2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 27Q045
School Name: P.S. 045 CLARENCE WITHERSPOON
Principal: SAMANTHA SEVERIN
School Comprehensive Educational Plan (SCEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Clarence E. Witherspoon School</th>
<th>School Number (DBN):</th>
<th>27Q045</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>27Q045</td>
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<tr>
<td>Grades Served:</td>
<td>3K– 5th Grade</td>
<td></td>
<td></td>
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<tr>
<td>School Address:</td>
<td>126-28 150 15th Street, Jamaica, NY 11436</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 480-2500</td>
<td>Fax: 718 322 8287</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Samantha Severin</td>
<td>Email Address:</td>
<td><a href="mailto:severin2@schools.nyc.gov">severin2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Samantha Severin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Wayne Greenberg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Jennifer Greaves</td>
<td></td>
<td></td>
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<tr>
<td>SLT Chairperson:</td>
<td>Donna Kennedy</td>
<td></td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Roopawatte Narine</td>
<td></td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td>N / A</td>
<td></td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District Information

| Geographical District:         | 27                                                    | Superintendent:      | Jennifer Ambert         |
| Superintendents Office Address:| 82 – 01 Rockaway Blvd                                  |                      |                         |
| Superintendent’s Email Address:| MBarton@schools.nyc.gov                                |                      |                         |
| Phone Number:                  | 718 642 5770                                          | Fax: 718 – 348 2994  |                         |

### Field Support Center (FSC)

2018-19 SCEP-FL
Queens South  

Executive Director: Marlene Wilks

Executive Director’s Office Address: 82-01 Rockaway Blvd

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

Phone Number: 718-348-2958

Fax:
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Severin</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Wayne Greenberg</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jennifer Greaves</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N / A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N / A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>N / A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Bernice Phillippe</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Carolyn Riordan</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Valerie Muller</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Donna Kennedy</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Jillian Gorelick</td>
<td>Member/ Teacher</td>
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<td>Member/ Parent</td>
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<td></td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Roopawatte Narine</td>
<td>Member/ Parent</td>
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<tr>
<td>Carnella Williams - Johnson</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.
In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

<table>
<thead>
<tr>
<th>Rigorous Instruction</th>
<th>Supportive Environment</th>
<th>Collaborative Teachers</th>
<th>Effective School Leadership</th>
<th>Strong Family-Community Ties</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</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>
<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>
<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>
<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>
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</table>

### Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### NYSED’s Six DTSDE Tenets

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

• **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
• **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
• **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

• **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.
## Section 4: SCEP Overview

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

   27Q045 is a community elementary school. Our mission is to provide our students with the opportunities and the tools necessary to excel across subject areas and to cultivate the college and career readiness skills necessary to be active and engaged community members.

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.**

   27Q045 is a community elementary school serving approximately 290 students in grades 3K – 5. We are located in Jamaica, Queens. Our mission is to provide our students with the opportunities and the tools necessary to excel across subject areas and to cultivate the college and career readiness skills necessary to be active and engaged community members.

   Our school community has organized our lower grade (K-2nd grade) instructional resources and practices to adhere to the goals of the Framework for Early Literacy. Through the adoption of EL (formerly Expeditionary Learning) we have secured an instructional resource that is standards-based with a targeted focus on vocabulary development, the development of reading comprehension and writing skills through read alouds, shared reading, guided reading, labs, independent reading, shared writing, interactive writing and independent writing. Our foundational skills component is supported by the implementation of Fundations, providing a structured phonological/phonemic awareness and phonics program for all K-2 students. Additionally, we have selected Lexia’s Rapid Assessment tool as our building's whole school norm-referenced, adaptive universal screener. The tool uses research-validated tasks and resources to support our school's K-5 literacy goals. We are committed to using assessment information (screeners, summative and formative assessment as well as progress monitoring tools) to drive instruction across K-2 classrooms. We have prioritized the purchase of diverse texts for our classroom libraries to support structured independent reading in a variety of genres, across interests, topic and levels. In order to support a safe, caring and welcoming atmosphere in our classrooms we have adopted daily implementation of the Sanford Harmony program. Sanford Harmony is a social-emotional learning program that empowers students to communicate, connect, embrace diversity and resolve conflict through daily lessons and buddy activities. Teachers receive training and engage in check-in activities to support the on-going implementation of the program.

   Our 3rd - 5th grade departmentalized ELA program is also supported by EL. Our teachers provide rigorous instruction that is customized, inclusive, motivating and aligned to standards. Students engage in content driven modules that are target reading, writing, listening and speaking skill development. Our students read a balance of informational and literary texts across and within modules. Our staff has worked diligently to redesign the Literacy (Reading and Writing) Block across all grade levels through daily shared reading, read aloud activities, guided reading, strategy group instruction and the integration of EL’s ALL Block. We have prioritized shared reading and guided reading instruction to support the development of rich and rigorous text-based conversations. Additionally – shared reading and close reading of grade appropriate texts around which instruction is centered is a focus of daily planning for and implementation of instruction.

   27Q045 is an Algebra for All School. In our second year of partnership we have integrated the 5-practices into our daily math instructional program in 3rd - 5th grade. This year, we are prioritizing the integration of number talks into our K-2 classrooms in order to prepare our youngest learners for the work of engaging thoughtfully and purposefully with grade level math.

   We open the 2018-19 school year with two 3K and two 4K classrooms. Our instructional program in our early grades is structured to be in line with early learning standards and is supported by ongoing assessment.
3. Describe any special student populations and what their specific needs are.

Our school services a growing population of students that receive special education services, primarily in integrated co-teaching classrooms as well as a growing population of English Language Learners.

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.

During the 2017-2018 school year we have made the most significant progress in building a supportive environment for our students and laying the ground work for improvement in rigorous instructional practices.

During the 2018-2019 school year, we seek to build stronger collaborative teacher teams through professional learning in Math and ELA as well as expand our connections to our parents and community members.
## School Demographics and Accountability Snapshot for 27Q045

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>PK,0K,01,02,03,04, 05</td>
<td>325</td>
<td>No</td>
</tr>
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### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 31
- **# SETSS (ELA)**: 29
- **# Integrated Collaborative Teaching (ELA)**: 37
- **# Special Classes (Math)**: 32
- **# SETSS (Math)**: 22
- **# Integrated Collaborative Teaching (Math)**: 37

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 16
- **# Music**: 16
- **# Drama**: 16
- **# Dance**: 16

### School Composition (2017-18)
- **% Title I Population**: 90.0%
- **% Free Lunch**: 87.7%
- **% Reduced Lunch**: 6.2%
- **% Limited English Proficient**: 10.2%
- **% Students with Disabilities**: 20.9%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 4.3%
- **% Black or African American**: 66.5%
- **% Hispanic or Latino**: 20.9%
- **% Asian or Native Hawaiian/Pacific Islander**: 5.8%
- **% White**: 2.2%
- **% Multi-Racial**: 4.6%

### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 8.09
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **% Teaching with Fewer Than 3 Years of Experience**: 3%
- **Average Teacher Absences (2014-15)**: 6.4

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 27.1%
- **Mathematics Performance at levels 3 & 4**: 27.6%

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- **75% Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

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

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

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

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

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

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

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

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

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: NO
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<thead>
<tr>
<th></th>
<th>N/A</th>
<th>ALL STUDENTS</th>
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<tbody>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
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Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - During the 2017-18 school year, EL was implemented as our school's standards-based curriculum. Fundations was implemented to provide foundational skills support to our K-2 students. Together, EL and Fundations support the development of our students' phonological/phonemic awareness, phonics skills, fluency, vocabulary development, comprehension and writing skills. (3.2)
   - The principal ensures and supports quality implementation of curricula by securing and scheduling professional development/coaching sessions from EL Education and through Wilson. Professional learning supports the quality implementation of rigorous and coherent curricula. (3.2)
   - On the 2018 NYC School Learning Environment Survey, 100% of teachers of social studies/science/ELA teachers reported that they had the resources to include opportunities for - building students' knowledge through content rich fiction and non-fiction; reading and writing experiences grounded in evidence from text (both literary and informational) (Q16a)
   - 6% increase in overall proficiency (L3 and L4) from 2017 - 2018 as measured by the 2018 NYS ELA Exam (from 21% in 2017 to 27% in 2018)

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
Our school's priority needs relative to Tenent 3 are:

1. 8% decrease 2018 proficiency in 5th grade as measured by the 2018 NYS ELA exam (from 26% to 18%).
2. No increase in proficiency levels of our 3rd, 4th and 5th grade Students with Disabilities (SWDs). Student proficiency level remained at 5% from 2017 - 2018 as measured by the New York State ELA Exam.
3. 3rd, 4th and 5th grade English Language Learners had a 11% decrease in proficiency from 2017-2018 in ELA as measured by the 2018 New York State ELA exam.

Part 2 – Annual Goal

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

By June 2019, 45% of students in Kindergarten - 2nd grade will make at least one year's growth in reading as measured by Lexia's RAPID assessment tool.
## Part 3a – Action Plan

### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators, K-2 teachers and educational assistants will engage in a 3rd year of professional learning with our school’s EL consultant. These sessions will include individual and grade level plan/coach/debrief cycles; teacher team learning walks and module planning.</td>
<td>Principal, Assistant Principal, K-2 teachers, Educational Assistants.</td>
<td>September 2018 - June 2019 Principal Assistant Principal K-2 teachers and Educational Assistants.</td>
</tr>
<tr>
<td>Teachers of grades K, 1 and 2 will utilize Lexia’s RAPID Assessment as a K-2 screening tool three times per year to measure students' performance and progress as readers with a specific focus on: word recognition, academic language and reading comprehension.</td>
<td>K-2 teachers</td>
<td>September 2018 - June 2019 K-2 Teachers</td>
</tr>
<tr>
<td>Kindergarten, 1st and 2nd grade teachers will follow a standardized assessment calendar when administering RAPID assessments, Fundations Unit Assessments and EL Module Assessments. Dropbox will be utilized by all staff to collect data. Year long professional development will be provided to teacher teams by Lexia and Data Corps to support teachers in using data to plan targeted instruction.</td>
<td>K-2 Teachers</td>
<td>September 2018 - June 2019 Principal Assistant Principal K-2 Teachers</td>
</tr>
<tr>
<td>K-2 Teachers will plan and implement guided reading and EL Labs as part of the daily ELA instructional block.</td>
<td>K-2 Teachers</td>
<td>September 2018 - June 2019 Principal Assistant Principal K-2 Teachers</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.

Our school will engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their students at home by engage in the following activities:

- Administration and classroom teachers will provide parents in an orientation to the EL curriculum and program goals during our September Back to School Night.
• K-5 ELA teachers will be responsible for sharing EL Module Overviews with parents at the start of each module and sharing (through progress reports) students' performance and progress on regularly scheduled assessments.
• K-5 ELA teachers, with the support of administration and our EL coach, will be responsible for planning expeditions into the community to share the "big learning" from each module. In order to ensure that students are engaged in ambitious intellectual activity and develop critical thinking skills; all modules will begin with an expedition trip to a New York City community-based organization whose mission aligns to the learning of the Unit. Final projects for each module will be presented to authentic audiences including parents; community members and individuals associated with selected aligned organizations.

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.

Our school will leverage resources to achieve our annual goal and implement our action plan:

• Schedule common preparation periods for grade level and cross-grade level teams during the 2018 - 19 school year.
• Secure School Data Corp. as a consultant to work with administration and teacher teams on the systematic collection and review of student assessment data.
• Secure Expeditionary Learning (EL) consultants to provide on-going professional development to teachers of 3rd, 4th, and 5th grade.
• Secure RAPID professional learning consultant to support with data review.
• Purchase: Touchstone texts to support instruction in Expeditionary Learning Modules of Study, high-interest guided reading texts and MyOn personalized reading program.
• Engage with our full time universal literacy coach.
• Plan beginning and end of Unit expeditions.
• Per session funding allocated to teachers to establish a comprehensive scope and sequence.
• Per session funding allocated to teachers for after school literacy sessions.

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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1003(a)</td>
<td>Funded</td>
<td></td>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title III</td>
<td></td>
<td></td>
<td>Funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

In order to ensure that 27Q045 is engaged in progress monitoring as part of an overall cycle of continuous improvement planning we have identified the following mid-point benchmarks that will indicate out progress towards meeting the specified goal:

BOY RAPID Testing Window: October 1st, 2018 - October 12th, 2018
MOY RAPID Testing Window: January 7th, 2019 - January 18th, 2019
EOY RAPID Testing Window: May 6th, 2019 - May 17th, 2019
Ongoing running record assessments and progress monitoring using RAPIS Assessment Tool.

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAPID Assessment Tool</td>
</tr>
</tbody>
</table>

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

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

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Our strengths relative to Tenent 5 are:

1. 95% of PreK - 5 teachers report on the New York City Learning Environment Survey that students are safe in their class(es).
2. 94% of families report on the New York City Learning Environment Survey that the principal at their school promotes family and community involvement in the school.
3. Our school’s overall attendance rate for the 2017-18 school year was 90.3%

Our areas of need relative to Tenent 5 are:

1. 4% of teachers report on the New York City Learning Environment Survey that students rarely or never harass, bully or intimidate other students.
2. 53% of teachers report on the New York City Learning Environment Survey that adults at their school has access to school-based supports to assist in behavioral and emotional escalations.
3. 62% of teachers report on the New York City Learning Environment Survey that they receive support around how to incorporate students' cultural and linguistic backgrounds in their practice.

4. 83% of teachers report on the New York City Learning Environment Survey that they apply their knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.

<table>
<thead>
<tr>
<th><strong>Part 2 – Annual Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
</tr>
<tr>
<td>By June 2019, there will be a 5% increase in overall attendance (grades 3K - 5) for the 2018-2019 academic year.</td>
</tr>
</tbody>
</table>
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<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? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>3K - 5th grade students.</td>
<td>September 2018 - June 2019</td>
<td>3K - 5 Teachers</td>
</tr>
</tbody>
</table>

#### Begin year 3 of the whole school use of Sanford Harmony as a researched based instructional program to promote positive relationships between students and staff and to increase respect for and understanding of differences among children by prioritizing professional learning for our administrative team, classroom and out of classroom teachers and service providers.

#### Schedule all staff members to be directly supporting students during our daily dedicated Sanford period and train them in data collection practices.

#### The attendance committee will identify students who are chronically absent and assign them success mentors.

#### The attendance committee will plan family events to increase overall attendance.

<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? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>3K - 5 Teachers, enrichment teachers and service providers.</td>
<td>September 2018 - June 2019</td>
<td>Principal, Assistant Principal, Classroom teachers</td>
</tr>
<tr>
<td>Principal, Assistant Principal, Classroom teachers</td>
<td>September 2018 - June 2019</td>
<td>Principal, Assistant Principal, Sanford Consultants, Classroom Teachers, Enrichment Teachers, Service Providers</td>
</tr>
<tr>
<td>Principal, Assistant Principal, Classroom teachers</td>
<td>September 2018 - June 2019</td>
<td>Principal, Assistant Principal, Sanford Consultants, Classroom Teachers, Enrichment Teachers, Service Providers</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.

In order to ensure that our school engages families and supports their understanding of Supportive Environment in order to support their children at home, we will:

- Engage parents in attendance celebrations
- Provide parents with an orientation to our Sanford Harmony program on Open School Night in September 2017.
- Parents will be provided with Sanford activities to engage in with their children at home that tie into daily classroom practices.
- Parents will be invited to participate in Community Circle and the sharing of best Sanford practices across all classrooms.
- Share program highlights on our school’s website and through our School Messenger system.
- Share information about Breakfast After the Bell program.

Part 4 – Budget and Resource Alignment

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

Our school will leverage resources to achieve our annual goal and implement our action plan:

- Secure Sanford Harmony consultant to provide on-going professional development to teachers of Pre-Kindergarten - 5th grade.
- Schedule common preparation periods for grade level and cross-grade level teams during the 2017 - 18 school year.
- Renew School Messenger.
- Per session funding allocated to: Fund teacher led workshops before school and after school (outside of Tuesday Parent Engagement time), fund teacher per session to support the development of school website.
- Per session funding allocated for teachers and administrators a PS 45Q Branding Committee
- Per session funding allocated for teachers and administrators to support Enrichment After School programs (Robotics, STEM Legos, Book Clubs).

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

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

In order to ensure that 27Q045 is engaged in progress monitoring as part of an overall cycle of continuous improvement planning we have identified the following mid-point benchmarks that will indicate our progress towards meeting the specified goal:

- Identify students who missed 20+ days of school last year (2017-2018) and match identified students to success mentors.
- Weekly administrator monitoring of attendance.
- Classroom teacher monitoring of monthly attendance reports.

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

- Daily and monthly attendance reports.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 4 Statement of Practice</strong></td>
<td></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

| Part 1b. Needs/Areas of Focus:                  |                  |
| Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |                  |
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |                  |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |                  |

Our strengths relative to Tenent 4 are:

- New York State Math assessment results from 2018 show an 11% increase in overall proficiency in math (3rd, 4th and 5th grade) with increases in both 3rd and 4th grade (18% and 16% respectively).
- 100% of teachers of math and science reported on the New York City School Learning Environment Survey that they had the resources to focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- 100% of teachers reported on the New York City Learning Environment Survey that they had opportunities to work productively with colleagues at their school on professional development.

Our areas of relative to Tenent 4 are:

- 83% of teachers reported on the New York City Learning Environment Survey that at their school teachers make a conscious effort to coordinate their teaching with instruction on other grade levels.
- 68% of teachers say that they had opportunities to work productively with teachers from other schools on professional development.
Part 2 – Annual Goal

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

By June 2019, there will be a 10% increase in the number of 3rd, 4th and 5th grade students demonstrating proficiency in critical concepts as measures by the 2019 New York State Math standardized assessment.
### 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., average/under-credited, SIFE, STH).</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Target Group(s)</strong></td>
</tr>
<tr>
<td><strong>Who will be targeted?</strong></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td><strong>What is the start and end date?</strong></td>
</tr>
<tr>
<td><strong>Key Personnel</strong></td>
</tr>
<tr>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
<tr>
<td>Establish a schedule for regular teacher team (vertical and horizontal) meetings wherein teachers:</td>
</tr>
<tr>
<td>- Engage in structured conversations (using Data Wise protocols) about summative and formative assessment data in order to develop a shared understanding of students’ strengths and weaknesses in relation to specific Common Core Standards.</td>
</tr>
<tr>
<td>- Use dedicated time to research strategies that address the needs of students with disabilities, English language learners and students in temporary housing. This includes a review of best practices around content area vocabulary and use of Exemplars to support the teaching of program solving skills.</td>
</tr>
<tr>
<td>- Consider specific strategies to promote teacher-parent collaborations to improve student achievement.</td>
</tr>
<tr>
<td>Teachers of grades 3, 4, 5.</td>
</tr>
<tr>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Principal, Assistant Principal, Classroom Teachers, Support Staff</td>
</tr>
</tbody>
</table>

Establish grade band teacher leaders who will support the work of ensuring that instructional practices and strategies are organized around annual unit and daily lesson plans. This includes developing teacher leadership in the use of data to plan targeted instruction (including small group intervention).

Support teachers in establishing a calendar for parent workshops for the 2018 - 19 school year. Topics will be chosen after a review of Go Math End of Unit Assessments and will focus on sharing strategies and resources to support parents in addressing areas of academic weakness at home. This will promote teacher-parent collaborations to improve student achievement.

Coordinate professional learning with our school’s Algebra for All Generation Ready Coach around the continued implementation of the 5 practices across math classrooms in 3rd, 4th and 5th grade math classrooms. In our school’s 2nd year as an A4A school, our teachers will enhance the implementation of the 5 practices protocols and related number talk structures.

Teachers of grades 3, 4, 5. |
| September 2018 - June 2019 |
| Principal, Assistant Principal, Classroom Teachers, Support Staff |
| Principal, Assistant Principal, Classroom Teachers, Support Staff |
### 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.

Our school will engage families and support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in order to support their children at home by:

- Provide parents with an orientation to our Math Program program on Open School Night in September 2017.
- Parents will be provided with math activities to engage in with their children at home that tie into daily classroom practices.
- Parents will be invited to participate in Community Circle and the sharing of best math practices across all classrooms.
- Share program highlights on our school's website and through our School Messenger system.

### 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.

Our school will leverage resources to achieve our annual goal and implement our action plan:

- Secure School Data Corp. as a consultant to work with administration and teacher teams on the systematic collection and review of student assessment data.
- Schedule common preparation periods for grade level and cross-grade level teams during the 2016-17 school year.
- Purchase of Google Sites for Education domain to support in the sharing of data within a grade and across grades.
- Per session funding allocated to: Fund teacher led workshops before school and after school (outside of Tuesday Parent Engagement time), fund teacher per session to support the development of school website.
- Per session funding for after school remedial and enrichment programming in math.

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

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

June 2019 End of Year Assessment Data reviewed in September 2018 to support in the planning of initial instruction.
<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Math End of Unit Assessments</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable,</td>
<td>X</td>
</tr>
<tr>
<td>Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive</td>
<td></td>
</tr>
<tr>
<td>of core values that address the priorities outlined in the School Comprehensive Educational</td>
<td></td>
</tr>
<tr>
<td>Plan (SCEP).</td>
<td></td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital</td>
<td>X</td>
</tr>
<tr>
<td>resources.</td>
<td></td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual</td>
<td>X</td>
</tr>
<tr>
<td>Professional Performance Review (APPR) to conduct targeted and frequent observation and track</td>
<td></td>
</tr>
<tr>
<td>progress of teacher practices based on student data and feedback.</td>
<td></td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve</td>
<td>X</td>
</tr>
<tr>
<td>critical individual and school-wide practices as defined in the SCEP (student achievement,</td>
<td></td>
</tr>
<tr>
<td>curriculum and teacher practices; leadership development; community/family engagement;</td>
<td></td>
</tr>
<tr>
<td>and student social and emotional developmental health).</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Our strengths relative to Tenent 2 are:

- On the 2018 School Learning Environment Survey, 100% of teachers say that they had the resources in math to focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- On the 2018 School Learning Environment Survey, 100% of teachers say that they had the resources in ELA to focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning.

Our areas of need relative to Tenent 2 are:

- During the 2017-2018 school year, over 50% of teachers received overall Developing or Ineffective Ratings in Danielson Component 3b in the 2018-18 school year as measured by Advance.
- On the 2018 School Learning Environment Survey, 33% of teachers indicated that students use data or text references to support their ideas.
• On the 2018 School Learning Environment Survey, 57% of teachers say that students build on each other's ideas during class discussion.
• On the 2018 School Learning Environment Survey, 43% of teachers say that students respond to challenging questions in class.

Part 2 – Annual Goal

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

By June 2019, there will be a 10% increase in the number of teachers rated effective or highly effective in Danielson component 3b: Using Questioning and Discussion Techniques.
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>3K-5th Grade Teachers</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principal, Classroom Teachers, Support Staff</td>
</tr>
<tr>
<td>3K-5th Grade Teachers, Families</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principal, Classroom Teachers, Support Staff</td>
</tr>
<tr>
<td>3K-5th Grade Teachers</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principal, Classroom Teachers, Support Staff</td>
</tr>
<tr>
<td>Principal, Assistant Principal</td>
<td>September 2018- June 2019</td>
<td>Principal, Assistant Principal, Classroom Teachers, Support Staff</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.

In order to engage 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, we will:
• Provide parents with an orientation to our professional learning program and goals for the school year 2018-2019 on Open School Night in September 2019.
• Parents will be provided with CITE parent workshops to support them in engaging in with their children at home in ways that tie into daily classroom practices.
• Parents will be invited to participate in Community Circle and the sharing of instructional practices across all classrooms.
• Share program highlights on our school’s website and through our School Messenger system.

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.

Our school will leverage resources to achieve our annual goal and implement our action plan:

- Schedule common preparation periods for grade level and cross-grade level teams during the 2018 - 19 school year.
- Secure School Data Corp. as a consultant to work with administration and teacher teams on the systematic collection and review of student assessment data.
- Secure Expeditionary Learning consultants to provide on-going professional development to teachers of 3rd, 4th, 5th and 6th grade.
- Purchase: touchstone texts to support instruction in Expeditionary Learning Units of Study, high-interest guided reading texts, Achieve 3000 and MyOn personalized reading program.
- Schedule after school programming for 3rd, 4th, 5th and 6th grade students to target individual learning needs based on a review of June 2018 / September 2018 reading level data, running record review and RAPID Assessment data.
- Schedule after school programming for students in grades Kindergarten, 1st and 2nd grade.
- Per session funding allocated to teachers to establish a comprehensive grade policy and assessment calendar,

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

| ] | Title I 1003(a) | ] | Title III | ] | PTA Funded | ] | SIG Grant | ] | School Achievement Funding | ] | Other |

Part 5 – Progress Monitoring

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

In order to ensure that 27Q045 is engaged in progress monitoring as part of an overall cycle of continuous improvement planning we have identified the following mid-point benchmarks that will indicate out progress towards meeting the specified goal:

6 Week Observation Cycle review of Advance MOTP data.
<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advance Annual Performance Rating System</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 6 Statement of Practice</td>
<td></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

**Our strengths relative to Tenant 6 are:**

1. On the 2018 NYC School Learning Environment Survey, 98% of families say that they are likely to go to a regularly scheduled parent-teacher conference with their child’s teacher (Q6b)
2. On the 2018 NYC School Learning Environment Survey, 98% of families say that they are likely to attend a general school meeting or school event. (Q6a)

**Our areas of need relative to Tenant 6 are:**

1. On the 2018 NYC School Learning Environment Survey, 86% of families say that they get opportunities to visit their child’s classroom, such as observing instruction or participating in an activity with their child. (Q1b)
2. On the NYC School Learning Environment Survey, 83% of teachers say that families are offered opportunities to visit their child’s classroom, such as observing instruction or participating in an activity with their child. (Q9a)
3. On the 2018 NYC School Learning Environment Survey, 74% of families say that they have had the opportunity to volunteer time to support their school. (Q4a)
4. On the NYC School Learning Environment Survey, 88% of families say that school staff works hard to build trusting relationships with families like them. (Q1g)

Part 2 – Annual Goal

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

By June 2019 there will be a 10% increase in the number of parents that respond positively to indicators on the New York City Learning Environment Survey that measure outreach efforts by the school to families under Strong Family-Community Ties.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our school will establish and maintain a website that will ensure regular communication with students and families to support in fostering high expectations for student academic achievement.</strong></td>
<td>Families and community members of PS 45Q students in grades Pre-Kindergarten - 6th grade.</td>
<td>September 2017 - June 2018</td>
<td>Principal, Assistant Principal, Parent Coordinator, PTA President, Teachers of grades PreK - 5.</td>
</tr>
<tr>
<td><strong>Our school will create and share a clearly defined grading policy to share with families that is reflective of effective planning for student assessment, data collection and data review. A clearly defined grading policy will be evidence of effective planning and will support the school in engaging in reciprocal communication with families and community stakeholders around the ways in which we assess student performance and progress across grade levels in and in with the Common Core Learning Standards. The grading policy will support teachers in clearly defining and communicating with parents around student strengths and needs that are identified and used to augment learning.</strong></td>
<td>Families and community members of PS 45Q students in grades Pre-Kindergarten - 6th grade.</td>
<td>September 2017 - June 2018</td>
<td>Principal, Assistant Principal, Parent Coordinator, PTA President, Teachers of grades PreK - 5</td>
</tr>
<tr>
<td><strong>Our school will plan and hold weekly parent workshops (during Tuesday Parent Engagement time and in the evenings) to promote and provide training to families across all areas (academic and social and emotional developmental health) to support student success.</strong></td>
<td>Families and community members of PS 45Q students in grades Pre-Kindergarten - 6th grade.</td>
<td>September 2017 - June 2018</td>
<td>Principal, Assistant Principal, Parent Coordinator, PTA President, Teachers of grades PreK - 5</td>
</tr>
<tr>
<td><strong>Utilize a web-based Dropbox system for sharing school level and classroom level data among teachers / teacher teams to promote dialogue among school community teachers. In addition, create structures for establishing classroom level portfolios. that align student work products to common core standards to promote dialogue among parents and students centered on student learning and success.</strong></td>
<td>Families and community members of PS 45Q students in grades Pre-Kindergarten - 6th grade.</td>
<td>September 2017 - June 2018</td>
<td>Principal, Assistant Principal, Parent Coordinator, PTA President, Teachers of grades PreK - 5</td>
</tr>
</tbody>
</table>
**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.

Our school will leverage resources to achieve our annual goal and implement our action plan:

- Secure School Data Corp. as a consultant to work with administration and teacher teams on the systematic collection and review of student assessment data.
- Schedule common preparation periods for grade level and cross-grade level teams during the 2017-18 school year.
- Purchase of Google Sites for Education domain to support in the sharing of data within a grade and across grades.
- Per session funding allocated to: Fund teacher led workshops before school and after school (outside of Tuesday Parent Engagement time), fund teacher per session to support the development of school website.
- Per session funding for after school remedial and enrichment programming in math.

**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>P/F Set-aside</th>
<th>21st Century</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

Benchmarking

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

School Based Parent Surveys

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <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>Students reading 2 – 3 reading levels below grade level standards</td>
<td>Strategy Group Instruction, Guided Reading Instruction</td>
<td>Small group, one-to-one</td>
<td>During the school day. Before and after school.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students performing 2 -3 levels below grade level standard.</td>
<td>Strategy Group Instruction,</td>
<td>Small group, one-to-one</td>
<td>During the school day. Before and after school.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students who do not show proficiency in mastering targeted science concepts on a grade level.</td>
<td>Strategy Group Instruction,</td>
<td>Small group, one-to-one</td>
<td>During the school day. Before and after school.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students who do not show proficiency in mastering targeted social students concepts on a grade level.</td>
<td>Strategy Group Instruction,</td>
<td>Small group, one-to-one</td>
<td>During the school day. Before and after school.</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students who are recommended by school personnel to receive services based on documented behaviors, impacting academic performance and progress.</td>
<td>Counseling Services</td>
<td>Small group, one-to-one</td>
<td>During the school day. Before and after school.</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

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

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


**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.)
   - PS 45Q currently have 25 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
   - Our on-site Mental Health consultant will provide direct assistance to families living in temporary housing beginning with workshops that address needs of families currently residing in area shelters or living in another type of transitional housing.
   - After School Academic Remedial and Enrichment Program
   - Uniforms
   - Attendance Monitoring and one-on-one meetings
   - Homework Assistance Program

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

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

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

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All recruited teachers will be appropriately certified and highly qualified teachers with some limited flexibility consistent with State regulations.

Principal will work closely with Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.

Mentors are assigned to support struggling and un-qualified teachers through major recruitment campaigns, hiring halls and through relationships with colleges and universities.

2b. High Quality and Ongoing Professional Development

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

Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. For example, we will hold meetings for teachers new to the Department of Education every two weeks with a focus on the Danielson Framework for Teaching. Teachers will Teacher Improvement plans will be supported through a plan-observe/coach-debrief framework wherein administration supports in the planning of a lesson, coaches the teacher during the implementation and follows with a debrief around practice.

Professional development will take place on days as prescribed by the DOE guidelines and Chancellor’s designated Conference Days.

Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

The planning and coordination and support of the TA program with the regular educational program

Part 4: SWP Schools Only

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

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

● School ensures students begin their academic career with a strong start and emphasizes the important of early childhood education. The school supports parents in understanding transition through a series of parent workshops.

● School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs.

● School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs.

● School provides joint PD and parent involvement activities to families in the transition from early childhood programs to elementary school programs.

● School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

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.

● School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.

● School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.

● School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented

4c. “Conceptual” Consolidation of Funds in SWP Schools
Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name                                      | Fund Source (i.e. Federal, State or Local) | Funding Amount (Refer to Galaxy for school allocation amounts) | 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. | Column B Section Reference(s) |
|--------------------------------------------------|--------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Title I Part A (Basic)                           | Federal                                   | 16,979                                                       | X                                                              | Section 5: A, B, C,D                                                         |
| Title I School Improvement 1003(a)               | Federal                                   | 38,314                                                       | X                                                              | Section 5: A, B, C,D                                                         |
| Title I Priority and Focus School Improvement Funds | Federal                                   | 64,546                                                       | X                                                              | Section 5: A, B, C,D                                                         |
| Title II, Part A                                 | Federal                                   | 78,403                                                       | X                                                              | Section 5: A, B, C,D                                                         |
| Title III, Part A                                | Federal                                   | NA                                                           | N/A                                                            | N/A                                                                           |
| Title III, Immigrant                             | Federal                                   | NA                                                           | N/A                                                            | N/A                                                                           |
| Tax Levy (FSF)                                   | Local                                     | 0                                                            | N/A                                                            | N/A                                                                           |

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-Aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-Aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 27Q045, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
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<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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<tbody>
<tr>
<td>27Q045 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments; |
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) Act;

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

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

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

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### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

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### School-Parent Compact (SPC)

27Q045, 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 Elementary and Secondary (ESSA) Act;

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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

Provide general support to parents by:

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

### 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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Student Responsibilities:</td>
</tr>
</tbody>
</table>

- 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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>The Clarence E. Witherspoon School</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
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</thead>
<tbody>
<tr>
<td>Samantha Severin</td>
<td>Shauntina Kerrison</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Kennedy</td>
<td>Jeanette Mejias</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Cunningham</td>
<td>Dolly Narime</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
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<tbody>
<tr>
<td>type here</td>
<td>Cathy Gomillion</td>
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<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
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<tbody>
<tr>
<td>Jillian Gorelick</td>
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<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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<tbody>
<tr>
<td>Mary Barton</td>
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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>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>2</td>
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<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<td>0</td>
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<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tr>
<td>1</td>
<td>0</td>
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D. Student Demographics
Total number of students in school (excluding pre-K) | 391 | Total number of ELLs | 33 | ELLs as share of total student population (%) | 8.44%

**Part II: ELL Demographics**

**A. ELL Programs**

This school offers (check all that apply):

- Transitional bilingual education program (TBE) [ ] Yes [x] No
- Dual language program (DL) [ ] Yes [x] No
- Freestanding ENL [ ] 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.

<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>
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<tbody>
<tr>
<td>TBE</td>
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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?

   PS 45Q utilized TCRWP Running Record Assessment Tool to assess the early literacy skills of ELLs. Running Record assessments provide us with information about our ELLs’s: abilities to recognize letters, awareness of concepts of print, sight word recognition, fluency, reading accuracy and comprehension. This data will help to inform our school’s instructional plan by indicating whole class and small group areas of focus, determining strategy group interventions, guiding our choice of instructional materials and providing targeting intervention at student’s independent and instructional reading levels.

2. What structures do you have in place to support this effort?
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? In evaluating the success of our ELL programming, data indicated that

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

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.] PS 45Q uses data to guide instruction for ELLs within the Response to Intervention framework in Grades K - 5.

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].) Data patterns across grades K - 6 and across performance levels indicate that ELLs continue to struggle with accuracy and comprehension when reading texts across a variety of Levels. ELLs continue to read below grade level on BOY, MOY and EOY assessment benchmarks.

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

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Instruction for ELLs is delivered in integrated and standalone ENL services as per CR Part 154.2 via:
      Standalone ENL: 1 Unit of Study in ENL (180 minutes) for Beginners; .5 Units of Study in ENL (90min) for Emerging students
      Intergrated ENL: I Unit of Study in ENL/ELA (180min) for Beginners; 1 Unit of Study in ENL/ELA (1808min) for Emerging students, .5 Units of Study in ENL/ELA (90min) for Transitioning students and 1 Unit of Study in ENL/ELA or other Content Area (180min) for Expanding students. Across grade levels, students identified as ENL have been grouped together in one class to facilitate the implementaiton of services. ENL students are heterogenously grouped within grade level classes.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

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

Instruction for ELLs is delivered in integrated and standalone ENL services as per CR Part 154.2 via:
- Standalone ENL: 1 Unit of Study in ENL (180 minutes) for Beginners; .5 Units of Study in ENL (90 min) for Emerging students
- Integrated ENL: 1 Unit of Study in ENL/ELA (180 min) for Beginners; 1 Unit of Study in ENL/ELA (180 min) for Emerging students; .5 Units of Study in ENL/ELA (90 min) for Transitioning students and 1 Unit of Study in ENL/ELA or other Content Area (180 min) for Expanding students. Across grade levels, students identified as ENL have been grouped together in one class to facilitate the implementation of services. ENL students are heterogeneously grouped within grade level classes. Our ENL service provider's weekly schedule is reflective of programming to accommodate both Standalone and Integrated ENL instruction.

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.

Core content is delivered via the workshop model in English in both Standalone and Integrated ENL instruction. The following methods are used to make content comprehensible & to foster language development and to meet the demands of the Common Core Learning Standards:
1. Lessons and unit plans reflect knowledge of ENL pedagogy.
2. Use of students' English proficiency levels, home language and ENL pedagogy are utilized to plan.
3. Learning outcomes are planned to include both language objectives and content objectives.
4. Manipulatives, picture support and video clips are used to aid in language and content development.

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

We ensure that ELLs are appropriately evaluated in their home language throughout the year via periodic assessment tools.

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

We differentiate instruction for each of the following ELL subgroups in the following ways:

a. SIFE: Students are supported via differentiated instruction with a focus on: building on prior knowledge, using a variety of interactive reading approaches, planning purposefully explicit and implicit vocabulary and language instruction to build academic language, allowing students to interact with text in a variety of ways and through planning activities that are tactile, visual and/or involve kinesthetic movement.
b. Newcomer: Students are supported via differentiated instruction with a focus on: building on prior knowledge, using a variety of interactive reading approaches, planning purposefully explicit and implicit vocabulary and language instruction to build academic language, allowing students to interact with text in a variety of ways and through planning activities that are tactile, visual and/or involve kinesthetic movement.
c. Former ELLs up to two years after exiting ELL status: Students are supported via differentiated instruction with a focus on: building on prior knowledge, using a variety of interactive reading approaches, planning purposefully explicit and implicit vocabulary and language instruction to build academic language, allowing students to interact with text in a variety of ways and through planning activities that are tactile, visual and/or involve kinesthetic movement.
d. Developing: Students are supported via differentiated instruction with a focus on: building on prior knowledge, using a variety of interactive reading approaches, planning purposefully explicit and implicit vocabulary and language instruction to build academic language, allowing students to interact with text in a variety of ways and through planning activities that are tactile, visual and/or involve kinesthetic movement.
5. 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?

Teachers of ELL-SWDs use instructional strategies that both provide access to academic content areas and academic English language development:
- Assignments and directions are presented in multiple formats, including text, pictures, film and audio.
- A variety of modalities are used to communicate the expectations of each lesson.
- Questions are planned that are specific, guiding and open-ended as appropriate to scaffold students' critical thinking.

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

Our school uses curricular, instructional and scheduling flexibility to enable ELL-SWDs to achieve the their IEP goals and attain English proficiency within the least restrictive environment:
- IEPs are regularly reviewed by the classroom's teachers and the school's SIT/PPT team (which includes both the Special Education Support Liaison and ENL teacher) to ensure that the IEP's annual goals are tracked.
- Multiple representations of content and a variety of resources are used to engage students in instruction and allow for varied means of expression.
- Resources are differentiated to support all students in meeting their IEP goals and daily lesson objectives.

7. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention programs for ELLs in ELA, math, and other core aligned content areas for ELLs (Entering, Emerging and Transitioning) take the form of data-based strategy group instruction, guided reading and one-on-one conferencing. AIS services are provided to students in Grades K - 6 (including ELLs) that provide additional support in reading.

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

ELLs are afforded equal access to all school programs including after school (based on grade level and classroom level data reviews) and supplemental AIS services.

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

Guided reading texts and technology-based reading programs are used to support ELLs.

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

Home language support is delivered in ENL instruction via translation services.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The school ensure that all required services / resouces are used to support and correspond to ELL’s ages and grade levels via a review of current services and resources by our PPT / SIT team.

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?

Guided reading texts and technology based reading programs are used to supports ELLs.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Our parent coordinator and school counselor advise parents of opportunities for English Language supports in the community.

17. What language electives are offered to ELLs?

Language electives are not offered.

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)?

Dual language models are not utilized.

**Professional Development and Support for School Staff**

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

   Professional development for ELL personell at the school (including all teachers of ELLs) is offered in a variety of ways:
   a. Integrating support for ELLs into daily instruction as aligned with our Instructional focus via targeted, strategy-based PD.
   b. One-on-one support after SFO cycle. Professional Development specific to ELL instruction will be integrated into professional development on 9/21, 10/19, 11/16, 12/21, 1/11/2, 2/22, 3/21, 4/18, 5/23, 6/20.

   Unpacking of standards, one-on-one planning support.

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.

   We provide professional development in unpacking a range of standards, norming expectations around instruction that supports students in meeting proficiency levels and moving from elementary (5 th grade) to middle school (6 th grade) and from our 6 th grade to middle school.

   Our school uses Monday’s 80 minutes of professional learning, 30 minutes of Other Professional Responsibilities time and grade level / cross-grade level workshops conducted during the school day to meet the professional development requirements as per CR 154:2: 15%.
### 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 school provides 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 via: Weekly Tuesday Parent Engagement Sessions and parent-teacher one-on-one meetings.

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

   The school promotes ELL parent involvement via Monthly Workshops targeted specifically for parents of English Language Learners. Topics for workshops include: building literacy skills, engagement with CCLS.

### Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Samantha Severin, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Severin</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Shauntian Kerrison</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Cathy Gomillion</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Megan Cunningham</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Dolly Najarine</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<td>Teacher/Subject Area</td>
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<td>1/1/01</td>
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<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jeanette Mejias</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mary Barton</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>1/1/01</td>
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<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
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<td></td>
<td>Other _____</td>
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<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td>Broadwell</td>
<td>ENL Teacher</td>
<td>no</td>
<td>yes</td>
</tr>
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</table>

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

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

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

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

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

   Language access pamphlets given to parents, HLIS, ATS reports

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>Arabic</td>
<td>5</td>
<td>1.63</td>
<td>5</td>
<td>1.63</td>
</tr>
</tbody>
</table>
From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>English</th>
<th>Punjabi</th>
<th>Spanish</th>
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<tbody>
<tr>
<td></td>
<td>267</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>87.25</td>
<td>.33</td>
<td>10.78</td>
</tr>
</tbody>
</table>

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permission slips for trips</td>
<td>1-2 times per month</td>
<td>using the translation service online, or messaging with parents via Talking Points app or Remind App in their languages.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>4 times per year</td>
<td>using the translation service online, or messaging with parents via Talking Points app.</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>Open School Night</td>
<td>September</td>
<td>School members/faculty who speak their language</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November and May</td>
<td>School members/faculty who speak their language</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.

- Over the phone translation and texting apps in their language (Talking Points)

**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.

- ELL Coordinator leads PD and turnkey sessions

**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.)

|Translated signs/flyers around school and parents engagement phone communication|

**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?

|Utilizing parent surveys in their language and communication with parents via discussion in meetings with translators.|