2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 28Q054
School Name: P.S. 054 HILLOIDE
Principal: ANITA PRASHAD
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>School Name</td>
<td>The Hillside School</td>
</tr>
<tr>
<td>School Number (DBN)</td>
<td>28Q054</td>
</tr>
<tr>
<td>BEDS Code</td>
<td>342600010054</td>
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<tr>
<td>Grades Served</td>
<td>K-5</td>
</tr>
<tr>
<td>School Address</td>
<td>86-02 127 th Street Richmond Hill, NY 11418</td>
</tr>
<tr>
<td>Phone Number</td>
<td>718-849-0962</td>
</tr>
<tr>
<td>Fax</td>
<td>718-847-4629</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Anita Prasad</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:APrasha@schools.nyc.gov">APrasha@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Mrs. Anita Prasad</td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>Mrs. Michelle Pepe</td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>Ms. Rajpatti Asrafally</td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>Ms. Anne Murphy</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson)</td>
<td>Ms.</td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td></td>
</tr>
<tr>
<td>CBO Representative</td>
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### District Information

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<tr>
<td>Geographical District</td>
<td>28</td>
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<tr>
<td>Superintendent</td>
<td>Mabel Muniz-Sarduy</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td>90-27 Sutphin Blvd. Jamaica, NY 11435</td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td><a href="mailto:MSarduy@schools.nyc.gov">MSarduy@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>718-557-2622</td>
</tr>
<tr>
<td>Fax</td>
<td>718-557-2623</td>
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### Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Queens</th>
<th>Marlene Wilks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td></td>
</tr>
<tr>
<td>Executive Director:</td>
<td>82-01 Rockaway Blvd. Ozone Park, NY 11416</td>
</tr>
<tr>
<td>Executive Director's Office Address:</td>
<td><a href="mailto:MWilks@schools.nyc.gov">MWilks@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director's Email Address:</td>
<td>917-714-9943</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-348-2997</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
</tbody>
</table>
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Prashad</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Michelle Pepe</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Rajpatti Asrafally</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Espinoza</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></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ parent</td>
<td></td>
</tr>
<tr>
<td>Amelia Mangal</td>
<td>Member/ parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Anne Murphy</td>
<td>Secretary</td>
<td></td>
</tr>
<tr>
<td>Andrea Winokur</td>
<td>Member/ teacher</td>
<td></td>
</tr>
<tr>
<td>Kamalwattie Ramessar</td>
<td>Member/ parent</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

### The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

1. What is your school’s mission statement?

At P.S. 54Q – The Hillside School, we believe that all children can succeed and learn best when immersed in a safe, risk-free environment where they can interact with each other in partnerships and small groups; developing as critical thinkers, and able to apply their learning to real life situations.
Our mission is to set high expectations for success. We take pride in ourselves and celebrate teamwork. We demonstrate compassion, commitment and a strong sense of community. We work together to ensure our children are strong, independent critical thinkers, ready to meet the challenges of a rigorous curriculum and a global society.

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.

Our school-wide instructional focus for the 2018-19 school year is to develop deeper critical thinkers and strengthen their proficiency to express their real world applications of concepts learned. Varied assessments (formative / summative) will inform daily instruction and the design of cognitively demanding tasks which allow students to communicate their understandings (verbal / written format). Our shared practices will reflect strategic questioning; stimulating discussions; and reflective writing; supported by checklists/rubrics.

We have a Math Professional Learning Community around the Standards of Math Practice. We are partnered with Teacher's College for Writing and will be receiving professional development from LCI around critical thinking. We also have developed partnerships with LEAP (Learning through an Expanded Arts Program), CUNY Creative Arts Team, Cornell University Cooperative Education for Nutrition and Parenting, The Home Depot, Valley National Bank, Key Food, St. Mary's Children Hospital, Queens District Attorney’s office and City Harvest.

Our current enrollment is 587 students. Approximately one-fourth of our populations are students learning English as a New Language. Seven percent of our student populations are receiving services under the Special Education Continuum. Our major ethnic groups represented are students of Hispanic and Asian heritage. We continuously strive to know, support and move all our students towards meeting their learning targets. Our staff participates in ongoing professional development opportunities with specific emphasis on those strategies and techniques that will best support our students to improve outcomes.

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

Particular attention is paid to our ENLs (English as a New Language) and SWDs (Students with Disabilities) to help them make greater gains as NYS test results indicate many are performing at a Level 1 and 2 for ELA and Math.

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.

While we have continued to improve across all elements of the Framework, we have noted marked progress in the areas of providing a Supportive Environment; Collaborative Teachers and Strong Family/Community Ties. Teacher collaborations were more purposeful within the sessions carved out to support their planning and preparation for instruction with PBL Principles and attention to Social / Emotional Learning initiatives being embedded. This attention to connecting more closely to individual students made a deeper impact on the improving student participation within classrooms and also on our parent participation data. Teacher outreach to families during the Tuesday Extended Sessions increased (as evidenced by meeting logs) and family attendance at school-wide events also increased. We plan to continue to strengthen our efforts across the framework, making sure to strategically utilize our Thrive representative as well as Sanford Harmony collaboration.
### School Demographics and Accountability Snapshot for 28Q054

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tr>
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<td>565</td>
<td>No</td>
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#### English Language Learner Programs (2018-19)

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<th>Transitional Bilingual</th>
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<th>Self-Contained English as a Second Language</th>
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<tbody>
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#### Special Education Programs/Number of Students (2015-16)

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<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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<tr>
<td>37</td>
<td>15</td>
<td>55</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td># SETSS (Math)</td>
<td># Integrated Collaborative Teaching (Math)</td>
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<tr>
<td>8</td>
<td>8</td>
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#### Types and Number of Special Classes (2018-19)

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<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
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<tr>
<td>24</td>
<td>24</td>
<td>19</td>
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#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
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<tbody>
<tr>
<td>79.0%</td>
<td>92.5%</td>
<td>26.0%</td>
<td>16.3%</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8%</td>
<td>7.1%</td>
<td>50.0%</td>
<td>22.0%</td>
</tr>
<tr>
<td>% White</td>
<td></td>
<td>1.2%</td>
<td>8.0%</td>
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</tbody>
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#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
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<tbody>
<tr>
<td>40.7%</td>
<td>39.9%</td>
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#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### 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: YES
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: YES

- **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: YES

**High School**

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

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

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

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

Part 1 – Needs Assessment

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

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

After analyzing all our ELA data, we noticed the following trends in our students’ outcomes:

Strengths:
- analyzing connections and relationships among story elements, ideas and events in a text
- utilizing text structures to better aid in comprehension
- evaluating the author’s purpose and point of view to understand content and style

Weaknesses:
- summarizing the main topics or ideas in a text
- determining the meaning of key phrases and words in a text concentrating on academic and domain specific vocabulary
- identifying the reasons and evidence that an author gives to support the essential points made in a text

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, all teachers will implement Close Reading strategies across disciplines, with a focus on the Standard Deficiencies, resulting in 80% of students in Grades K-5 attaining at least one performance level increase as measured by the Pre and Post MoSL ELA Assessments.
### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Teachers</td>
<td>Reading Benchmark Assessment Cycles (Sept., Jan., June)</td>
<td>Administration, Lead Teachers, Grade Leaders, Instructional Cabinet, Assigned Grade Ambassadors</td>
</tr>
<tr>
<td></td>
<td>Fountas &amp; Pinnell Benchmark Cycles (Sept./Oct., Jan/Feb., May/June)</td>
<td>Regular Inquiry Cycle – to review current student work to determine next steps</td>
</tr>
<tr>
<td></td>
<td>Regular Inquiry Cycle – to review current student work to determine next steps</td>
<td>Ongoing – September 2018 – June 2019</td>
</tr>
</tbody>
</table>

- Teachers will unpack the standards for literary and informational texts in order to design coherent instruction.

- Teachers will develop stronger competencies in designing coherent instruction; questioning and discussions that embed academic and domain specific vocabulary; and the use of formative and summative assessments.

- Teachers will collaboratively plan common core aligned lessons incorporating Project Based Learning using UDL strategies, Differentiated Instruction, Depth of Knowledge principles, Success Criteria, Specially Designed Instruction, and Close Read Strategies.

- Teachers will be regularly observed to assess and ensure implementation of lessons that provide multiple entry points and instructional scaffolds to support students, as they tackle more complex texts.

- Teachers will meet in teacher teams and/or bookend meetings during common planning times to analyze student data/work samples in order to adjust units/lessons to strengthen any gaps based on noticings.

- Teachers will analyze student data based on benchmarks given at regular intervals to measure growth and drive instruction noting commonalities in areas of strength and weakness.

- Teachers will make any necessary adjustments to unit plans and daily lessons to support future growth.

- Teachers will engage in professional learning opportunities across disciplines facilitated by Borough Field Support Center, administration, and lead teachers to implement structures and strategies that supports all students.

- Teachers will take continue to take part in Critical Thinking Professional Learning Communities (PLCs) supported by LCI and
Math PLCs and Close Reading PLCs to make thinking more visible.

- Response to Intervention (RTI)

- Fountas & Pinnell literacy groups will be formed based on the number of students who have been identified as not meeting the standards

- Teachers will utilize resources in Ready Gen, Wilson, Great Leaps, Double Dose Fundations, Leveled Literacy Instruction (LLI), i-Ready, myon, DRA -2 , SPIRE, Dibels, Passport Voyager to support students who are not meeting the standards

- Integrated Team Teaching, as well as, integrated and stand alone models for Special Education Teacher Support Services (SETSS) and English as a New Language (ENL) will be in place to address the instructional needs of students.

Students

Will be monitored every 6-8 weeks

Administration, SETSS teacher, IEP teacher, ENL teachers, Grade Leaders, Grade Ambassadors

Data captured in RTI Plan and used to inform and adjust interventions and instruction.

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.

Series of monthly parent workshops facilitated by Principal; Assistant Principal; and Parent Coordinator; supported by Coach and Lead Teachers across grades. These events will be communicated via our monthly Newsletters; Calendars; School Website and School Messenger.

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.

Grade leaders, Grade Ambassadors, Individualized Education Program (IEP) liaisons, English as a New Language (ENL) teachers and administrators will support the teacher team curriculum planning throughout the year. Individualized Education Program (IEP), Special Education Teacher Support Services (SETSS) and English as a New Language (ENL) teachers will maintain accurate records identifying actions taken to accelerate student learning. The data specialists along with the administrators will use the results from the progress monitoring data to create cycles of learning and support for identified students. Teachers are sent to various workshops and this information is shared with the staff. Common planning periods are built into the schedule for teachers to meet and collaborate in Professional Learning Communities consisting of both horizontal and vertical teams

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

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

Part 5 – Progress Monitoring

2018-19 CEP
Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, classes will show an overall 10% increase on their mid-year reading benchmark as compared to their beginning of year reading benchmark to demonstrate a deeper understanding of content within literary and informational text.

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

Student growth will be measured by comparing their beginning reading benchmark performance level to their mid-year reading benchmark performance level.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

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

Strengths:
- Daily attendance average is at 92.77 %
- High attendance rates during testing months
- 100% attendance recognized with awards at monthly assemblies

Weaknesses:
- Lower rates of attendance on days when the Y program is not in session
- Lower rates of attendance on half days and days of inclement weather
- Students travel to other countries for extended periods of time
- Parents are not aware of the importance of attendance
- January, February and March had the lowest attendance rates.
- K and 1 overall had the lowest attendance rates
- Doctor appointments during the school day

Part 2 – Annual Goal

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

By June 2019, we will work to increase by 10% the Attendance Rate of the 25% of students who are not meeting a minimum 90% Attendance Rate in an effort to improve their academic outcomes.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Students        | September 2018 - June 2019 | - Administration  
- Teachers  
- Grade Ambassadors  
- Attendance Committee |

- Attendance Committee will be formed to follow through with incentives.

- Most improved attendance awards done monthly.

- List classes with 100% attendance on the back of our monthly parent calendar/newsletter.

- Class with 100% attendance daily will receive one pride dollar.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Students        | End of November 2018, February 2019, May 2019 | - Administration  
- Teachers  
- Grade Ambassadors  
- Attendance Committee |

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<th>Target Group(s)</th>
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</table>
| Students, Parents | Monthly | - Administration  
- Teachers  
- Parent Coordinator  
- Grade Ambassadors  
- Attendance Committee |

<table>
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<th>Target Group(s)</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
</table>
| Students        | September 2018 - June 2019 | - Administration  
- Teachers  
- Grade Ambassadors |
Meetings will be held with parents of students who have been absent 5 or more times within that month.

Students with 100% attendance for any given month are recognized at monthly assemblies. They are presented with a 100% attendance certificate and parents are invited to attend.

Cross referencing of attendance/lateness after ATS attendance is scanned to ensure accuracy.

### 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.

Series of monthly parent workshops facilitated by Assistant Principal; Social Worker / Guidance Counselor; Parent Coordinator and supported by Coach; ENL Team; and Lead Teachers across grades. These events will be communicated via our Monthly Newsletter; Calendar; School Website and School Messenger.

### 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.

- Formation of Attendance Committee that will follow through with incentives

- Monthly grade assemblies recognizing perfect attendance with a certificate

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

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<tr>
<th></th>
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<th>Title I TA</th>
<th>Title II, Part A</th>
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</table>
Part 5 – Progress Monitoring

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

By February 2019, we will monitor attendance progress by reviewing the Daily / Weekly / Monthly PAR attendance reports and make sure that the Attendance Plan is consistently being implemented. A comparison will be made from last year's monthly attendance numbers as compared to the same month this school year.

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

The instrument of measure will be the Daily/Weekly/Monthly PAR 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.

Part 1 – Needs Assessment

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

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

As per the Measures of Teacher Practice (MOTP), Principals Performance Observation (PPO), Quality Review (1.2) and teacher observations, we need to expand teaching practices that allow for engaging and differentiated lessons that lead to higher levels of student work. Teachers need to design coherent lessons that provide student access and participation with rigorous standards.

Strengths:
- Use our school’s instructional focus to guide instruction
- Teacher Team Meetings on common preps to facilitate collaborative/common planning
- Ample opportunities for ongoing professional development
- Curriculum Maps and Unit Plans across content areas; use of HOT questions and some UDL strategies
- Use of a variety of grouping practices/strategies to advance learning and support student discussion
- Providing modeling, guided practice and independent practice aligned to desired student outcomes.

Needs:
- Using various strategies to record data while checking for understanding.
- Facilitating collaborative student discussion in all content areas.
- Use recorded student data to inform flexible grouping more consistently
- Use recorded student data to differentiate instruction more consistently
- Increase our repertoire of UDL strategies

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, all teachers in Grades K-5 will utilize student data from formative pre/post assessments; and professional learning to inform/refine practice and adjust Unit Plans, resulting in 80% of students attaining at least one performance level increase as measured by Pre and Post MoSL Math Assessments.
Part 3a – Action Plan

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

| Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|--------------------------------------|----------------------------------------|----------------------------------------------------------------|}

- The administrative team organizes the school schedule to allow for teacher teams to meet multiple times weekly. Additional time to meet is provided during the Monday / Tuesday re-purposed time.

- The administrative team will conduct individual planning conferences outlining academic and instructional expectations as well as professional responsibilities that align with the Capacity Framework and the school’s instructional focus.

- Focused PD will target ways that teachers can develop their competency around capturing formative assessment data, collaborative student discussion and using recorded data to differentiate instruction.

- Professional Development around Standard Mathematical Practices Rubric

- Professional Development on Critical Thinking supported by LCI

- Use of peer coaching structures to assist in improving teacher practice.

- Frequent cycles of observations with clear suggestions on how to improve practice will be conducted throughout the year.

- Instructional rounds using the Advance Framework will be conducted to support teacher development; identify purposeful teacher practice; align professional goals

- Parent workshops are conducted throughout the year to inform parents of the Common Core Learning Standards (CCLS) and increased academic rigor in ELA / Math

- Lesson plan analysis to gauge level of discourse

Teachers

- Benchmark Cycles will be established to track impact of the school’s professional development on student progress (Nov., Feb., May)

- Professional development will be ongoing from September 2018 – June 2019

- Teacher teams will conduct walkthroughs/Instructional Rounds, 2 – 4 times a year.

- Administration

- Professional Development Committee

- Teachers

- Lead Teachers

- Grade Leaders

- Instructional Cabinet

- Grade Ambassadors

- ENL teachers

- IEP teacher

- SETSS teacher

- Coach

- Field Support Center partnership
- exploratory learning opportunities embedded with unit plans, tasks and activities
- intervisitations around 3b - questioning and discussion

<table>
<thead>
<tr>
<th>All teachers will intentionally use a variety of grouping practices/strategies to advance learning and support student collaborations and discussions. Teachers will scaffold questions toward higher complexity, providing adequate wait time for student responses. All students will collaborate within structured setting and apply complex concepts and processes to meet lesson goals. Students will understand expectations for individual accountability and be able to communicate their learning goals and specific tasks/steps to be accomplished as they monitor their growth.</th>
<th>Teachers, Students</th>
<th>September - December</th>
<th>Administration, Peer Coaching, Teacher Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will provide modeling, guided practice and independent practice strategically aligned to desired student outcomes. Teacher will provide timely, explicit and constructive feedback in response to student learning/observations, while clarifying any misconception/confusion. All students will actively draw upon prior knowledge, to connect with lesson goals and apply learning to real-life situations. Students will engage in activities where they can elaborate and build upon their own ideas while questioning and challenging other ideas.</td>
<td>Teachers, Students</td>
<td>January - March</td>
<td>Administration, Peer Coaching, Teacher Teams</td>
</tr>
<tr>
<td>All teachers will check for understanding using various strategies and will modify instruction to meet individual student needs. Teachers will make strategic adjustments to lessons, providing additional support for students to apply complex concepts and meta-cognition. All students will make connections and integrate new learning with previous learning supported by purposeful instructional strategies. Students will participate in varied activities, moving strategically through multiple levels of cognition to meet their learning targets.</td>
<td>Teachers, Students</td>
<td>April - June</td>
<td>Administration, Peer Coaching, Teacher Teams</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

In addition to various monthly workshops to strengthen communication and rapport between our families and teachers, cohorts of parents are being formed across grade levels. These individuals will be assigned to rotate through the classes on the grade and participate in planning and preparation for day to day academic activities, thereby building their own repertoire of resources to support their children at home. Parents are interacting with their students' work and techniques and strategies being taught. Parents are able to go through activities with their child so they are aware of work/activity being done. This collaboration was formulated during a vertical team meeting this 2018-19 SY. The Principal, Assistant Principal, Parent Coordinator and Grade Leaders will facilitate, supported by Paraprofessionals and School Aides. Workshops are given for parents on Close Reading Strategies. The ENL team does a workshop for parents around "Questions to ask your child in different situations".

### Part 4 – Budget and Resource Alignment

2018-19 CEP
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.

The Professional Development (PD) committee (Administration, Coach and Lead Teachers) will develop and implement PD plans that support individual or tiered groupings of teachers based on the data and trends noted from classroom visits and teacher data (Measures of Student Learning – MOSL and Measures of Teacher Practice – MOTP). Queens Support Service Center (QSSC) will provide ongoing workshops and guidance throughout the year in Math, Literacy, ENL and Student Engaged Assessments.

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

| X | Tax Levy | X | Title I SWP | || Title I TA | X | Title II, Part A | X | Title III, Part A | X | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|
| X | C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || 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.

By February 2019, we will monitor teacher progress by participating in teacher-led school wide instructional rounds which provide critical feedback in the form of glows and grows to adjust teacher practice and strengthen pedagogy. These will continue to be conducted every 6 - 8 weeks with lens informed by teacher surveys/reflection, PD cycles of learning and the trends noted from analyzing student work.

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

The instrument of measure will be the rating points received in Domain 3b from last year to this year.

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   Strengths:
   - Professional development opportunities and professional texts are provided to staff throughout the school year.
   - Staff is expected to turnkey all Professional Development
   - Staff present Professional Texts within Professional Learning Communities
   - Staff are encouraged to engage in book clubs for Professional Text selections
   - Staff reflects on best teaching practices during Monday Professional Development time; weekly grade team meetings with out of classroom personnel and monthly Special Education Cohort meetings;
   - Teachers are encouraged to implement these new strategies and reflect on teacher practice
   - We have inter-class visitations and conduct school walk-throughs to capture best teaching practices and share out school-wide

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.
   Weakness:
   - Need more time to process, reflect and implement information received at Professional Development
   - To be more diligent and faithful in our monitoring and revising of best teaching practices;

Part 2 – Annual Goal

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

By June 2019, school leaders will provide professional learning opportunities, whereby all teachers in Grades K-5 will engage in professional learning around Domains 1 and 3, resulting in 75% of teachers increasing at least one
performance level within one of the rated competencies embedded within each Domain, as measured by the Danielson Framework for Teaching Rubric.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>- Ongoing Professional Development through professional texts, BER workshops, book clubs, articles)</td>
<td>Teachers, Paraprofessionals</td>
<td>- Ongoing Professional Development from September 2018 - June 2019</td>
</tr>
<tr>
<td>- The administration organizes the school schedule to allow for teacher teams to meet multiple times weekly. Additional time to meet is provided during the Monday Extended Sessions / Tuesday re-purposed time.</td>
<td></td>
<td>- Teacher teams will conduct walk-throughs / Instructional Rounds, 2-4 times a year</td>
</tr>
<tr>
<td>- The administration will conduct individual planning conferences outlining academic and instructional expectations as well as professional responsibilities that align with the Capacity Framework and the school's instructional focus.</td>
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<tr>
<td>- Focused PD will target ways that teachers can develop their competency around capturing formative assessment data, collaborative student discussion and using recorded data to differentiate instruction.</td>
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<tr>
<td>- Professional Development around Standards Math Practices, Critical Thinking supported by LCI, partnership with Teacher’s College for Writing.</td>
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<tr>
<td>- Use of peer coaching structures to assist in improving teacher practice.</td>
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<tr>
<td>- Frequent cycles of observations with clear suggestions on how to improve practice will be conducted throughout the year.</td>
<td></td>
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<tr>
<td>- Instructional rounds using the Advance Framework will be conducted to support teacher development; identify purposeful teacher practice; align professional goals;</td>
<td></td>
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<tr>
<td>- Lesson plan analysis; embedded tasks, exploratory learning</td>
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</tbody>
</table>

### Key Personnel

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

- Administration
- Professional Development Committee
- Teachers
- Paraprofessionals
- Lead Teachers
- Instructional Cabinets
- Grade Ambassadors
- ENL teachers
- IEP teacher
- SETSS teacher
- Parent workshops are conducted throughout the year to inform parents of the Common Core Learning Standards (CCLS) and increased academic rigor in ELA and Math.

- an ENL cohort is meeting throughout the year to discuss best practices for ENL learners. Participants apply a discussed strategy and share out results.

- The use of Universal Design of Learning (UDL) strategies along with WEBB's Depth of Knowledge (DOK) framework ensures that all Learning Targets are rigorously framed and aligned to the Common Core Standards

- Following Inquiry Protocols for looking at Student Work and then revising our curriculum maps, learning targets and teaching points to better meet the needs of all learners.

- Teacher's College for Writing

- Math PLC

- LCI for Critical Thinking

- arcs of instruction to guide the unit

- Success Criteria

- 3 Act Math, tiered tasks, scaffolded instruction, clustering of standards

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.

Monthly Meet / Greet sessions with families over breakfast, brunch, etc will provide a forum for families and school personnel to strengthen communication / collaborations and further raise awareness of the systems and protocols being implemented to support our young scholars both at school and at home-base. These will be facilitated by the principal, Assistant Principal, Parent Coordinator; Coach ; Lead Teachers and Support Staff.

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.

The Professional Development (PD) committee (Administration, Coach; Lead Teachers) will develop and implement PD plans that support individual or tiered groupings of teachers based on the data and trends noted from classroom visits and teacher data (Measures of Student Learning – MOSL and Measures of Teacher Practice – MOTP). Teacher Cohorts will participate in professional development offerings provided through the year by the Queens Field Support Center (QFSC) as well as Bureau of Educational Research (BER) and Learner - Centered Initiatives (LCI) consultant workshops. This guidance and support will strategically target the enhancement pedagogy in the areas of Math, Literacy, ENL and Student Engaged Assessments.

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

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

Part 5 – Progress Monitoring

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

By February 2019, school leaders will monitor progress on Advance data for each observation cycle to measure improvement in teacher practice in the areas of Danielson's Domain 1 - Planning and Preparation and Domain 3 - Instruction. Administrators will compare the results from one observation cycle to the next, to determine if the teachers are successfully applying feedback from peer inter-visitations, instructional rounds, and observations, as well as professional development to improve their practice and to determine if the school is on course to meet the annual goal.

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

School leaders will utilize Advance observation data.

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

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

Part 1 – Needs Assessment

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

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

   Strengths:
   - Prominent turnout at Parent Teacher Conferences (PTC)/Meet The Teacher
   - Offer a variety of workshops (PTA, Yoga, Grade Workshops, Literacy/Math Nights, Breast Cancer Awareness and Wounded Warrior, Walkathons, PACE Challenge, Breakfast with Principal, Science Fair Workshop, ENL Workshop, ELA/Math Test Prep, Invitations to school trips, monthly assemblies)
   - Community connections (Career Day and Career Day on Wheels, Just Say Hi! initiative, LEAP, Fire Safety, NYC DOT Ready Girl, NYC DOT Street Safety, NYPD, Fire Fighters, Asthma Workshop from HealthPlus, City Harvest, Jamaica Hospital, St. Mary's Hospital, Queens Library-Richmond Hill, Home Depot, YMCA)

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.

   Weaknesses:
   - Time constraints
   - Inconsistent turnout
   - Time conflicts with holidays / other offerings

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, the school will continue to enhance collaborative partnerships with families and community-based organizations to increase parental involvement and participation by an additional 15% in academic parent workshops as measured by Parent Attendance Logs.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>- ongoing September 2018 - June 2019</td>
<td>- Administration - Parent Coordinator - Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>- ongoing September 2018 - June 2019</td>
<td>- Administration - Parent Coordinator - Teachers - Paraprofessionals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>- ongoing September 2018 - June 2019</td>
<td>- Administration - Parent Coordinator - School Based Support Team - ENL team - Coach</td>
</tr>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

- Quarterly parent survey for time availability and interest
- Activities incorporating both parents and children to address child care issues
- Accountability to increase participation (part of homework)
- School Parent Teams (Class parents/grade parents/school parents)
- Identify and conduct outreach of community organizations/businesses based on parent interest surveys to form partnerships
- Parent Coordinator is present at all workshops; is a liaison between school and home; collects and analyzes workshop attendance
- Creation of an Activity Committee for planning
- Quarterly social - Coffee with the Principal

- Translators are available at workshops in Spanish, Bengali & Arabic
- PTA informs families of workshops

- ENL department offers workshops on how to support ENL students at home
- IEP Team has parent workshops about support strategies; workshops about RTI process - Workshop on what it means to think critically
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.

Beacon Program - Jamaica YMCA; Creative Arts Team; Queens Museum; Queens College; Museum of Natural History; We Day; St. Mary’s; Bobby and the Strays; Con Ed; UNICEF; Spoons Across America; Wounded Warrior; City Harvest

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.

Literacy Coach, SBST, IEP teacher, Parent Coordinator, ENL team and Administration will support and promote collaboration between school and community. Appropriate staff will facilitate workshops to families with translation services available in various languages. Attendance data at workshops will be analyzed by Parent Coordinator to identify attendance trends at workshops.

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

By February 2019, we will monitor improved parent involvement by reviewing parent surveys; attendance logs from school-wide events/ workshops / collaborations with outside CBOs to inform adjustments to our efforts to meet our end of year targets.

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

A higher attendance at workshops and school events

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)** | - State Tests  
- Fountas & Pinnell  
- Baseline/Benchmark Assessments | Double Dose  
Fundations, Fountas & Pinnell, Great Leaps, Wilson, Passport Voyager, LLI – Leveled Literacy Intervention, Measure Up – ELA, Keep on Reading – Comprehension Across Curriculum, Curriculum Mastery Games – ELA, Common Core ELA | Push-in/Pull-out, small group, tutoring, one-to-one | • Tier1 RTI is delivered by teachers in the classroom, flexible grouping  
• During the day, 3x/wk, 20-30 minute blocks  
• After school, 2x/wk, approx. 2 hrs |
| **Mathematics** | - State Tests  
- Baseline/Benchmark Assessments  
- Teacher created unit assessments | Measure Up – Mathematics, Common Core Math | Small group | • During the day  
• After-School, 2x/wk, approx. 2hrs |
| **Science** | - Baseline/Benchmark Assessments  
- Teacher created unit assessments | Non-fiction literature/resources  
Hands-on exploration  
Learning centers | Small group | pull-out/push-in sessions during the instructional day |
| **Social Studies** | - Baseline/Benchmark Assessments  
- Teacher created unit assessments | Non-fiction literature/resources  
Primary source materials infused in classroom instruction | Small group | pull-out/push-in sessions during the instructional day |
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Learning centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- parent concern</td>
<td></td>
</tr>
<tr>
<td>- teacher concern</td>
<td></td>
</tr>
<tr>
<td>- RTI Identification Process</td>
<td></td>
</tr>
<tr>
<td>At-risk counseling</td>
<td></td>
</tr>
<tr>
<td>Classroom visits</td>
<td></td>
</tr>
<tr>
<td>Parent meetings</td>
<td></td>
</tr>
<tr>
<td>- Guidance counselor provides counseling to all mandated students, in addition to all students for crisis intervention, referrals for assessment, academics, teaching life and social skills, educating and assisting parents, improving self image, accepting consequences, problem solving, self control, peer pressure, etc.</td>
<td></td>
</tr>
<tr>
<td>During the School Day</td>
<td></td>
</tr>
<tr>
<td>- School Psychologist &amp; Social Worker are intermittent, as needed; no more than 2-3 sessions with a child, 1:1 intervention w/ child and follow-up consultation w/ teacher and/or parents</td>
<td></td>
</tr>
<tr>
<td>- Crisis Intervention Team using Life Space Intervention Strategies (6 Staff trained)</td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

### 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.)

   We currently have 2 students in Temporary Housing and expect that this number will increase with new registrants through the 2017-18 school year.

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

   In preparation for our students within this classification, our Intake Team administers our Intake Questionaire and and discreetly and with a discerning eye, identifies need. This is an opportunity to flag any students who might need us to coordinate social / emotional supports from the onset. (Consolidated Plan outlines detailed efforts.) We have readied backpacks filled with school supplies; school / gym uniforms; and a selection of library books to provide these children with any necessary supplies they may not have access to.
<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>We are a Title 1 school.</td>
</tr>
</tbody>
</table>

| 2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. |
| We are Title 1 school. |

| 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. |
| We are a Title 1 school. |
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All staff are qualified, certified and fully licensed as evident in the BEDS survey. Pedagogues appointed to PS 54Q are supported with comprehensive Professional Development offerings based on administrative assessment and individual self reflections. New teachers are recruited from our cadre of Substitute teachers who participate in our professional development sessions / teacher team meetings through the year. Additionally, new hires are given increased consideration if they have dual / triple license to support either Special Ed or TESOL or both, given the high need of our current student population. Paraprofessionals are also given consideration if they have 2 year degree or higher and also if they speak a language other than English that is represented in our school community. This affords us greater access to translators for our families.

2b. High Quality and Ongoing Professional Development

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

Professional Development is offered through BFSC; teachers are sent out to attend workshops across content areas. Common planning time is built into the schedule to allow for sharing of information/best practices attained at the meetings/professional development. School inter-visitations are set up to share best practices. Staff attend Bureau of Educational Research (BER) Workshops.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
Part 4: SWP Schools Only

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

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

Based upon identified school needs around personnel and resources, funding decisions are made in conjunction with Field Support Center Budget Director and Human Resource Liaisons. Student Reports are generated and data is reviewed to ensure that funding guidelines are adhered to in order to meet compliance.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher Teams actively engage in ongoing review of student work/data to inform their practice. They conduct regular check-ins for understanding to inform their mid-unit adjustments and assessments as they track student progress. These efforts are supported by PD plans which offers opportunities for teachers to expand their knowledge and practice with curricula; design and implementation of formative assessments; UDL strategies; differentiated instruction

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$289,459.00</td>
<td>X</td>
<td>5A; 5B; 5C; 5D; 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$93,199.00</td>
<td>X</td>
<td>5B; 5C; 5D; 5E</td>
</tr>
</tbody>
</table>
Title III, Part A  | Federal  | $16,420.00  | X  | 5A; 5B; 5C; 5D; 5E
Title III, Immigrant  | Federal  | 0  | X  | 5A; 5B; 5E
Tax Levy (FSF)  | Local  | $3,360,163.00  | X  | 5A; 5B; 5C; 5D; 5E

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

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

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

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

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

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

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement Policy (PIP)</td>
</tr>
</tbody>
</table>

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 54Q in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, 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. PS 54Q will continue to support parents and families of Title I students by:

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.

Support for Parents and Family Members of Title I Students

P. S. 54Q receives Title 1 funds to implement supplemental instructional programs. The programs we develop are based on the philosophy that effective school communities include programs that build the capacity of parents.
(empowerment) to support their child’s education and the school. We have established, through SLT, procedures for involving parents in program activities. We provide workshops to help parents work with their children:

- New Parent Workshops
- Common Core Standards
- ELA, Math, Science and Social Studies Workshops
- ELL Workshops
- Community Resource Workshop
- College and Career Readiness
- Parent Access to Healthcare
- Positive Parenting
- Creative Arts Parent Workshop on Communication and Media; on Diversity and Inclusion
- Anti-Bullying Workshop
- Child Abuse Prevention Workshop
- Gang and Youth Violence Workshop
- Homework Help Workshop
- Effective Use of the Public Library System
- Middle School Preparation/Transition Workshop
- Outside agencies such as Cornell University conduct workshops on Nutrition and Parenting

### Parental Involvement and School Quality

P.S. 54 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- That parents play an integral role in assisting their child’s learning;
- That parents are encouraged to be actively involved in their child’s education at school;
- That parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESSA
The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

A parent coordinator will implement and facilitate all parent involvement activities.

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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 understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress 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 School 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;

**Encouraging School-Level Parental Involvement**

P. S. 54 will provide a wide range of opportunities to inform parents about the program design, operation and evaluation. Parents and educators will work together to achieve the programs’ objective. The Department of Education requires all Title 1 schools to establish a Parent Advisory Council through an election process. P. S. 54 holds this election annually in September; the Title 1 representative is also elected annually. The parents must elect the members to PAC at a PTA meeting. A majority of parent members on the council must have children who are served in a Title I program. A teacher may be a member of the council. The council functions in an advisory capacity, in the planning, implementing and evaluating of Title 1 programs.

- The Parent Coordinator will schedule these meetings.

- The PAC or a representative will attend District Advisory Council/District Council of Presidents meeting to:
  - obtain information of their rights/responsibilities under Title 1 guidelines.
  - written description of program activities for review, discussion and recommendation
  - receive information & provide input regarding program goals, objectives and procedures for selecting and assessing school and students, develop of educational strategies, implementation and evaluation
  - Review monthly updates of program activities
  - Discuss recommendations for change

**Annual Meetings:**

A critical component of all parent activities, especially Curriculum Night, PTA Conferences, registration and workshops, is the language component; P. S. 54 provides translation services (written and oral) in the languages of our parent population, including some which are not provided by the Dept. of Education translation service providers (Punjabi, Urdu, Bengali, Hindi). Open House Curriculum Night is in September. At this time, the Title 1 Parent Involvement Policy and School/Title 1 Plan will be distributed. Staff present an overview of their programs. During the year, the funded personnel; will conduct workshops related to topics requested by parents. Community resources will be brought in to support parents’ needs. The school will provide ongoing communication (monthly calendar, newsletter, parent bulletin board at entrance) informing everyone of upcoming school worthy events, (PTA, SLT meetings, Open School etc), information, and helpful tips. The Principal will hold quarterly meetings with the PTA Executive Board. The Principal’s open door policy has been expanded to include Breakfast Meetings held periodically with parents of different grades. These meetings inform, educate and foster good communication and relations. Parents will continue to be consulted at PTA meetings and given the opportunity to make recommendations through the PAC.

Our school will further encourage school-level parental involvement by:
● 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;

Parent Involvement Activities

Title 1 funds will be set aside to pay for parent involvement activities. These activities will be based on parent surveys which identify and prioritize parents' needs and wants. These have been used to purchase Student Folder (K-2) and Planners (3-5) and may include workshops, trips aligned with student curriculum (libraries/reading, social studies/museums), attendance at conferences, and the maintenance of the Multicultural, multilingual Parent Lending Library, established through Title 1 funds. The Parent Lending Library will continue to be developed and maintained by the Parent Coordinator.

Our 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; such as Family Math Night and Family Literacy Night

● 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;

● utilizing the Tuesday repurposed time for parent engagement and parent workshops;

● grades K-5 creating monthly newsletters to parents;

● grades K-5 creating and maintaining a grade wide website;

● 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;
[P.S. 54Q], in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, 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:*

- Following New York City and State curricula and standards as outlined in the Common Core.
- Participate in appropriate new initiatives.
- Meet the needs of all children by differentiating instruction using UDL and DOK
- Be knowledgeable about new trends, materials and curriculum and adapt those that will help raise student achievement.
- Use Balanced Literacy, Ready Gen and Go Math Curriculum.
- Provide ongoing assessment.
- Provide additional help for strugglers through tutorials, pull-out AIS/RTI (6-8 weeks cycles), after school AIS program (25 sessions) and a Saturday ELL Academy (10 sessions)
- Provide ongoing professional development for teachers to support best practices in teaching and learning. Sending teachers to BFSC meetings in math, ELA, Special Education, ESL, & Data/Inquiry, BER workshops and providing in school Professional Learning Community opportunities in Close Reading and Math.

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences held in November and March and at other times during the year as needed. In addition, parents of students who are “promotion in doubt” will be notified in November and January and will meet with their child’s teacher during those months.

Provide parents with frequent reports on their child’s progress. Specifically, the school will provide reports as follows:
- New Parent Orientation in September
- Curriculum Night/Parent Conferences in September
- Report cards in November, March and June
- Academic at-risk notification in October
- “Promotion in doubt” notices and conferences in November and January
- Parent-teacher conferences as needed, in addition to the November and March parent teacher conferences
- Progress Reports
- Communicate goals to parents

- Grades 3-5 inform parents of students’ Benchmark scores and areas in need of improvement

<table>
<thead>
<tr>
<th>1. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
</table>
Involve parents in the planning, review, and improvement of the school’s parent involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 f the Title 1.

<table>
<thead>
<tr>
<th>1. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
</table>
Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- During parent-teacher conferences in November and March and May

- Before school or during teacher preps by appointment

Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- Observations of classroom activities during Open School Week and by special arrangement

- Volunteer program. Parents are invited to volunteer in the lunchroom or for tutoring (Learning Leaders Program)
I. School Responsibilities: Providing General Support to Parents

School Leadership along with Parent Coordinator and School Support Team ensure open lines of communication between families and school personnel. This is further supported by School Messenger with daily/weekly reminders; attendance monitoring. Tuesday Extended Sessions provide parents with opportunity to meet / phone conference with teachers and related service providers. Parent Concern Form is available for parents to share any queries or concerns that might arise and these are followed up with a phone call or face to face meeting within 24 hours.

II. Parent/Guardian Responsibilities

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 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;
III. Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Complete all assignments
- Read and write for at least 30 minutes every day outside of school time.
- Give to my parents or guardian all notices and information from my school on the day they are given and remember to return them to school on time.
- Come to school every day and on time
- Bring a note to my teacher after any absence
- Respect my teachers and classmates
- Pay attention in class and try my best
- Study at home and do what I can to learn what I need to do
- Try my best and be a responsible member of the class and school
- Bring necessary supplies and materials and be prepared for learning each day
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

This school is (check one):

- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: 

Grades to be served by this program (check all that apply):

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: ______
# of content area teachers: ______
7
3
4

Describe the direct instruction supplemental program here and include the
bullet points:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____

The Title III Program will be open to English Language Learners in grades 2 through 5, and it will be held on ten (10) consecutive Saturdays from 9am to 12 noon. During each Saturday session, one supervisor and seven (7) teachers, trained in ESL strategies and sensitized to the needs of the ELLs, will present lessons designed to help the students meet the NYC / NYS standards in English as a Second Language and English Language Arts. Lessons will be aligned to the CCLS; the CIEs and our 2016-17 Instructional Focus as stipulated in our annual school goals and noted within our CEP. The program is anticipated to begin on January 13, 2018 and end on April 28, 2017.

There will be four classes of (15) students each, organized according to English language proficiency as indicated by the NYSESLAT and NYSITEL exams. Instruction will be provided by a licensed ENL teacher and a common branch teacher in an integrated team teaching model for each class. Each team of educators will implement ESL strategies and scaffold instruction in order to facilitate and enhance students' competence in English in accordance with the standards. Instruction will focus on language development with an emphasis on narrative and informational text / writing. The additional content area teacher will focus technology and provide the children with opportunities to practice research and writing skills using interactive white board; laptops and ipads. (The Technology Teacher will also facilitate support to parents during the parent involvement sessions being provided.)

Students’ strengths and weaknesses will be informed by current student data (Fountas & Pinell; MOSL; Unit Assessments / Benchmark Tasks;) and addressed by differentiating instruction and the appropriately tiered intervention strategies will be implemented accordingly. Teachers will provide multiple entry points for student engagement and participation in the content and concepts presented using the UDL strategies we have been implementing school-wide. (PD has been ongoing in these areas and supported by multiple resources.)

During each session, students will be scheduled for three periods of interdisciplinary literacy instruction in writing/speaking, reading/listening, and literacy through technology. Activities in listening, speaking, reading and writing will be aligned with the units of study within the Balanced Literacy program.

These activities will include but are not limited to maintaining writers’ notebooks, author studies; read-alouds; literature circles; and shared / paired reading; with a strong focus on immersing students in non-fiction literature to further strengthen language acquisition and build academic vocabulary. Technology will be used to support non-fiction applications in an effort to familiarize students with word processing and to teach them how to use the internet for research. Small groups will further support students receiving differentiated and individualized
Part B: Direct Instruction Supplemental Program Information

instruction, and will also enable teachers to confer frequently to tailor instruction to the varied learning styles of students in their group. Congruence between Title III teachers and the students’ regular classroom teachers will help guide the direction of instruction and reinforce areas that have been identified as requiring further strengthening. Assessment will be ongoing throughout the program, and will be evidenced by work samples in students’ portfolios; performance tasks; and teacher generated assessments, as well as conference notes. Materials utilized are supplemental and distinct from those used for daily instruction. These will include but are not limited to the Leveled National Geographic Non-Fiction Series; MONDO Safari selections; Now I Get It series; Scholastic Guided Reading Quick Reads; as well as the Leap Track Reading System and Voyager. These contain high interest non-fiction content which motivates readers of varied abilities by providing for interactive, multi-sensory instruction; critical word-work knowledge; and the development of reading comprehension.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ______

For the duration of the program, 1 hour sessions of professional development will be provided for the teachers on each day of the program. The professional development program will be facilitated by the ENL teachers and supervisor. It will be designed to inform the instructional staff on the best practices within ENL instruction to be employed in assisting the targeted students in increasing their level of achievement in listening, speaking, reading, and writing activities across the content areas. This training will take place for one (1) hour from 8:00AM to 9:00AM on each of the Saturdays, immediately preceding the beginning of the 9:00AM to 12:00 PM program being offered to the students. (Funding will be provided by the school 5% Set Aside Title I TL funding.) Agendas and attendance sheets will be maintained along with program records by the Supervisor in Charge (AP or Principal.) Additionally, teachers will be supported with integrating technology in their instruction through the use of Smart Boards / Projectors, thereby reinforcing English Language Learning for this targeted ENL population. Teachers will have access to current student data (MOSL; Fountas & Pinell Benchmarks; Unit Assessments; etc) in order to better inform instructional strategies being implemented for these students. Specialized techniques for ENL instruction will include experiential learning as well as hands-on, visually stimulating lessons. Research has shown that our students gain substantial transference of skills from the exposure to hands-on applications. All instruction will be aligned with CCLS; the CIEs and our Instructional Focus as set forth in our annual school goals, as evidenced in our CEP for the 2017-18 SY. Teachers have an overview of the NYS ESL Standards; copies of “Classroom Teacher’s ESL Survival Kit #1 and #2”. All teachers already possess a copy of the "ESL Strategies" and "Critical Thinking Strategies" flip book by Mentoring Minds to support their lesson planning and implementation of instruction. These tools provide useful questioning stems and prompts aligned to improving "Questioning and Discussion" practice for our children. In addition, our teachers will also utilize the following professional resources: "Classroom Instruction That Works With English Language Learners" (2nd Edition); "Content-Area Conversations"; "Total Participation Techniques"; "50 Strategies For Teaching English Language Learners"; as well as "The
Part C: Professional Development

Common Core Lesson Book™. Teachers will also access resources from our school-wide professional development sessions to further enhance purposeful and targeted instructional practice. This PD Plan is designed to prepare them not only for this supplemental instructional program but also establishes increased alignment with instruction among the ESL and general classroom teachers during the school year.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____

In our efforts to make the parents of our ENL students feel increasingly more comfortable within our school environment and to involve them in the academic lives of their children, they will be invited to participate in the ten sessions of English Language Instruction Through Technology. These sessions, which will have a strong technology focus, will be held concurrently with the instructional program for the children. The sessions will also be held from 9am to 12 noon each Saturday. Parents will be immersed in the instructional strategies implemented in ESL to become better informed in ways to further support and reinforce their child’s education at home.

Parents will receive technology training utilizing our computer lab and will engage in similar instructional activities as their children by cycling through the sessions in the same manner as the children. Instructional support for parents will be provided through Title III ELL Academy at no additional cost and will be further supported by the regularly scheduled workshops offered during the school year to parents / families within our school community. Parents will be provided with a schedule of workshops, each with varied focus at the beginning of the Saturday ELL Academy and this will also be communicated via our Monthly School Calendar and Parent Newsletters. The Parent Coordinator will be in attendance to ensure additional support and to coordinate translations services as needed. (Cost of PC is will be covered by school budget.)

Part E: Budget

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

Allocation Amount: $ _____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<td></td>
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<tr>
<td>• Per session</td>
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<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Category</td>
<td>Budgeted Amount</td>
<td>Explanation of expenditures in this category as it relates to the program narrative for this title.</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>054</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Hillside School</td>
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</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Prashad</td>
<td>Nicholas Patrello</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juanita Hernandez</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivian Kaiser</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie DiStafano</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hemi Raghauth/Literacy through</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rajpattie Asrafally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Brady / Science 3-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vikash Narine</td>
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<table>
<thead>
<tr>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roberta Rosen</td>
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<table>
<thead>
<tr>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Rousseau</td>
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<table>
<thead>
<tr>
<th>Superintendent</th>
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</thead>
<tbody>
<tr>
<td>Mabel Sarduy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Oberhaus /Technology</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
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<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
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D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 523 | Total number of ELLs | 158 | ELLs as share of total student population (%) | 30.21%

**Part II: ELL Demographics**

**A. ELL Programs**

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
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This school offers (check all that apply):

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

**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?

   Assessment tools used at PS 54 to assess early literacy skills of ELLs are Fountas & Pinnell, Fountas & Pinnell in Spanish, Fundations, Leveled Literacy Intervention, and Great Leaps - TCRWP as well as formative assessments by classroom teachers. The data identifies areas of deficiencies found in phonemic awareness, sight words, fluency and decoding. We also analyze the BOY and EOY MoSL assessments to identify trends and provide strategic and targeted supports to bridge those gaps identified.

2. What structures do you have in place to support this effort?

   ENL students are assessed three times a year with Fountas & Pinnell; beginning, middle and end of year. We have five RTI Cycles throughout the year as well. Each RTI Cycle lasts approximately 6 weeks. During this time, teachers provide targeted instruction based on data from classroom observations of students, tests, check-ins and exit slips. Another structure...
in place to support our ENL students is the incorporation of Great Leaps. Great Leaps is administered to students who demonstrate difficulties in phonemic awareness, decoding and fluency. An Admin/Team Teaching period is built in four times a week for grades 3-5 to further provide targeted and purposeful small group instruction. In K-2, Fundations is used to provide systematic and explicit instruction in foundational skills for reading and spelling, phonics-word study, vocabulary and handwriting.

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?**

   Success is measured in terms of the number of students who are able to exit the program via NYSESLAT, as well as showing movement from a lower level of proficiency to a higher one in each domain of language learning. ELA and Math scores of Level 2 and above are further evidence of success. MOSL is administered at the beginning and end of year and is used as a measure of growth as well as Benchmark Periodic Assessments in ELA and mathematics given in the fall and spring in grades 3-5. Any small increments of achievement in academic as well as social areas for English as a New Language Learners are important and are celebrated.

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

   The following structures are in place to address interventions once data has been gathered: RTI; Great Leaps; targeted classroom centers; differentiated instruction; AIS afterschool, Title III Saturday Academy; focused professional development around data gathered from summative data as well as during Inquiry cycles as well as professional book club meetings.

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.]**

   At PS 54, there is a strong focus on promoting language and literacy development founded on a rigorous and effective instructional core (Tier 1). Tier I instruction builds on and expands students’ existing oral language competencies to support their literacy learning and content knowledge. In grades K-2, instruction is focused on developing oral language and early literacy skills through the use of language experience; questioning and discussion techniques; interactive read alouds; story telling using wordless books; and vocabulary instruction. In grades 3-5, instruction is focused on developing language and literacy skills by front loading vocabulary; sentence structure and concepts; open ended questions that engage students in discussions and dialogue about a variety of topics; close reading; language frames for speaking and writing; sentence transformations through guided dialogue; and jointly constructed extended writing. Our students have an opportunity to learn about, study and discuss the language of various texts. Tier II RTI instruction occurs in smaller groups of 5-8 students and focuses primarily on providing increased opportunities to practice and learn skills taught. Tier II RTI Students in grade K, 1 and 2 are receiving Double Dose Fundations, grade 3 students are engaged in Double Dose Fundations, Dibbles and LLI; grade 4 and 5 students receive LLI as well. Tier III Students receive SPIRE and Dibbles.

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)**

   The following structures are in place to disseminate data findings to make adjustments to programs: Weekly common planning time among grade teams (including ENL providers), vertical planning meetings during Monday extended sessions, articulation between classroom teachers, ENL providers and Related Service Providers on Tuesday afternoons, Grade Leader/ENL common planning time, Special Education cohort and weekly Instructional Cabinet.

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

   The following structures are in place to disseminate data findings to make adjustments to programs: Data Dives; reorganization meetings; ENL provider input; open communication between classroom teachers, administration, and ENL service providers.
Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   
   a. Freestanding ENL program.
      
      The language program offered at PS 54Q is Free Standing ENL that follows a Stand Alone/Integrated model. Both the Stand Alone and Integrated models require collaboration between the classroom teacher and ENL provider. Both work in tandem to ensure that the appropriate mandates from CR Part 154 are adhered to. In our Stand Alone ENL program, our entering students receive 180 minutes of study in ENL per week and our Emerging students receive 90 minutes of study in ENL per week. In our Integrated ENL program, our Entering, Emerging, Transitioning, and Expanding students receive 180 minutes of study per week. Our commanding students receive 90 minutes of Integrated ENL instruction per week. Every classroom at PS 54 has incorporated a Language Objective into practice. Students are grouped heterogeneously throughout each grade K - 5.
   
   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?
   
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      
      According to CR Part 154, Transitioning and Expanding students in Grades K-5 are serviced in a Stand Alone/Integrated model. They receive 4 periods of Integrated ENL per week for a total of 180 minutes. K-5 Students at the Entering and Emerging levels are serviced through Stand Alone instruction for four periods a week for a total of 180 minutes in addition to Integrated ENL for four periods equaling 180 minutes for a total of 360 minutes of service. These language proficiency levels and services are dictated by the NYSITELL/NYSESLAT scores.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   
   The ENL teacher pushes in during literacy/writing blocks to deliver language instruction in a co-teaching model. ENL teachers, classroom teachers and service providers have common preparation time to plan, organize, and coordinate instruction, as well as work on long and short term goals for the students. In addition, this time is utilized to collect and analyze data derived from various assessments in addition to daily classroom tasks (ELA, periodic assessments, NYSESLAT, performance series, Fountas & Pinnell), which are then used to drive and differentiate instruction. Technology is integrated into daily instruction in the classroom to build background knowledge, conduct research, write reports and engage in academic applications during centers in the content areas. Through the use of technology ELLs have been noted to make gains in their acquisition of academic language, and demonstrate greater ability to work independently. All staff members at P.S. 54 have high expectations for their students, fully realizing that ELLs have to meet the dual challenge of acquiring a new language (including academic language) as well as learning content. In order to facilitate content learning and ensure academic rigor, P.S. 54 implements best teaching practices and learning strategies that are aligned with current Common Core Learning Standards, and core curriculum in literacy and content areas. Each ENL lesson is designed with both content and language objectives in mind. Differentiated instruction and ENL methodology are essential in order to meet the educational needs within each ELL subgroup. Instruction of ELLs is consistent with the Balanced Literacy program that is implemented throughout the school, following the workshop model. Students work in flexible groups. Within these groups new learners receive comprehensible input from teachers and peers, and have more opportunity for oral practice and repetition of content information as peers help ELLs negotiate meaning. Instruction of English language functions and grammar structures take place within the context of a lesson. Scaffolding helps to support students’ understanding of academic content. ENL
teachers use and encourage classroom teachers to utilize a wide variety of print and visual resources to support the development of academic language. Language in the classroom is modeled so that ELLs receive comprehensible input in a manner consistent with their ability to participate, but which does not reduce the quality of the language input from the teacher. Instruction for newcomers who are new arrivals, as well as students who have been in the U.S. longer, but less than three years, encompasses a variety of approaches which incorporate visuals and gestural cues, realia, repetition, paraphrasing and TPR (Total Physical Response). The use of big books and picture books for beginners are effective tools for making vocabulary comprehensible and encouraging oral language. Graphic organizers are used to help enhance students comprehension of content, increase higher thinking skills, and facilitate the writing process. In addition, newcomers are often paired with other students who share the same language background to help the new arrivals adjust to their new school environment. Teachers model the appropriate language and are cognizant that sometimes there might be a “silent period”. It is our goal at P. S. 54 to make our ELLs full participants in the daily instructional programs and to engage them in accountable talk with specific focus on the transitional ELLs and their need to develop academic language. One way to achieve this goal is through the use of literature that reflects the students’ cultural background. This in turn enables the learners to activate their prior knowledge as a way of connecting to the lesson. As comfort level and proficiency in English develop, content area instruction becomes an integral part of the lesson. Content is taught by both classroom and ENL teachers. The ENL teacher frontloads the lesson, previews vocabulary and facilitates the comprehension of difficult linguistic structures/passages in the text. Articulation between ENL and classroom teachers occurs on a weekly basis to coordinate content area instruction and to plan how best to scaffold lessons before the content is introduced to the students. Scaffolding is provided when needed to promote deeper understanding and retention of the lesson. Classroom teachers are able to utilize ENL strategies in order to make content more comprehensible to their ELLs. Through the use of visual cues, speaking in a clear voice at a normal rate of speech, using repetitions, paraphrasing key points, and defining essential vocabulary within a context, learning targets are made salient to students. Working with peers in small, flexible groups during daily instruction is an effective strategy to ensure that ELLs are actively engaged in the learning process. When content, goals and strategies are coordinated; the opportunity for academic language to develop is greatly increased.

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

Students whose home language is Spanish are evaluated with the Spanish LAB. In order to gain some understanding of their academic background, Spanish Fountas & Pinnell is used to evaluate independent and instructional reading levels. Additionally, translators and translated materials are utilized whenever possible with the exception of English reading comprehension tests.

5. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE
b. Newcomer
c. Developing
d. Long Term
e. Former ELLs up to two years after exiting ELL status

ENL teachers help their students prepare for assessment and standardized tests, teaching, for example, not only content but the academic language embedded in the questions. Results of these assessments are shared by classroom and ENL teachers in order to tailor instruction to the needs of the students in a consistent manner.

a. Our SIFE students are provided basic instruction in letter recognition, phonemic awareness and phonics. Throughout the school day translation and modeling are provided by teachers and peers in order to facilitate comprehension. Picture books and big books with repetitive text are utilized taking into consideration the student’s age and interest. Content area is presented through the use of visual aides such as photographs, posters, maps and graphs. Differentiated instruction and UDL strategies are utilized throughout the day to strengthen proficiency in key foundational skills.

b. With our Newcomer ELLs, teachers utilize visuals and gestural cues, realia, simple sentence frames, repetition, paraphrasing and TPR during instruction. Big books and picture books are used to develop vocabulary and facilitate oral language development. Newcomer ELLs are paired with other students who share the same home language to help them adjust to their new school environment as well as facilitate academic conversations within the classroom.

c. Developing ELLs and d. Long-Term ELLs have instruction tailored to their needs. When instruction is differentiated to address the specific needs of this particular group, more targeted academic instruction is implemented. Materials are
examined and adapted to meet the students' level of achievement. Visuals, text and vocabulary previewing, discussions, clarifications and explanations are examples of materials and methods that are employed. Content area instruction is a priority. ENL and non-ENL teachers use appropriate level fiction and non-fiction books. Dictionary work, math, social studies and science textbooks are adapted for the ELLs. Emphasis is placed on Tier II words that emphasize higher level vocabulary and concept development. Instruction/Material are differentiated and UDL strategies are incorporated in the course of instruction.

Students who have achieved proficiency in the English language continue to be monitored by ENL and classroom teachers. The students' progress is measured by results from Periodic Assessments and assessments of overall performance in the classroom. Technology is utilized to develop Tier 2 and 3 vocabulary as well as complex language structures, build background knowledge and engage students in instruction.

e. We provide Former ELLs with additional support for two years after they achieve proficiency on the NYSESLAT. During close reading, we support the students in developing better understanding of more challenging texts, advanced vocabulary, more complex grammatical structures while enhancing higher order skills.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Students with Disabilities are serviced according to the mandates of their IEPs. In order to facilitate access to academic content, ELLs and SWDs have access to listening centers, interactive SMART boards are used in the classroom, computer assisted instruction is provided whenever possible. Specifically, ENL providers incorporate instructional strategies such as chunking the text, adjusting questions, flexible grouping, jigsaw, memory cards, reading buddies, small group instruction, total physical response (TPR), tiered assignments, varied texts, task cards, visual aids and word sorts.

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

At PS 54Q SWDs are flexibly scheduled into the Least Restrictive Environment throughout the day. For example, students are flexibly scheduled during physical education; technology; science; and lunch periods. Flexible schedules with an academic lens is provided for placement into a grade level class when appropriate for literacy and math instruction. Students' progress and needs are addressed by general education, special education, ENL providers as well as related service providers during monthly Special Education Cohort meetings as well as during grade common preps.

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

Our targeted intervention program for ELLs scoring Level 1 and 2 in ELA consists of Wilson, Great Leaps, Fundations, Leveled Literacy Intervention (LLI), Voyager Ticket to Read, Balanced Literacy utilizing Teacher's College Reading components, Ready Gen, and Schoolwide Inc. Writing Program. We use stand-alone / integrated models with small group instruction, 1:1 tutoring, peer tutoring, during the day and in Saturday ENL Academy. Go Math lessons are differentiated and taught utilizing manipulatives. Games are used at the end of week to reinforce concepts. Students create their own materials using mathematical units for projects.

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

PS 54Q will continue to use the Ready Gen and Go Math Core Curriculum. Teachers have made adjustments to the curriculum maps in all content areas to insure better alignment with CCLS with an emphasis on ENL methodologies. These programs are Common Core aligned, have built in check-ins and are differentiated to address the needs of the ELL population. In addition, National Geographic Ladders will be utilized along with MyOn Reading, Mathletics and Passport Voyager. School staff have also been engaged in a variety of Professional Learning Communities to enrich the school experience. Teachers have been engaged in LCI - Quality Curriculum, Math Problem Solving and Close Reading Literacy PLCs.

10. If you had a bilingual program, what was the reason you closed it?
N/A
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Strategic scheduling of our supplemental programs, ensure that ELLs have equal access to all school programs including after school AIS Academy; Saturday ELL Academy. All students, including our ELLs have access to rigorous curriculum and CCSS aligned instruction. Based on needs, students were also invited to a three-week ELL Summer School session. Programs are offered on varying days / schedules to afford flexibility for selection / participation by our ENL Students.

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

Our ELLs have access to technology in the classroom and computer lab. SMART boards are available in all classrooms, as well as document readers, ipads, listening centers, maps, globes, manipulatives, scientific tools, DBQs, direct translation dictionaries, thesaurus and graphic organizers/anchor charts that support lesson content. In addition, learning centers are an established feature within each classroom to support our new English Learners and their peers who might need the additional scaffolds. Materials from MONDO are used to develop vocabulary and oral language. These materials are available for all ENL subgroups.

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

We have resources available in students’ home languages. In addition, independent reading books are available in Bengali, Punjabi, Urdu, Arabic, and Spanish. ENL instruction is delivered primarily in English with the use of Native Language to clarify concepts.

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

PS 54Q provides a wealth of materials and resources designed to support the age and grade level of our ELLs. Our school implements practices and learning strategies that are aligned with mandated Common Core Learning Standards. The instruction of ELLs is aligned to the Balanced Literacy program that is implemented throughout the school following the Workshop model. Specific instructional materials are used to help ELLs meet those standards. Students are grouped according to levels obtained from NYSESLAT. They participate in small group instruction that is task oriented. Technology is used to assist in their acquisition of the English language. Classrooms display students’ work at all levels of language learning. Teachers scaffold academic language to assist the ELLs, and offer opportunities for oral practice and numerous repetitions of content information to help ELLs negotiate meaning. All staff members model the standard use of English. All classrooms have leveled libraries that students have access to for both instruction and enjoyment of reading. Ongoing assessment strategies are used to ascertain the level of students’ progress throughout the year. Lessons are designed to meet the standards while allowing for the different levels and needs of the students. Learning portfolios are used and reviewed throughout the year by the students and teachers. In addition students have access to Common Core aligned mentor texts and materials to support their varied skill levels. Teachers are supported in refining their practice to better support our ELLs through the extensive professional development sessions offered by the Network / BFSC; outside partnerships; and in-house PLCs in math and ENL.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

We are not co-located.

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).

Following the process of registration newly enrolled ELLs are given a tour of the school to familiarize themselves with the lay out of the building and the staff. We do provide newly enrolled families with a translator to alleviate any anxiety for both students and families as well as answer any questions/provide supports to ease the transition into our school community. At P.S. 54Q we have a rich multicultural population. As new students are enrolled we make it our priority to make the new entrants feel welcome and become active members of our school community by partnering them with other children of similar language / geo-political roots. With this goal in mind individual and group meetings are held. Parents are invited to visit our school and become familiar with the programs offered. Translated informational literature, beginning level books and survival skill information is made available. An initial meeting is held with parents to give them an overview of instructional programs / services offered; a school events calendar / school schedules during meeting with the Parent Coordinator /
Guidance Counselor / Social Worker; along with available community resources; and a schedule of parent meetings and workshops to be held through the year. Some activities made available to newly enrolled ELLs include: PTC, Meet The Teacher Night, Family Math Night, Family Literacy Night and Movie Night. During the summer months we offered a program for newly enrolled ENL students that combined academic skills with day to day tasks. This summer immersion program also provided an opportunity for students to participate in various neighborhood trips to familiarize students with the community around them (i.e. post office, supermarket train station).

17. What language electives are offered to ELLs?
N/A

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

Professional Development and Support for School Staff

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

In order to support all teachers of ELLs and paraprofessionals that work with these students, various professional development opportunities are provided by the school. These professional development opportunities are offered to both pedagogical and non-pedagogical staff during our Monday extended day sessions, as well as our PS 54Q ENL PLC. pedagogues participate in book clubs that examine a variety of topics, including close reading, math centers, literacy, STEM, text dependant questions and scaffolding language/learning. Paraprofessionals have been engaged in a scholarly article share out in which various ENL best practices are shared. District level professional development is also offered by the Queens South Field Support Center.

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.

Throughout the school year, ENL, classroom and cluster teachers have the opportunity to attend workshops that address a myriad of topics. As teachers attend workshops outside of PS 54, they share pertinent information with all staff. More recently discussed topics include aligning Common Core Standards to literacy and math, Writing Workshops through the Office of OELL, Exemplary Practices for ENLs through BETAC, and Differentiating Instruction. Our QSFSC has also provided instructional workshops in ENL, Math, Special Education, Fundations, and English Language Learners Compliance Workshops. Our Professional Learning Communities will continue to meet, utilizing weekly Extended Sessions (Mon/Tues). Faculty Conferences that are now built in to these Extended Sessions, are also utilized as a forum for providing additional support for all staff to refine their pedagogical practice. The PD Calendar maps out the various topics informed by needs assessments; teacher feedback and ADVANCE observations; and instructional rounds. PD topics include conversations around the schools Instructional Focus which has built in a lens to strengthen student to student discussions; PS 54’s CEP school goals for 2018-2019; The Differentiated Classroom; Classroom Instruction that Works for ELLs; Building Academic Vocabulary; and Checking For Understanding are also priority areas we will be addressing. Ongoing PD will continue to include opportunities for teachers to strengthen their analysis of student data and to use it strategically set goals and inform their teacher moves to further
impact their students’ skills which are embedded within our school’s goals. We will continue to revisit past topics such as: Close Reading, Guided Instruction; Gradual Release of Responsibility Instructional Framework; and raising the academic rigor of instructional expectations in math/ literacy; scaffolding student thinking; targeting instruction for all students especially our ELLs and SWDs; unpacking embedded language in content areas; frontloading vocabulary; scaffolding concepts; and TPR.

All staff are informed of progress achieved on NYSITELL and NYSESLAT as students transition from one level to another. Additional data gathered from examining trends in MOSL and Periodic Assessments are carefully analyzed and discussed during common preps and Monday/Tuesday extended sessions. Strategies are then recommended. When needed, ENL teachers model lessons in the classroom with emphasis on frontloading vocabulary before beginning a unit of study, unpacking embedded language in content areas and providing background information on units of study. For those students transitioning to middle school, content area vocabulary and concept development are stressed and reinforced throughout the year utilizing scaffolding and ENL methodologies.

Professional development is offered to classroom and cluster teachers as well as related service professionals in the form of workshops given by the ENL instructors. Workshops have included NYSESLAT training and scoring, SIFE, 50 ELL strategies, Ready Gen, Go Math, Danielson Framework, Close Reading and Questioning/Discussion techniques, Language Progressions, and Guided Reading. Implementation of ENL methodology is periodically revisited. A variety of approaches designed to facilitate comprehension of the English language are presented to the classroom teachers. They are encouraged to incorporate visuals and gestural cues in their lessons, use realia, graphic organizers, differentiated instruction, preview text and vocabulary prior to presenting their lessons. All these strategies are designed to scaffold the lessons in order to facilitate learning.

Workshops outside of the school are offered to the staff as well including Wilson, BER Workshops (varied content and grade specific offerings), Singapore Math, and Move to Improve. ENL and classroom teachers share common preparation time to plan, organize and coordinate instruction, materials and strategies, work on long and short term goals, and collect and analyze data relating to each student.

In order to provide additional support in ENL strategies, teachers are selected to participate in a series of workshops. QSFSC specialists take part in PD at the school. These workshops were designed to improve various techniques in the classroom specifically for ELLs, among other student population groups. This information is then shared with the rest of the staff. All professional development agendas; attendance logs and workshop materials are housed in a binder in the assistant principals’ office.

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?

   Teachers and school administrators utilize 40 minutes of parent engagement time every Tuesday afternoon to continuously communicate with parents. Progress reports are sent home twice each academic year (winter & spring) in addition to the report cards sent three times per year (marking period 1, 2, 3 and Final) to keep parents informed of their child's progress. Meetings provide opportunities for parents and students to meet with Classroom Teacher, ENL teacher, Related Service Providers (where applicable) and translators as needed. Specifically, ENL providers meet with families to discuss the students’ language acquisition and the new language arts progressions to highlight the areas of mastery in the various English proficiency levels. In addition, ENL providers meet with parents one additional time per year, as outlined in CR 154. Parents sign in on a school conference sign-in sheet at the start of a meeting, along with all parties in attendance. Sign in sheets are maintained by classroom teachers and shared with school administrative team upon request.

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

   We offer multiple opportunities for families to engage with the school community at PS 54Q. We have our school events listed and translated into various languages, including our School Messenger program which allows families to receive a phone call/text message to remind them of important school events/happenings. We also use Class Dojo in our classrooms which allow for real-time updates to and from families to the teacher. Upon entering the building, we have a large poster by school safety outside the Main Office outlining the various languages spoken by school staff. We also have staff assist in translations for letters, memos, reminders, tear-offs, etc to help ensure that families are kept informed. During our Saturday ELL Academy,
we offer workshops for families to attend which cover a range of topics from science fair preparation, NYS Assessments, and NYSESLAT Information. We also involve our families by encouraging participation in our Family Literacy Night, Family Math Night, Nutrition Workshop series, Breakfast with Administration, Career Day, Yoga/Movement Workshop series, Wounded Warrier Fund walkathon, Breast Cancer walkathon, grade assemblies (attendance), field trips, and STEM workshop series, Critical Thinking workshop series. We also have our translators available during each Parent Conference.

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, Anita Prashad, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** The Hillside  
**School DBN:** 28Q054

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Prashad</td>
<td>Principal</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Nicholas Patrello</td>
<td>Assistant Principal</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Vikash Narine</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Vivian Kaiser</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Rajpattie Asrafally</td>
<td>Parent</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Hemi Raghunauth</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Robert Brady</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Juanita Hernandez</td>
<td>Coach</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Stephanie DiStafano</td>
<td>School Counselor</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Mabel Sarduy</td>
<td>Superintendent</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Marie Rousseau</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Linda Oberhaus</td>
<td>Other Technology</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Roberta Rosen</td>
<td>Other Related Service</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td>Michelle Pepe</td>
<td>Other UFT Rep.</td>
<td></td>
<td>10/18/18</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>
</tr>
</thead>
<tbody>
<tr>
<td>Juanita</td>
<td>Hernandez</td>
<td>Coach</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Vik</td>
<td>Narine</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   In order to assess the language preference of the parent community for both oral and written communication, we utilize the following methodologies: Home Language Identification Survey (HLIS); Citywide/District Parents’ Preferred Language Report (RCPL); School Level Adult Preferred Language Report (RAPL); initial interviews/intake with parents; and STUDENT EMERGENCY CONTACT cards, which is updated every year to reflect appropriate language.

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>Bengali</td>
<td>8</td>
<td>1.37</td>
<td>8</td>
<td>1.37</td>
</tr>
<tr>
<td>English</td>
<td>352</td>
<td>60.07</td>
<td>329</td>
<td>56.14</td>
</tr>
<tr>
<td>Punjabi</td>
<td>5</td>
<td>.85</td>
<td>8</td>
<td>1.37</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1</td>
<td>.17</td>
<td>1</td>
<td>.17</td>
</tr>
<tr>
<td>Spanish</td>
<td>185</td>
<td>31.57</td>
<td>194</td>
<td>33.11</td>
</tr>
<tr>
<td>Urdu</td>
<td>8</td>
<td>1.37</td>
<td>13</td>
<td>2.22</td>
</tr>
<tr>
<td>Ukranian</td>
<td>2</td>
<td>.34</td>
<td>2</td>
<td>.34</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Guide</td>
<td>Orientation of students (varies by date)</td>
<td>NYC provides translated versions for families. In-house staff is available to translate for low incidence languages (i.e. Punjabi)</td>
</tr>
<tr>
<td>Informational Flyers</td>
<td>Ongoing</td>
<td>In-house staff and/or Translation Unit (where appropriate)</td>
</tr>
<tr>
<td>Parent Teacher Conference Announcements</td>
<td>Fall (September/November)/Spring (March/May)</td>
<td>In-house staff and/or Translation Unit (where appropriate)</td>
</tr>
<tr>
<td>After School Program Information</td>
<td>September</td>
<td>In-house staff and/or Translation Unit (where appropriate)</td>
</tr>
<tr>
<td>Saturday ENL Academy</td>
<td>January - May</td>
<td>In-house staff and/or Translation Unit (where appropriate)</td>
</tr>
<tr>
<td>NYS Testing Dates</td>
<td>September, January - June</td>
<td>In-house staff and/or Translation Unit (where appropriate)</td>
</tr>
<tr>
<td>NYSESLAT Reports</td>
<td>Fall (September)</td>
<td>NYC provides translated versions for families. In-house staff is available to translate for low incidence languages (i.e. Punjabi)</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement</td>
<td>Ongoing</td>
<td>In-house staff</td>
</tr>
<tr>
<td>Curriculum Night/PTC</td>
<td>Fall (September/November) &amp; Spring (March/May)</td>
<td>In-house staff</td>
</tr>
<tr>
<td>Breakfast with Admin</td>
<td>Fall</td>
<td>In-house staff</td>
</tr>
<tr>
<td>Math Night</td>
<td>Fall</td>
<td>In-house staff</td>
</tr>
<tr>
<td>Literacy Night</td>
<td>Fall</td>
<td>In-house staff</td>
</tr>
<tr>
<td>ENL Workshops</td>
<td>Ongoing</td>
<td>In-house staff</td>
</tr>
<tr>
<td>Parent Coordinator Workshops</td>
<td>Ongoing</td>
<td>In-house staff</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.

School Messenger; In-House Shool Personnel (Represents 8 Languages);

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.

School staff have been provided with a step by step guide of how to access the Translations Unit, Prent's Guide to Language Access, Translator Brochure, and encourage translators at all meetings. Multilingual staff have strategically been hired in order to provide language assistance/support (cover 8 languages.)

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..)

Information regarding preferred language is indicated by the parent on page 2 of the Home Language Identification Survey (HLIS) in the areas of oral communication and written correspondence. This information is also listed on the students’ Blue Emergency Cards. This information is then entered into ATS by our Pupil Accounting Secretary. In addition, a multilingual Welcome Poster is posted by the primary entrance and language identification cards are available at the safety officer’s desk as well as the main office. Translated copies of Parents’ Bill of Rights and Responsibilities are prominently posted in the school’s main office and are easily accessible to all parents.

**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?

At various school events, parents will be given the opportunity to weigh in on the services that are available to them. During parent workshops, parents will fill out a brief reflection sheet which will include an area for suggestions. Parent surveys will also be distributed during orientation sessions and Parent Teacher Conferences. Personnel will be available to provide assistance, as needed.