Met Adequate Yearly Progress (AYP) in Science (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: Yes
  - Hispanic or Latino: Yes
  - Asian or Native Hawaiian/Other Pacific Islander: Yes
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

#### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - 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.

Part 1 – Needs Assessment

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

Based on the School Quality Review and our Administrative observations we determined the need to provide actionable feedback that is “user-friendly” for all students and equipping all students’ ability to fully realize their potential. The rubrics will be written using language that enables students to interpret and articulate feedback.

- Based on the School Quality Review and our Administrative observations our strengths show that many school-wide practices create an expectation of self-reflection and feedback. The following practices under "Rigorous Instruction" are: Vertical Planning, Using consultants, Teacher collaboration, and Reflective practice. In addition, under "Collaborative Teachers" we exhibit other strengths: Use of classroom observations, creating equitable grading policies, ongoing think tanks, professional development. These practices support our goal of creating students who are highly articulate about their work in terms of their learning and presenting their work publicly.

Part 2 – Annual Goal

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

By June 2019, teachers will create 5 rubrics aligned to their units of study across all content areas. The purpose of the rubrics is to communicate expected learning outcomes for students, to foster student ownership of their learning, and to increase student achievement. The effectiveness of these rubrics will be measured by 75% of the students showing improvement in three parts of the rubric.
### 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).

**Target Group(s)**

<table>
<thead>
<tr>
<th>Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Teachers</td>
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<tr>
<td>Students</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Parents</td>
</tr>
</tbody>
</table>

**Timeline**

<table>
<thead>
<tr>
<th>What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2018-6/2019</td>
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<tr>
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<td>9/2018-6/2019</td>
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<td>9/2018 – 6/2019</td>
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</tbody>
</table>

**Key Personnel**

<table>
<thead>
<tr>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Classroom teachers</td>
</tr>
<tr>
<td>Special Ed coach</td>
</tr>
<tr>
<td>ESL teachers</td>
</tr>
<tr>
<td>Administration</td>
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<tr>
<td>Teachers</td>
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<tr>
<td>Consultants</td>
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<tr>
<td>Special Ed Coach</td>
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<tr>
<td>Special Ed Coach</td>
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<tr>
<td>Consultants</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
In addition to the rubrics posted online and sent home as a backpacked hard copy, teachers will provide a workshop addressing the use of rubrics and other learning tools across all content areas.

**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.

Tax Levy Funds, Title I SWP Funds, Title II, Part A, Title III Part A (LEP) and grants from Non-Profit Organizations

Resources: Technology, Instructional Supplies and Supplementary texts across all genres. Additional resources are two consultants at 5 days each.

**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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<th></th>
<th>Tax Levy</th>
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<td>✔ 21st Century Grant</td>
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<td>PTA Funded</td>
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<td>Other</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, teachers will have created three rubrics for three units of study. The effectiveness will be measured by 50% of students showing improvement in at least 3 criteria, as measured by the unit of studies rubric.

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

Unit rubrics will be used to assess progress.

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

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

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

According to the Cumulative Absence/Lateness Report (RCUA) for the 2017-2018 school year, 99 out of 786 students (12.4%) have 15 or more latenesses. Based on this information we determined the need to reduce lateness/absences by reaching out to families and facilitating workshops.

Part 2 – Annual Goal

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

By June 2019, as a result of the school-wide efforts, there will be a 4% reduction in students’ lateness as measured by the 2018-2019 ATS attendance/lateness reports, compared to the 2017-2018 ATS attendance/lateness reports. The school will utilize the NYC DOE attendance teacher, teacher records, iLog records, daily parent outreach, and ATS reports to monitor and measure progress.
### 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>Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>School personnel and teachers will monitor attendance daily and keep accurate records of arrival times for lateness.</td>
<td>Students K-8</td>
<td>9/2018 – 6/2019</td>
<td>Family Worker, Parent Coordinator, SAPIS Counselor, Guidance Counselor, Assistant Principal</td>
</tr>
<tr>
<td>Once a week, school personnel or teachers will reach out to families of students who are late to share attendance record and establish a plan for improvement. Including students with disabilities, English Language Learners and high-need students. Family and teacher workshops will be offered to support parents and students.</td>
<td>Students K-8</td>
<td>9/2018 – 6/2019</td>
<td>Parent Coordinator, SAPIS Counselor, Guidance Counselor, Assistant Principal, Principal</td>
</tr>
<tr>
<td>When necessary, students will be referred to the attendance teacher. The attendance teacher will have individual meetings with students and families to offer suggestions on how to improve attendance as well as monitoring progress on a weekly basis.</td>
<td>Students K-8</td>
<td>9/2018 – 6/2019</td>
<td>Attendance Teacher, Assistant Principal, Principal</td>
</tr>
<tr>
<td>Twice a year, the school will publicly acknowledge attendance improvements and students will be rewarded with an age appropriate fun and interactive activity. (December 2018 and June 2019)</td>
<td>Students K-8</td>
<td>9/2018 – 6/2019</td>
<td>Parent Coordinator, Guidance Counselor, Assistant Principal, Principal</td>
</tr>
<tr>
<td>Twice a year the school will hold workshops for families to offer suggestions on how to improve attendance and lateness with the participation of the NYC DOE attendance teacher. (September 2018 and January 2019)</td>
<td>Students K-8</td>
<td>9/2018 – 6/2019</td>
<td>Parent Coordinator, Guidance Counselor, Assistant Principal, Principal</td>
</tr>
</tbody>
</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.

The Parent Coordinator, Guidance Counselor(s), Attendance Teacher, Teachers, and Administrators will work collaboratively to provide parents with workshops that target strategies to ensure students are punctual and consistently attending school. These workshops will inform families of the positive impact of high attendance and punctuality on student achievement. We will engage families with a workshop twice a year (October 2018 and January 2019).

### 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.

- Tax Levy Funds, Title I SWP, Title II Part A, Title III Part A (LEP) and Grants from Non-profit Organizations

Additional resources will be utilized to cover teacher teams to meet with attendance team.

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

**Part 5 – Progress Monitoring**

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

By February 2019, the school will have reduced lateness by 2.5% through weekly attendance meetings and family outreach to target chronic latecomers and absentees. This will be measured by our ATS attendance/lateness reports for the period of September 2018 and February 2019.

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

Weekly attendance meeting with Guidance Counselors, Attendance Coordinator and School’s Administration to review attendance data. The ATS attendance/lateness reports would be utilize as an instrument of measure.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

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

According to the 2017-2018 classroom observation data, review of the New York State item analysis, and the examination of student work with teachers and administrators, there is need to develop a system of collecting data that uncovers student needs and student potential. We will use this information to revise instructional plans that highlight the shifts in classroom practice to meet and exceed instructional benchmarks.

The school's culture is collaboration through conversations among the staff that results in a dynamic curriculum, a close examination of student work, an in-depth understanding of how to align instruction to standards, and a learning environment for students that is both rigorous and nurturing.

According to the 2015-2016 School Quality Snapshot, 98% of teachers say that they work together to design instruction.

Based on observational data, students’ reading logs, and conversations with teachers, staff developers, and students, we uncovered a need to increase student choice and exposure to a variety of texts.

Based on our five pedagogical practices, we want to build upon students’ skills, strategies, and content knowledge. Students will respond to texts in a more meaningful, purposeful, collaborative way, and engage in current events. These texts will be used as a communication tool, as well as fostering sophisticated language, complex thinking, and increase exposure to texts and independent reading stamina.

Part 2 – Annual Goal

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

By June 2019, school wide assessments will be administered 3 times throughout the year. (F&P, ELA, and Math) By February 2019, 50% of students will be meeting benchmarks in these areas. Based on this evidence, teachers will revise their instructional plans to meet or exceed the needs of students. By June 2019, 70% of the students will be meeting or exceeding benchmark standards in the areas of ELA and Math.
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers working with their grade teams will analyze data from the school wide assessments to inform instruction and practice.</td>
<td>Students Grades 3-8 9/2018 – 6/2019 Teachers Math Coach Special Ed Coach Administration</td>
</tr>
<tr>
<td>In grade department meetings, teachers will use anchor papers to norm our practice by analyzing trends in student work, identify misconceptions, areas of growth and to plan next steps.</td>
<td>Students Grades 3-8 9/2018 – 6/2019 Teachers Math Coach Administration</td>
</tr>
<tr>
<td>Teachers will share results and observations from their analysis to align and create grade level expectations for ELA and Math.</td>
<td>Teachers Grades 3-8 9/2018 – 6/2019 Teachers Math Coach Special Ed Coach Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Families will be informed via Principal's newsletter (backpacked and electronically). Families will be informed how their children are performing based on assessments and teacher data during parent teacher conferences (November 2018 and March 2019). A workshop will be provided to help families understand how to best support this work at home during the month of October 2018.
### Part 4 – Budget and Resource Alignment

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

- Tax Levy Fund, Title I SWP Fund, Title II, Part A, Title III, Part A (LEP) and Grants from Non-Profit Organization.

Resources: Technology, Instructional Supplies and Supplementary texts across all genres

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>X</td>
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</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By February 2019, 50% of students will be meeting or exceeding benchmarks in ELA and Math based on our school assessments. By June 2019, 60% will be meeting or exceeding benchmarks based on our school assessments.

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

Teachers will measure student progress through the item analysis of the performance assessments that will be administered 3 times during the school year. (December 2018, March 2019 and May 2019)

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

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

**Part 1 – Needs Assessment**

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

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

Based on our 3 year math plan and our analysis of NY State assessment data, teacher feedback, and school wide assessment data, we have determined a need to collect, analyze, and share findings of student progress to inform math instruction K-8.

**Part 2 – Annual Goal**

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

By June 2019, our math curriculum will reflect the use of pre- and post-assessments for at least 3 units of study in order to improve instruction that will lead to increased student achievement school wide.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade team teachers will meet with the Math Coach to identify instructional goals for 3 units of study to develop pre- and post-assessments.</td>
<td>Teachers Students</td>
<td>9/2018-6/2019</td>
<td>Teachers Math Coach Administration</td>
</tr>
<tr>
<td>Teachers will use Go Formative as a platform to collect, analyze, and share data to inform school wide math instruction.</td>
<td>Teachers Students</td>
<td>9/2018-6/2019</td>
<td>Teachers Math Coach Administration</td>
</tr>
<tr>
<td>Teachers will participate and conduct inter-visitations to share best practices in math instruction that reflect our findings and concerns regarding specific target groups.</td>
<td>Teachers Students</td>
<td>9/2018-6/2019</td>
<td>Teachers Math Coach Administration</td>
</tr>
<tr>
<td>Classroom instruction will reflect the practices learned through inter-visitations and grade collaboration.</td>
<td>Teachers Students</td>
<td>9/2018-6/2019</td>
<td>Teachers Math Coach Administration</td>
</tr>
<tr>
<td>Teachers will compare pre- and post-assessments to measure student progress by engaging in conversation to align curriculum to the NGLS.</td>
<td>Teachers Students</td>
<td>9/2018-6/2019</td>
<td>Teachers Math Coach Administration</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.
Families will be invited to math workshops throughout the year, led by teachers, Math Coach, and administration. Families will be provided resources, will engage in math games and discussions on how to support the conceptual understanding of 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.

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Tax Levy Fund, Title I SWP Fund, Title II, Part A, Title III, Part A (LEP) and Grants from Non-Profit Organizations

**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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</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 November 2018, we will have collected and analyzed the math pre/post-unit assessment data for one unit of study, school wide. In February 2019, we will collect and analyze a math pre/post-assessment data for one unit of study, as a mid-point benchmark.

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

Based on the evidence from our school wide assessment as well as classroom assessment, teachers will review lesson plans and units of study that reflect the practice of math. Administration, grade teacher teams, Math Coach will collaborate to review lesson plans and units of study.

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

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

Part 1 – Needs Assessment

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

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

1. In the 2017 – 2018 School Survey, 92% of parents/guardians surveyed, agreed or strongly agreed that school staff regularly communicates with them about how they can help their child learn.

2. Based on family feedback at parent teacher conferences, parent association meetings and family chats, along with teacher observations of homework responses, we determined the need for a series of workshops to engage parents with the school community and to help parents support their children overall.

Part 2 – Annual Goal

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

By June 2019, as a result of the implementation of six workshops, focused on students’ academic needs, for parents of children in grades K-8, there will be at least a 5% increase in overall parent involvement, as measured by the 2018-2019 Parent Coordinator Activity Report (PCAR), compared to the 2017-2018 Parent Coordinator Activity Report (PCAR).
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>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

Consultants, teachers, administration, and Parent Association members will work collaboratively to plan and facilitate each of the six workshops for parent engagement. Some strategies addressed include homework help, working with English Language Learners, the importance of attendance, tips for students that struggle with time management, etc.

Teachers 
Staff Developer 
Administration 
Parent Association 

9/2018-6/2019 
Administration 
Staff Developer 
Teachers

Based on consultants, teachers, administration, and Parent Association members collaboratively planning, we will create an agenda that will be published with specific dates and topics of each workshop. This agenda will be available to all parents via the school website, the Reminder App, and backpacked K-8. Follow up reminders will be sent home to families two weeks prior to each workshop.

Teachers 
Staff Developer 
Administration 
Parent Association 

9/2018-6/2019 
Administration 
Staff Developer 
Teachers

Formal and informal data will be collected from families at the end of each workshop to assess their learning and areas of interests to help the school community focus on future workshops. In addition, all workshops will have translation.

Teachers 
Staff Developer 
Administration 
Parent Association 

9/2018-6/2019 
Administration 
Staff Developer 
Teachers

Part 4 – Budget and Resource Alignment

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.

N/A

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.

Tax Levy Fund, Title I SWP Fund, Title II, Part A, Title III, Part A (LEP) and Grants from Non-Profit Organizations

Resources: Technology, Instructional Supplies, supplementary texts, and math consultant

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, as a result of the implementation of 3 workshops, focused on students’ academic needs, for parents of children in grades K-8, there will be at least a 5% increase in overall parent involvement, as measured by the Parent Coordinator Activity Report (PCA) covering the period of September 2018 to February 2019, compared to the Parent Coordinator Activity Report (PCA) covering the period of September 2017 to February 2018.

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

Consultants, teachers, administration, and Parent Association members will work collaboratively to share feedback that will be used assess each workshop to determine progress.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Data collected from formative and summative teacher assessments&lt;br&gt;Teacher observations of student needs</td>
<td>Fundations, Wilson, interactive writing, guided reading, book club, word work, close reading.&lt;br&gt;Shared reading, shared texts, Fundations word work, close reading</td>
<td>Small group, one to one&lt;br&gt;Whole group</td>
<td>During the School Day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Data collected from formative and summative teacher assessments&lt;br&gt;Teacher observations of student needs</td>
<td>Repeated math facts practice&lt;br&gt;Inquiry based problem solving&lt;br&gt;Analyzing approach to computation&lt;br&gt;Determining efficient use of operations&lt;br&gt;Explain process of thinking in writing&lt;br&gt;Develop projects that exemplify mathematical thinking</td>
<td>Small group/whole group&lt;br&gt;Small group/whole group&lt;br&gt;Small group/whole group&lt;br&gt;Small group/whole group&lt;br&gt;Small group/whole group&lt;br&gt;Small group/whole group</td>
<td>During the School Day&lt;br&gt;During the School Day&lt;br&gt;During the School Day&lt;br&gt;During the School Day&lt;br&gt;During the School Day&lt;br&gt;During the School Day</td>
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<td></td>
<td>Science</td>
<td>Social Studies</td>
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<td>Teacher observations of student needs</td>
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<td><strong>Shared Reading</strong></td>
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<td><strong>Guided Reading</strong></td>
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<td><strong>Word work</strong></td>
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<td><strong>Close Reading</strong></td>
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<td><strong>Research/Inquiry</strong></td>
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<td><strong>Small group/whole group</strong></td>
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<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Staff observations based on student social emotional needs</td>
<td>Class workshops/presentations</td>
<td>Small Group Individual meetings</td>
<td>During the School Day</td>
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<td></td>
<td>Family concerns</td>
<td>Counseling sessions</td>
<td>Family meetings</td>
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<td>During the School Day</td>
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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:

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.)

Currently there are 168 STH enrolled at PS126/MAT, 4 reside in a Shelter and 164 are considered “doubled up”.

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

All students, including STH are exposed to the same rich curriculum and are guided to achieve the same benchmarks. They are also provided with all tools to be successful, such as school supplies, text and medical support.

We have a family worker who oversees needs of all STH students and communicates with all the families to inform them of all school events, resources and support that are offered.

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).

Does not apply.

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.

Does not apply
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

1. Targeted professional development based on soft/hard data, teacher observations and teacher input

2. Teachers will lead and drive professional development through study groups once a week

3. Teachers will attend professional development opportunities offered by the district

4. Teachers will visit other schools

5. Teachers will participate in conferences hosted by our school- inviting other schools to discuss current issues in school reform

6. Teachers will be given planning time to co-create CCSS aligned units of study and Performance Assessment Tasks

2b. High Quality and Ongoing Professional Development

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

Consultants for PreK-8 work in: ELA, Social Studies, Math and Science planning will work with staff and administration team through-

1. Writing curriculum

2. Conducting intervisitations

3. Modeling lessons

4. Sharing resources

5. Planning study groups
Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

1. CCLS aligned curriculum
2. Parent Chats with Principal
3. Classroom visits for families
4. Early screening and intervention services

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.

Grade/Department/Staff meetings
Focus groups
Cabinet meetings

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>423,334.00</td>
<td>x</td>
<td>5A, 5B, 5C, 5D</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>71,619.00</td>
<td>x</td>
<td>5A, 5B, 5C, 5D</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>18,972.00</td>
<td>x</td>
<td>5A, 5B, 5C, 5D</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>4,249,414.00</td>
<td>x</td>
<td>5A, 5B, 5C, 5D</td>
</tr>
</tbody>
</table>

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S 126**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

PS 126, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

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

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

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

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

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

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

---

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

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

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

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

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

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

---

**School-Parent Compact (SPC)**

*School-Parent Compact (SPC) Template*

**PS 126**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities
monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

---

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;
• show respect for myself, other people and property;

• try to resolve disagreements or conflicts peacefully;

• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
<td>☑ After school</td>
</tr>
</tbody>
</table>

Total # of ELLs to be served: ______

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ K</td>
<td>☑ 1</td>
</tr>
<tr>
<td>☑ 6</td>
<td>☑ 7</td>
</tr>
</tbody>
</table>

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: ____

Activity 1: The Dragon Express – School Newspaper Class
The target population is sixth through eighth Grade ELLs and recent former ELLs, taught by one certified ESL teacher in English. The program's schedule is Thursdays from 2:45-4:15 from 10/4/18 to 6/13/19 with 15 ELLs participating ranging from Entering (1), Emerging (4), Transitioning (3) and Expanding (7) running for 20 weeks. Based on data from both the NYESELAT and the State ELA tests, ELLs need to improve their non-fiction writing skills. ELLs range from Transitioning to Expanding. Writing for a newspaper and having their peers read it will motivate the students to do their best.

Budding journalists will learn about starting a school newspaper by meeting once a week for an hour and a half to learn the fundamentals of journalism, page layout and design, and publishing. Students will choose the stories to write about and gain important writing skills by editing and revising multiple drafts to perfect their writing so it can be published. They will benefit from having a real audience and purpose for their accurate writing. Students will conduct interviews with teachers, administrators, parents, and other students as part of research for articles in the newspaper. Asking adults questions (that they have created) can be a challenge for English Language Learners, but they will be using academic English to both write interview questions and write their findings. Students will take pictures of events going on at our school to go along with their stories, and create captions for the photographs. We will also have an original comic strip utilizing both English and their native Chinese language. This will increase their writing skills and ultimately give them the skill of grant writing for the future.

Students will work out a budget, honing their math and financial literacy skills, which play an important role in developing the next generation of responsible leaders. Then the students will work on marketing and advertising the newspaper through posters. This year-long program also promotes grit and perseverance in the students because it takes a lot of time and hard work to finally see their newspaper come to fruition. Parents will be interviewed and asked questions for quotes about the topics in our newspaper, as well as possibly purchasing advertising space for their businesses. Due to time and cost, we will publish our newspaper twice a year.

The school will provide the program with IPads, Laptops, a camera and publishing software to support the needs of the program.

Rationale: Finding authentic and meaningful writing exercises can be difficult for English Language Learners. Starting a school newspaper gives students an opportunity that few students have. They have to solve real-world problems, meet their deadlines and manage a budget for supplies. Students learn that the quality and timeliness of their work affects everyone on the newspaper staff. Students will devise their own questions for different people about the various topics and stories the newspaper will cover and conduct the interviews in English and Chinese when necessary. The teacher will emphasize academic English writing strategies that can be applied to their class work and improve their writing during exams.

Activity 2: Academic English Enrichment through Video
The target population is sixth to eighth grade ELLs taught by one certified ESL teacher. The program's schedule is Wednesday's from 2:45-4:15, starting 12/5/18 through 6/15/19 for 25
Part B: Direct Instruction Supplemental Program Information

sessions. The language of instruction is English. Students are current ELLs, 10 in the program; students in the program are Entering (2), Emerging (1), Transitioning (2), and Expanding (5). Students are shown different ways of telling a story through film and how to create their own short videos. Materials to be purchased are video editing apps, notebooks, pens, markers, pencils, book binder and binders, card stock, puppet making supplies, chart paper, and storyboards. Techniques include interviewing, stop motion, how to's and drama. Students learn how to be a camera person, actor/interviewer, director and editor. Students use iPads to film all of the work. Students are taught the process of creating short films: planning (scripts, set design, order of filming), shooting (multiple takes) and editing (adding sound, putting the shots in order, additional audio dubbing.) Students work in groups of three to five to create their short movies. Students will practice making documentaries, personal narratives, and creative stories. Rationale: Students’ language repertoires are important to who they are. Being able to learn to express themselves and share with others is important. Students that might be shyer in a classroom setting are more open when working in small groups and able to edit their own work with editing software and using multiple takes. The skills needed to create and edit videos are similar to the writing process used in ELA and other subjects by planning, writing and editing. Additionally, being both in front of the camera and behind it will help students with all modalities in the NYSESLAT, reading, writing, speaking and listening. The styles of films made will use similar vocabulary to classroom content (documentaries will be about science or social studies topics with vocabulary skill that will provide transferable vocabulary to those subject areas; stop motion and dramas will use the film making process which mirrors the writing process.) They will be focusing on both fictional and real stories and these areas need more development as indicated by review of ELA scores. These students got scores ranging from 1-3 on the 2018 ELA test. This program will help them build their English language that can be directly transferred to their classrooms.

Activity 3: Academic English Enrichment through Orienteering 9/21-10/26 and 2/15-6/7/19

The PS126/MAT Orienteering Program for ELLs is aimed at serving fourth through eighth grade ELLs. It is taught by one certified ENL teacher in English, with 8-12 ELLs participating: ranging from Entering to Commanding proficiency levels. The PS 126/MAT Orienteering program is an after-school program that takes place on Wednesdays and lasts for one and a half hours (2:45-4:15), in the fall from 9/21 to 10/26 and spring from 2/15-6/7 for a total of 25 weeks. Through orienteering at PS126/MAT, 4th-8th grade ELL students will enhance their academic skills in all four modalities: reading, writing, listening and speaking. Students will research and explore the surrounding neighborhood, highlighting its historic as well as everyday features. Ells will expand their vocabulary while learning the useful, sophisticated and intuitive aspects of orienting and navigating through maps. Students will learn how to read important symbols on a map and relate them to the corresponding aspects of their surrounding neighborhood; they will learn about contours and topography. As students become familiar with the basics of navigating and map reading, they will create their own map of a nearby area. This will enable students to also expand their mathematics academic vocabulary. They will be able to create a graph to represent the varying contours of their map. This will include measuring and putting to scale a nearby area and the objects within it. A written and verbal presentation at the culmination of the program will further enhance academic and speaking skills. Rationale: The program offers ELLs an opportunity to excel academically while communicating and exploring with peers and teachers outside of the traditional classroom school environment. The program gives ELLs a strong sense of identity by linking academic skills through the 4 modalities of English: Reading, Writing, Listening and Speaking, to real life experience of their own environs. Learning the commonly used terms and phrases used in state math, social studies,
Part B: Direct Instruction Supplemental Program Information

and ELA tests is an important and necessary skill for ELLs. Participating ELLs learn hands-on how to measure and graph, and how to present their findings to their peers. This will help students in the NYSESLAT, Science, Math and ELA tests by using appropriate academic English to communicate concepts in writing and speaking. The program fosters a team atmosphere.

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: ______

Bank Street 2018 Language Series: Multiple Pathways to Learning in the Age of Accountability Professional Development for 3 certified ENL teachers. The 2018 Language Series explores teaching methods designed to support educators who are seeking to enhance their practice in spite of prevailing, one-dimensional accountability pressures. The focus will be on student engagement in both language and content development through multiple pathways: music, project based learning, multimodal literacy, and others. It takes place Saturday October 27, 2018 from 8:00am to 4:00pm. The cost of this professional development is $195 per teachers. The 6 certified TESOL instructors will attend professional development through the Department of Literacy and AIS Academic Intervention Team Speaker Series including: (These learning opportunities are free of charge and teachers will choose three to attend)

10/13/18 Reading Intervention and English Language Learners
10/30/18 Vocabulary Intervention
11/1/18 Differentiation in the Elementary Classroom: Systems that Work!
11/13/18 Best Practices for Building Reading Fluency
11/16/18 Building Phonemic Awareness
11/27/18 Explicit Instruction: Theory and Practice

NYU R-BERN 1/28/19

Rationale: All of these professional development opportunities further the teachers’ understanding of different ELL populations (Entering through Expanding, struggling readers and writers) and teach them up-to-date skills that can be immediately applied in the classroom throughout the subject areas through the four modalities of reading, writing, listening, and speaking. They are all approved CTLE providers.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities
Part D: Parental Engagement Activities

Begin description here: ______

A series of How to Help Your Child Academically From Home will be provided on the following Wednesdays: 3/1, 3/22, 4/5 from 2:45-3:45. Parents will be invited via letters home in both English and their Home Language. The first session will be how to help with homework when you do not know much English, the second sessions is how to use technology in the home to support your child's education, and the third session is how to support your child through the NYSESLAT from home. We will have an interpreter to translate the workshop and questions of parents. All parents of ELLs will be invited. This will be a per session series for the ENL teachers.

Activity 1: The Dragon Express – school newspaper class
Parents will be interviewed by students to get quotes for our articles in both English and their Home Language. Students will create their own questions to ask parents about their opinions or expertise on a certain subject that will be written about in the newspaper. We will ask parents who are in the business field to put an advertisement in our newspaper, designed by the students and parents together. Students will be practicing English and writing both nonfiction and fictional articles through the interviewing and writing process. These are ongoing throughout the school year while the paper is being written, 10/4/18-6/13/19. Student will both do this on their own time and invite parents into the school. An ENL certified teacher is holding this program.

Activity 2: Academic English Enrichment through Video and Film
Parents will be invited to movie nights via letters home in both English and their Home Language by the certified ENL teacher. After several movies have been made parents will be invited to movie night where the students will show their parents their films, one on 2/13/19 and one on 6/12/19, both from 3:00-4:30. Parents will have the opportunity to ask the directors and movie makers (students) questions.

Activity 3: Academic English Enrichment through Orienteering
Parents will be invited via letters home in both English and their Home Language by the certified ENL teacher and will accompany the orienteers on neighborhood exploration. Students and parents will teach each other what they know about orienting and navigating through maps. Parents are welcome at any time but will be specifically invited on 10/26/18 and 5/29/19 from 2:45 to 4:15.

Part E: Budget

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

Allocation Amount: $ ______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

**Allocation Amount:** $____

<table>
<thead>
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<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>• 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>0</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

- Must be supplemental.
- Additional curricula, instructional materials.
- Must be clearly listed.
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>02</td>
<td>Manhattan</td>
<td>126</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
<th>P.S. 126/MAT</th>
</tr>
</thead>
</table>

**B. Language Allocation Policy Team Composition**

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Carlos Romero</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Ranjit Singh, Robin Berg</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Elyn Ballantyne-Berry</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Rebecca Johnson</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>type here</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>Qualification Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</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>1</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>0</td>
</tr>
</tbody>
</table>

**D. Student Demographics**

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>741</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>136</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>18.35%</td>
</tr>
</tbody>
</table>
**Part II: ELL Demographics**

**A. ELL Programs**

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

Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<td>Freestanding ENL</td>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE) [Check Box] Yes [X] No [ ]
  - If yes, indicate language(s):
- Dual language program (DL) [Check Box] Yes [ ] No [X]
  - If yes, indicate language(s):
- Freestanding ENL [Check Box] Yes [X] No [ ]

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>
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**Part III: Assessment Analysis**

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

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

   At P.S. 126/MAT, we use Fountas and Pinnell from grades K-8 to measure early literacy skills of our ELLs. The data provide us with insight into the reading proficiency level, fluency, and comprehension skills of each student. They also provide us with more data with which to program our students into their ENL program, teacher, and schedule. We use these F&P scores to group our students into homogenous groups for ENL instruction. Also, these scores let us know the strengths of our students. Often, students can be particularly strong in one modality over another. The F&P scores combined with the NYSESLAT scores give us a clearer, rounded picture of our ELLs. This is used to individually assess all students’ reading levels four times a year. Once these levels are obtained, students are placed in the appropriately leveled guided reading groups. These groups are fluid and change over the course of the school year depending on the strengths and weaknesses of the students. First grade students are also assessed using the Reading Rescue Program’s Classwide Screening Assessments of Emergent Literacy. This identifies low-performing students who will be served in the Reading Rescue tutoring program. It also gathers baseline data for all students at the beginning of the year and helps track student progress at midpoint and again at the end of the year.
2. What structures do you have in place to support this effort?
Teachers assess student three times a year, using the data to establish a baseline and determine progress.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
At P. S. 126, we evaluate the success of our ENL program through the use of the AMAO tool provided by the DOE, our Fountas and Pinnell levels, the scores from the NYSESLAT, as well as the scores from the ELA and Math tests. With the AMAO tool, we are able to see growth across grade levels each year. We are also able to analyze patterns, group students by various subgroups, and verify whether or not our program is successful through the growth of our students as seen in the AMAO tool.

F&P is a resource that we value at P.S. 126 in that we can see growth of our students in reading at 4 different points in the school year. The ENL department keeps record of students F&P scores across years to monitor progress and success of our program. The NYSESLAT scores that are released each fall provide our program with data on our success in the four modalities. We are able to see which modalities to focus on in the year ahead, and in which modalities we are successful. Lastly, the ELA and Math test scores provide us with valuable data on how our ELLs fare comparatively in the school. This year, our ELLs did not do as well on the ELA test as compared with their peers. In 3rd grade, 70% of our ELLs scored a Level 1, and 30% scored a Level 2. In 4th grade, 75% of our ELLs scored a Level 1 and 25% scored a Level 2. In 5th grade, 70% scored a Level 1, 10% a Level 2, and 20% a Level 3. In 6th grade, 43% scored a Level 1, 43% scored a Level 2, and 14% scored a Level 3. In 7th grade, 33% scored a Level 1, 33% a Level 2, and 33% a Level 3. In Math scores, our students fared slightly better than their non-ELL peers. In 3rd grade, 23% of our ELLs scored a Level 1, 31% scored a Level 2, 38% scored a Level 3, and 8% scored at a Level 4. In 4th grade, 75% of all P.S. 126/MAT students scored a Level 1, and 25% scored at a Level 2. In 5th grade, 30% scored a Level 1, 40% scored a Level 2, 20% scored a Level 3, and 10% scored a Level 4. In 6th grade, 28% scored a Level 1, 57% scored a Level 2, and 14% scored a Level 4. In 7th grade, 33% scored a Level 1, 33% scored a Level 3, and 33% scored a Level 4. Therefore, we will be working this year to improve instruction for our ELLs in ELA, specifically in Writing, and we will continue our successful instruction in Math.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We provide teachers the data and it is utilized to establish homogeneous reading groups to address specific needs and strategies. Also, we have a partnership with Reading Partners and the data allows for teachers to recommend students to the program.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs]
Our school uses data within the Response to Intervention (RtI) instructions for ELLs. For Tier I interventions, our school strengthens the core instruction in the classroom. ELLs who have F&P scores that fall behind grade level, as well as Beginner ELLs and ELLs with a low score in one modality, receive small group instruction in the classroom, have instruction that includes a focus on language functions and structures, and receive whole-class instruction that makes lessons meaningful by incorporating students background knowledge. The progress of these students is monitored through F&P scores, as well as teacher observations, and the instruction is adjusted as needed. For Tier II interventions, we offer extended day services to our ELLs who are also in the lowest 3rd subcategory. Extended day gives students extra instruction in reading and in writing, and allows for smaller groups and one-on-one instruction. ELL students deemed at-risk due to low ELA and Math scores from the previous year receive extra support in the form of pull out reading and/or math intervention services several times per week from a specialist teacher. We use data to inform all decisions regarding RtI procedures.

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].
We have the most ELLs in the lower grades, primarily K-3. They are also the same grades that have the largest amounts of entering and emerging ELLs. Most students pass the NYSESLAT by fifth or sixth grade. The data patterns across proficiency levels and grades reveal that there are certain students who benefit from grouping across grade levels and proficiency levels.
We make the stand alone ENL groupings by looking at the entire student. The F&P levels, in combination with NYSESLAT and NYSITELL scores are used to determine groups for stand alone ENL services. For example, in the 5th and 6th grades, there is a group of students that are newcomers at the Entering level and are therefore grouped together for stand alone ENL that is ungraded. Also, a student scored at an Transitioning level on the NYSITELL and NYSESLAT, while having a begginer level F&P and is therefore placed in a group in which they can receive instruction on their F&P level. Additionally, our Writing scores on the NYSESLAT and on the NYSITELL are consistently low across grade levels and proficiency levels. Therefore, we will focus our ENL stand alone and integrated services on instruction in writing, particularly for the Expanding students. Graphic organizers will be used, along with instruction that consists in vocabulary development specific to academic writing. Students will have the opportunity to share their writing with their peers, and receive feedback from both peers and teachers. Long-term and short-term writing assignments will be completed so that students can gain experience in the writing process in order to become more proficient writers.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Each grade uploads the F & P scores to a Google Document that all teachers have access to, especially our ENL teachers. Teachers are also given a list of the ELL's in their classes along with the students' scores in each of the NYSELSAT modalities.

**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.
   
   1a. ENL instruction is delivered by several organizational models at PS 126/MAT by 3 certified ENL teachers. With our entering, emerging and transitioning students, we use both the pull-out model where we take small groups to our rooms and give them explicit reading, writing, and language instruction, and the push-in model. The pull-out groups are homogeneous; for the lower elementary grades it is graded by level, and with the upper elementary and middle school groups it is both graded and un-graded based on proficiency levels. The ENL teachers also use the push-in model for all ELLs entering through expanding and commanding where the ENL teacher goes into the ELLs' regular classroom and works on the content that the classroom teacher is doing.

   b. TBE program. *If applicable.*
   
   Paste response to questions here:

   c. DL program. *If applicable.*
   
   Paste response to questions here:

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)?

   There are 3 certified ENL teachers. One teacher provides service to kindergarten, third grade and sixth grade. With kindergarten and third grade teach pushes-in for 180 minutes to the classrooms. This ENL teacher teaches Drama to all sixth graders for 140 minutes a week. The next teacher provides service to first and second graders. Each class will be pushed-in to for 180 minutes and the entering and emerging will be pulled-out in homogeneous proficiency leveled groups for an additional 180 minutes. The third ENL teacher provides service to the third through eighth grades students. Third grade entering and emerging students will be pulled-out for 180 minutes. For the fourth and fifth grade ELLs the ENL teacher will push-in to each class for 180 minutes and pull-out the entering and emerging students for an additional 180 minutes by proficiency level. For
the seventh and eighth grade ELLs the ENL teacher will push-in to the social studies classes for 140 minutes a week. The push-in time for all three ENL teachers is for entering through commanding ELLs.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In Pull-Out classes, the ENL teachers provide a variety of strategies to ensure content is comprehensible in English and the Common Core Learning Standards are met. The certified ENL teachers are given pacing calendars by the classroom teachers to plan their instruction and include content information and vocabulary that the ELLs will need in their regular classroom. The ENL teachers use visuals, manipulative, and videos to customize the display of information that has already been taught in their classroom or will be taught in their classroom. Picture Dictionaries, Picture word walls, and iPads are used to clarify vocabulary, and prompts and sentence starters help clarify syntax and structure. The ENL teachers activate prior knowledge by using concept maps and charts they have created together while discussing students’ experiences. The ENL teachers use both fiction and non-fiction books and topics during Shared Reading, Guided Reading, and Interactive Writing. The non-fiction books will be chosen based on each grade’s unit plans. Skills are explicitly taught to find key ideas and details, identify similarities and differences between two texts, and ask and answer important questions.

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

Our school does not offer TBE or Dual Language programs so we do not evaluate ELLs in their native language throughout the year. For new students we administer the LAB-R in Spanish or conduct an interview with the student and parent and appropriate translator to establish the literacy level in their first 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. We currently have 0 SIFE students in our ENL program. When there is a SIFE student they are introduced to basic school routines and structures. The student participates in a pull-out class that is un-graded, but a homogeneous leveled group of Beginners and Intermediate students. The certified ENL teacher sees the student multiple times per week. The certified ENL teacher also makes sure to help the classroom teacher simplify directions for that student. Leveled guided reading texts are used during a readers workshop model that includes a mini lesson, guided reading, and reflective response. Guided reading texts are available in his native language.

   b. There are 127 newcomers. The newcomers are put into homogeneous groups where they interact with their peers who speak their native language to lower anxiety. The smaller group allows them to take more risks while practicing English. The ENL teacher uses each grade level’s pacing calendar to plan specific topics to cover what the regular class will be studying, many times working on specific projects in the ENL room with the guidance of the certified ENL teacher. More visuals are used and adaptive texts are given where needed. Supplementary materials are selected to help bridge new content to the students’ background knowledge. Guided reading groups are leveled homogeneously in the ENL class. Materials used are leveled guided reading books as per Fountas and Pinnell. The students who have been in school for more than 1 year and are qualified to take the ELA test, will be given extra test prep time to become more comfortable with the testing environment and learn what is expected of them.

   c. There are 7 students who have been in ENL for 4-6 years. These ELLs are put in un-graded, somewhat homogeneous leveled groups to work on their reading and writing skills, with a focus on explicitly teaching the rules of grammar while still adapting any directions to reduce the linguistic complexity. The certified ENL teacher helps to scaffold meaning and clarify information. We use both pull-out and push-in for this level of student.

   d. We currently have one Long Term ELL who have 7 or more years in ESL. This student receives push-in instruction by a certified ENL teacher.

   e. Recent former ELLs (passed the NYSESLAT within the last two years) are still given accommodations, such as extra time and small groups, on standardized tests and performance assessments. They receive push-in support in their classes for 90
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?

There are 14 ELL-SWDs. The ENL teachers utilize the Universal Design for Learning for ELL-SWDs. This includes using visuals and pictures that trigger schema, graduated scaffolding, embedded prompts to stop and think, checklists, templates, concept maps, and mnemonic strategies when applicable. The ENL teachers work with the classroom teachers in developing this differentiation for ELL-SWDs. Most classes have electronic dictionaries, touch sensitive white board with projectors (similar to Smartboards) and laptops or tablets to facilitate learning.

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

Our school offers Integrated Co-Teaching classes in every grade. ELL-SWDs are integrated with students without learning disabilities, students who are not ELLs but have learning disabilities, and ELLs without disabilities. The ENL teacher pulls-out ELL-SWDs with ELLs without disabilities to provide the least restrictive environment, yet still follow the IEP and maximize learning with the ENL teacher. We pay careful attention to not overlap ENL with related services.

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.

Response to Intervention (RTI) is used to identify ELLs at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. Targeted interventions for Expanding ELLs include the ENL teacher helping to support the content areas of ELA, Math, Social Studies, and Science. For each ELLs’ transitioning needs, the ENL teacher works closely with the mainstream teachers to keep up with the schedule and daily classroom activities. Targeted interventions for math include one on one support during math instruction periods, focusing on word problems and modeling examples of the process. The ENL teacher supports the emerging through transitioning ELLs by utilizing ENL strategies through small group instruction in pull-out classes. The ENL students gain confidence in the format and routines that occur in the mainstream classroom. The continuity helps support ELLs in reaching the Common Core Learning Standards for ELA, Math, Social Studies, and Science. The Expanding group has more independent time to practice the skills and strategies taught both in their mainstream classrooms and in their ENL classes. The flow between the two classroom environments helps the students to bridge from the highly scaffolded ENL environment back to the larger mainstream class environment. Integrated language and content instruction provides opportunities for Beginner ELLs to acquire a new language through the study of the academic disciplines such as Math, Science, History, and Language Arts. The middle school students also receive additional math classes that are beyond the mandated minutes to support those that need the additional support. When needed, determined case by case, students will also receive interventions from the additional support staff such as OT.

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

We are part of the CUNY NYSIEB (City Universities of New York New York State Initiative on Emergent Bilinguals) in which the school continues work to ‘translanguaging’ techniques to be used in the classrooms throughout the school through a statewide initiative to improve teaching techniques for ELLs.

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

We have not discontinued any programs or services for ELLs at PS 126/MAT.

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

All students at PS 126/MAT are welcome to join the many after school programs and sports we offer. Announcements are made schoolwide, posters or letters home in multiple languages are displayed or sent home about available
programs. Starting in 4th grade there are team sports, both competitive and non-competitive, for both boys and girls in almost every sport imaginable including bike riding, surfing, soccer, basketball, volleyball, football, wrestling, cheerleading, lacrosse, and cross country. ELLs are also able to attend the 2 after school programs offered by the local YMCA and ISS (Immigration Social Services.) The YMCA program is free and is offered on a first come/first served basis. ISS is available to all families and offers homework help by a certified teacher, which is available at a very affordable price. Many of the teachers and counselors in both programs speak Chinese, the predominate first language at our school. All forms and invitations that are sent home are offered in English, Spanish, and Chinese. Students are not discriminated on ELL status when being considered for school programs.

Title III funding is used to offer a variety program to all ELLs and former ELLs at our school; chess is offered to all students in grades 1-5, a music program taught by a certified ESL teacher is available to ELLs in grades 3-5 and three certified ENL teachers provide afterschool activities such as cross-country running, Minipreneurs, and an intro to Movie Making.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All of the ELL subgroups, SIFE, ELL-SWD, newcomers, ELLs with 4-6 years in the ENL program, long term ELLs, and former ELLs, utilize a variety of resources and materials. Levelled guided reading sets of books are offered at all Fountas and Pinnell levels. The ENL teachers have their own sets that are kept in their rooms. There are also many books in both Spanish and Chinese. For the younger students games, puzzles, art projects, and manipulatives are offered to reinforce the language they are learning. The 3 certified ENL teachers use document cameras, projectors, DVDs, as well as online websites geared specifically for ELLs in the ENL classroom. The ENL teachers use iPads, laptops, and computers to incorporate technology into their lessons. Many books on tape and cd are available to the students to take home. Our certified ENL teachers have successfully acquired many supplies and equipment from generous donations through Donors Choose. The teachers write their classroom project requests and post on the Donors Choose website. Donors then donate to certain teachers’ projects. The ENL team has received an iPad, extra large white board easel, kidney shaped table, a laminating machine, a rug with a map of the United States on it, reams of paper, colored paper, art supplies, mobile organizers, and so much more all from their Donors Choose projects! Class created bilingual or multilingual materials are created to support English language acquisition.

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

Home Languages are supported, recognized and celebrated by the ENL program. Students are encouraged to share their knowledge of their home language both verbally and in writing when producing work. Students work with each other to support their language needs. At PS 126/MAT we strive to celebrate the native languages and cultures of our student population. Students and families are invited to the annual Dragon Dance performed at the school for the Lunar New Year celebration. ELLs and their families are afforded equal access to all school programs and are invited to all school wide functions. All official school notices are sent home in Chinese and Spanish in addition to English and all students are given the option to participate in after school activities without bias. Many books at all reading levels are available in Chinese and Spanish. Because our school is located in Chinatown, near Chatham Square where there is the Kim Lau Memorial Arch dedicated to the Chinese who died in World War II, many field trips are taken to local Chinese attractions including Confucius Plaza, the Mahayana Buddhist Temple, the largest Buddhist temple in Chinatown, Mosco Street to Mott Street, the oldest Chinese inhabited street in New York City, the famous Doyers Street with a 90 degree turn so straight-flying ghosts can’t move through it, and MOCA (Museum of Chinese in America.)

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

All required services support ELLs and resources correspond to ELLs’ ages and grade level. In Kindergarten through grade 5, the certified ENL teachers work collaboratively with classroom teachers and other staff to teach challenging academic content to prepare students for middle school and beyond. Using each grade’s pacing calendar as a guide, they work with small groups both inside and outside the classroom to provide targeted instruction and support based on individual student needs, ages, and grade levels. Students actively participate in hands-on language rich activities in the classroom that promote academic language development and creativity. At the secondary level, grades 6-8, the certified ENL teacher teaches the English necessary to demonstrate complex thinking and learning. Through engaging and challenging interactions with teachers and peers, students acquire the English language.
proficiency skills and content knowledge needed to be ready for high school and college. ENL teachers carefully choose, plan, and adapt activities and topics to be covered throughout the year along with each grade’s Pacing Calendar. Teachers provide student instruction in the process of choosing an appropriate text and the students and teacher work together to choose appropriate writing topics in the persuasive, narrative, and comparing/contrasting genres.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
All of the ELL subgroups, SIFE, ELL-SWD, newcomers, ELLs with 4-6 years in the ENL program, long term ELLs, and former ELLs, utilize a variety of resources and materials. Leveled guided reading sets of books are offered at all Fountas and Pinnell levels. The ENL teachers have their own sets that are kept in their rooms. There are also many books in both Spanish and Chinese. For the younger students games, puzzles, art projects, and manipulatives are offered to reinforce the language they are learning. The 3 certified ENL teachers use document cameras, projectors, dvds, as well as online websites geared specifically for ELLs in the ENL classroom. The ENL teachers use iPads, laptops, and computers to incorporate technology into their lessons. Many books on tape and cd are available to the students to take home. Our certified ENL teachers have successfully acquired many supplies and equipment from generous donations through Donors Choose. The teachers write their classroom project requests and post on the Donors Choose website. Donors then donate to certain teachers’ projects. The ENL team has received an iPad, extra large white board easel, kidney shaped table, a laminating machine, a rug with a map of the United States on it, reams of paper, colored paper, art supplies, mobile organizers, and so much more all from their Donors Choose projects! Class created bilingual or multilingual materials are created to support English language acquisition.

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).
During the summer, new students can enroll in one of the summer camps offered at our school through the local YMCA and ISS (Immigration Social Services.) The camps have bilingual counselors who can speak the students’ first language. The children get an opportunity to interact with other children who speak their language and learn English from these experiences, as well as meet their future classmates. Throughout the school year, ELLs can join the various Tittle III afterschool programs the school offers.

17. What language electives are offered to ELLs?
Spanish is a language elective that is offered to ELLs in 7th and 8th grades.

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

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**Professional Development and Support for School Staff**

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

The Professional Development Plan includes the 3 certified ENL teachers attending various workshops and professional development opportunities offered by OELL throughout the year. There is a weekly ENL team meeting during the week where we discuss goals, opportunities, materials, ideas, planning, and any other ESL issues that arise. There are also funds allotted for Professional Development through Title III that includes classroom teachers attending the same workshops as the ENL
teachers. Our plan includes attending CUNY NYSIEB cohort 4 professional development which focuses on translinguaging and using students’ home language as a resource for learning English a first grade, third grade and sixth grade teacher are also part of this program. We attended 2 in person professional developments this fall, have 2 webinars this winter and one more in person session in the Spring. The future dates are still TBD.

ESL professional development opportunities that support ELLs in regard to the Common Core Learning Standards are offered through OELL throughout the year. The Title III funded professional development is also used to learn about supporting ELLs as they engage in CCLS. The school has several literacy consultants who come to the school to give workshops with all the teachers, including the ENL teachers. November 23rd a team of CUNY NYSIEB representatives will be providing a PD for the entire staff and provide the staff with ideas on how to improve the schools multilingual ecology and using bilingualism as a resource in the classroom.

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.

Since we have a middle school in the same building as our elementary school, almost all of our 5th grade ELLs are accepted to our middle school. The certified ENL teacher meets with the 6th grade teachers to discuss the students, their needs, and any other concerns or questions she may have about the incoming ELLs. The certified middle school ENL teacher also offers ways she can support the students in their middle school classes. The ENL teacher and the school counselor discuss high schools with 8th grade former ELLs. Guidance counselors also help with the transition and go to periodic professional developments throughout the year.

Some classroom teachers are included in the Title III professional development sessions which provide ELL training. Some of the classroom teachers attended a professional development with the CUNY NYSIEB (New York State Initiative on Emergent Bilinguals) team. All staff participates in ongoing professional development sessions on Universal Design for Learning (UDL.) UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. These principles align perfectly with the principles of teaching English as a second language. UDL provides a framework for understanding how to create curricula that meets the needs of all learners from the start and places the burden of adaptation on curricula, not the learner. All teachers, counselors, and staff participate in these UDL workshops that emphasize the importance of eliminating unnecessary barriers without eliminating the necessary challenges. There is ongoing professional development throughout the year that is offered by various staff developers in Reading, Writing, Math and Social Studies.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL department holds an orientation for Newcomers at the start of the year to discuss parent choice options for the three programs the city offers ELLs. With kindergarten, parents are met with a member of the ENL team before or after they come in for their orientation with their home room teacher. Other meetings with parents are as needed and at a time when an interpreter is available. Records of these meetings are via parent sign-in sheets. Goals of the ENL program are also stated at the parent orientation. One on one meetings are also held during registration of new students with the assistance of an interpreter.

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

ENL teachers frequently participate in grade level field trips that all parents are invited to join. ELL parents often chaperon on these trips. As part of one of our Title III programs, parents are invited on the Explorers’ field trips around the city of New York. These parents have accompanied us to museums, an amusement park, and ice skating, just to name a few. Parents of ELLs are also invited to any class performance or special day hosted by the ENL teacher or classroom teacher. Parents attended one our ENL teacher’s performance of “The Grouchy Ladybug” starring only newcomer ELLs.
<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</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:</td>
</tr>
</tbody>
</table>
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, Carlos Romero, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** PS 126/ MAT  
**School DBN:** 02M126  

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos ROMero</td>
<td>Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Ranjit Singh</td>
<td>Assistant Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Rebecca Johnson</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Elyn Ballantyne-Berry</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Coach</td>
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<td></td>
<td>Coach</td>
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<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Other</td>
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<td>1/1/01</td>
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<td></td>
<td>Other</td>
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<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

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

**DBN:** 02M126  
**School Name:** P.S. 126 Jacob Riis/MAT  
**Superintendent:** Bonnie Laboy

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>Rebecca</td>
<td>Johnson</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   The school’s written translation and oral interpretation needs are determined through ATS, emergency cards as well as Home Language Identification Survey. During enrollment, one of the school’s aides, along with a pedagogue, will assist and guide parents in completing all the necessary documents. Similarly, if a child is transferring from a different school, the office staff will look through the student’s cumulative folder to ensure all documentation are present. In addition, most of our school’s aides are bilingual speakers who can provide assistance in written translation and oral interpretation for non-English speaking parents.

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>English</td>
<td>English</td>
<td>100% of communication is sent in English</td>
<td>English</td>
<td>100%</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>100% of communication is sent in Spanish</td>
<td>Spanish</td>
<td>100%</td>
</tr>
<tr>
<td>Chinese</td>
<td>Chinese</td>
<td>100% of communication is sent in Chinese</td>
<td>Chinese</td>
<td>100%</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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.

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Policy</td>
<td>September</td>
<td>Document is updated and translated in July and August</td>
</tr>
<tr>
<td>Parent Handbook</td>
<td>September</td>
<td>Document is updated and translated in July and August</td>
</tr>
<tr>
<td>Newsletter</td>
<td>Monthly</td>
<td>Document is written and translated once a month</td>
</tr>
<tr>
<td>Communication</td>
<td>On going</td>
<td>Documents are translated prior to sharing with families</td>
</tr>
</tbody>
</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>Parent Association Meetings</td>
<td>Monthly</td>
<td>Interpretation is provided by the Parent Association to families</td>
</tr>
<tr>
<td>Parent -Teacher Conferences</td>
<td>3 times during the year</td>
<td>The school hires interpreters to facilitate the Parent-Teacher Conferences</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>September</td>
<td>The school hires interpreters to facilitate the teacher presentations</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>Monthly</td>
<td>Interpretation is provided by school personnel during the Parent Workshops</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.

The school has personnel that speak the various languages that families speak and are the ones called upon to make phone calls in the event of school emergencies.

**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 the start of the year conference, all staff members are informed of A-633. Resources and key personnel are identified to support the language needs of our families.

**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.)

By using the resources in the Language Access Kit we will place a Welcome Poster at the main entrance of the school. The Language ID Guide will be placed at the security desk and main office. Additionally, copies of the Parents’ Bill of Rights and Parents’ Guide to Language Access will be sent home with all students.

**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?

Feedback from parents on the quality and availability of services is gathered as Parent Association meetings and by the Parent Coordinator.