2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 28Q055
School Name: P.S. 055 MAURE
Principal: RALPH K HONORE
Comprehensive Educational Plan (CEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Maure School</th>
<th>School Number (DBN):</th>
<th>28Q055</th>
</tr>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>342800010055</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K through 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>131-10 97th Ave Richmond Hill, NY 11419</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-849-3845</td>
<td>Fax: 718-847-5473</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Denise Rea</td>
<td>Email Address: <a href="mailto:Drea3@schools.nyc.gov">Drea3@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>R. Honore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>M. DeLeo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Andres Cruz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>R. Honore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>E. Suber</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>n/a</td>
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</table>

#### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>28</th>
<th>Superintendent:</th>
<th>Mabel Sarduy-Muniz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>90-27 Sutphin Blvd</td>
<td>Jamaica, NY 11435</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:Msarduy@schools.nyc.gov">Msarduy@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-557-2618</td>
<td>Fax: 718-557-2623</td>
<td></td>
</tr>
</tbody>
</table>

#### Field Support Center (FSC)
FSC: Queens South
Executive Director: Marlene Wilks
82-01 Rockaway Blvd

Executive Director’s Office Address: 

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

Phone Number: 917-520-6743
Fax: 718-281-3509
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>R. Honore</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>M. DeLeo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>P. Joseph</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>E. Suber</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>J. Cahill</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>J. Quintino</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>M. Weintraub</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>A. Oliver</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>N. Garcia</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>C. Carr</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>S. Jagmohan</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent</td>
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<td></td>
<td>Member/Parent</td>
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<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school mantra is “At P.S. 55, We say what we think. We write what we say, and if we had the time we would read all day. Think, Say It, Write It and Read.” Our systems and routines for instruction all focus around the notion that students must be engaged to think, talk and write in order to gain understanding. We recognize this is all achieved through consistent growth.</td>
</tr>
</tbody>
</table>
Instructional Focus

As a community we will engage in rigorous projects based learning. Our units encourage students across all populations to synthesize information and develop critical thinking skills required to solve real world challenges.

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.

- **Beginning of school year meet the teacher and supply drop off.** P.S. 55 invites all families to come to school, meet, their child’s teacher and drop off supplies prior to the start of school. This establishes clear organization to enable us to start school in a clear and organized fashion. Parents and Students know where to go and what to do prior to school starting. This alleviates much of the fear and concern for both students and families.

- **The Academic Family calendar** provides families with all of the important events needed to be prepared for the entire school year.

- Monthly **Mystery Readers** in each class grades PK-5 provides families with an opportunity to connect with their child’s class, teacher and the curriculum.

- **The Terrapin Times** Newsletters created by teachers on each grade provides a window into the curriculum for families to be abreast of the work being prepared by teachers and students.

- **Social Media** is regularly shared promoting the occurrences within our school. We can be found at Ps 55 Maure on Facebook, Twitter and Instagram.

- **Parent Learning series**- Are aptly timed to piggy back our PTA meetings which occur every third Thursday. We utilize these as OPEN HOUSE events to showcase our Magnet School, share best practices and activities that occur throughout the school, and highlight our student and staff accomplishments.

- P.S. 55 uses the **Parent Communication** time on Tuesdays to engage families in academic support conferences for students who may be considered At-Risk. During these meetings we share parent support resources, intervention tools, student performance and grade level expectations for success in a student’s current grade.

- 15 Minute scheduled **Parent Teacher Conferences** for Fall and Spring. P.S. 55 utilizes the parent communication time to provide professionally scheduled Parent Teacher Conferences. These conferences are scheduled during our beginning of the year curriculum overview and establishes clear routines for how we should speak about student progress.

- **The Samuel Field Y after-school program** provides a valuable service to our families. This program is year long. It provides after-school care for students in grades K-5 from 2:40-6:00 pm. The program is both recreational and Academic. There is also a summer camp component. All of this is free for approximately 120 students.

- **Utilizing Research to Support Best Practices**

- **Establishing clear protocols for Checks for Understanding and Check-Ins**

- **Providing Rigorous Instruction through the presentation of challenging problems to solve and supporting students based on data**

- **Utilizing standards based, national recognized tools to evaluate student performance (Fountas & Pinnell and Scantron Performance Series)**

- **Establishing clear goals for all students based on student performance**

- **Math Activities promote student thinking**

- **Social Studies and Science Integrated Literacy Units of Study support reading and writing in a wide variety of genres**

- **Projects based (PBL) approach supports student research and writing to reach a variety of learning styles**

- **We have a clearly defined grading policy that supports what we value as a school community**

- **Assessment calendars identify and clarify expectations for assessment and data use to support learners**

- **RTI is established for at-risk students to provide data based literacy instruction. Smarty Ants is used to support struggling readers in (K-1) RAZ kids (2-3) and Achieve 3000 is utilized to support students with issues in comprehension in grades (4-5). Challenging Texts that can be adjusted to support varying lexile levels are used to support these struggling students. Frequent Teacher feedback is also provided.**
3. Describe any special student populations and what their specific needs are.

Over time we have grown a small population of students who are considered to be on the Autism Spectrum. These students struggle in social situations and each child in this category has very specific needs and triggers. We have integrated these students into the ICT and Self-Contained settings, and we support them by providing stronger models for social interactions and more opportunities to interact with students in a less restrictive environment.

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.

According to the Framework for Great Schools and our most recent Quality Review, 2017-18, The Maure Magnet School has made the most progress in the following categories:

- **3.4-Setting High Expectations for Learning** *(Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family and Community Ties)*
  - School leaders consistently communicate high expectations to the staff around academic expectations in the form of color coded bulletins and walkthroughs, in alignment to the Danielson Framework for Teaching. School leaders partner with families to support high expectations for their children through workshops, newsletters, and conferences, which are connected to college and career readiness. Communication to teachers is aligned to the school’s instructional goals with intervisitations among teachers and training for the staff, to support mutual accountability for maintaining high expectations through professional training for teachers. Families use the supports provided to them to help their children achieve progress towards high expectations.

- **4.1-Teacher Support and Supervision** *(Rigorous Instruction, Supportive Environment, Effective School Leadership)*
  - "School leaders support the development of all teachers with frequent cycles of classroom observations with a focus on the implementation of the “Quote of the Day” with effective feedback with next steps and an analysis of student work. Feedback aligned to the Danielson Framework for Teaching, provides teachers with actionable next steps."

- **1.1-Curriculum** *(Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership)*
  - "An engaging curriculum, aligned to the Common Core Standards is accessible to all students. Most students are developing higher-order thinking skills through targeted questioning aligned to curricula units of study which is building coherence across grades and supports building college and career readiness."

The **Area of Focus** according to the 2017-18 Quality Review was indicated as being **1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best** that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

In order to address this concern, The Maure Magnet School, P.S. 55’s main areas of focus are related to the success of our Projects Based Learning (PBL) initiative. These foci are directly connected to the absolutes/non-negotiables that
we deem necessary for the success of this program. The meaningful work products and content delivered will be supported through the following initiatives:

- **Driving Questions**
- **Making Thinking Visible**
- **Questioning and Discussion**
- **Goal Setting**
- **Presentations of information and or problem solving**

**Driving Questions**- Are the overarching questions that frame each unit of study. They must be:

- Engaging for students
- Open Ended
- Aligned with learning Goals

Our Driving questions are designed to ensure that students on lower grades (PK-1) are specifically designed to inform a particular audience.

Our Driving questions are designed to ensure that students in grades (2-5) are specifically designed to either inform or solve a particular problem.

**Making Thinking Visible**- Is about the development of universal tools that are designed to allow students to show what they know and allow teachers to assess student understanding in order to support them. We will continue to use particular tools and proved updated tools across the school that all classrooms and pedagogues will utilize in order to help students to make their thinking Visible.

- **Mathematics**
  - The Math template provides students with a tool to select a strategy for problem solving and show their understanding of how they use that strategy
  - In all classrooms teachers share and show a variety of problem solving strategies that must be chosen to solve problem

- **Literacy**
  - In all classrooms teachers and student utilize R.A.C.E.(S.) graphic organizers to organize thinking in order to support them in preparation for writing
  - All classrooms have parking lots where students can question and wonder about the content being studied

**Questioning and Discussion**- Continues to be an important component of daily instruction. We plan instruction to support student to student and teacher to student talk to dig deeper into the content and flesh out new ideas.

**Goal Setting**- In every class we set goals for students by utilizing data from assessment tools, evaluating student data and sharing with students and families expectations for future performance to meeting grade level expectations. Teachers work with students on skills of need in order to help them to achieve their goals.

**Presentations and Problem Solving**- Through the work in our Projects based learning units of study, teachers and students will work toward presenting the information learned through multiple modalities in order to showcase their understanding. These presentations will either provide context and content for a particular audience or work to address a problem when answering our driving questions.
<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,06</th>
<th>Total Enrollment (2017-18)</th>
<th>513</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
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### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>39</th>
<th># SETSS (ELA)</th>
<th>28</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>60</th>
</tr>
</thead>
</table>

| # Special Classes (Math) | 39 | # SETSS (Math) | 21 | # Integrated Collaborative Teaching (Math) | 60 |

### Types and Number of Special Classes (2018-19)

| # Visual Arts | 23 | # Music | 23 | # Drama | 23 |

### School Demographics and Accountability Snapshot for 28Q055

#### School Configuration (2018-19)

| Transitional Bilingual | N/A | Dual Language | N/A | Self-Contained English as a Second Language | N/A |

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th>% Hispanic or Latino</th>
<th>21.3%</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>44.2%</th>
</tr>
</thead>
</table>

| % White | 1.8% | % Multi-Racial | 21.4% |

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>82.0%</th>
<th>% Attendance Rate</th>
<th>92.7%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>% Free Lunch</th>
<th>73.9%</th>
<th>% Reduced Lunch</th>
<th>7.2%</th>
</tr>
</thead>
</table>

| % Limited English Proficient | 14.4% | % Students with Disabilities | 15.6% |

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>23.3%</th>
<th>% Black or African American</th>
<th>6.0%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>% Hispanic or Latino</th>
<th>24.6%</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>44.2%</th>
</tr>
</thead>
</table>

| % White | 1.8% | % Multi-Racial | 21.4% |

#### Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>0%</th>
<th>% Teaching Out of Certification</th>
<th>3%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>% Teaching with Fewer Than 3 Years of Experience</th>
<th>3%</th>
<th>Average Teacher Absences (2014-15)</th>
<th>11.7</th>
</tr>
</thead>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>48.1%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>53.9%</th>
</tr>
</thead>
</table>

| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 78% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

#### Student Performance for High Schools (2017-18)

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

<table>
<thead>
<tr>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>US History Performance at Levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
</table>

| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |

| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>No</th>
<th>Recognition</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>In Good Standing</th>
<th>Yes</th>
<th>Local Assistance Plan</th>
<th>No</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Focus District</th>
<th>Yes</th>
<th>Focus School Identified by a Focus District</th>
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</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Priority School</th>
<th>No</th>
<th>Focus Subgroups</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

##### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>N/A</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>YES</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>White</th>
<th>N/A</th>
<th>Multi-Racial</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>NO</th>
<th>Limited English Proficient</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>NO</th>
<th>ALL STUDENTS</th>
<th>NO</th>
</tr>
</thead>
</table>

##### Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
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</table>

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
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<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<table>
<thead>
<tr>
<th>White</th>
<th>N/A</th>
<th>Multi-Racial</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>NO</th>
<th>Limited English Proficient</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>YES</th>
<th>ALL STUDENTS</th>
<th>YES</th>
</tr>
</thead>
</table>

##### Science (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
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</table>

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
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<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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</table>

<table>
<thead>
<tr>
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<th>Multi-Racial</th>
<th>N/A</th>
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</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>N/A</th>
<th>Limited English Proficient</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>YES</th>
<th>ALL STUDENTS</th>
<th>YES</th>
</tr>
</thead>
</table>

#### High School

##### Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>N/A</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>N/A</th>
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</table>

<table>
<thead>
<tr>
<th>White</th>
<th>N/A</th>
<th>Multi-Racial</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>N/A</th>
<th>Limited English Proficient</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
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<th>ALL STUDENTS</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Graduation (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
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<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>N/A</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>White</th>
<th>N/A</th>
<th>Multi-Racial</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>N/A</th>
<th>Limited English Proficient</th>
<th>N/A</th>
</tr>
</thead>
</table>

| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

2018-19 CEP
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.

In the 2018-2019 school year we plan to conduct school reviews with administrators and the school Leadership team to address our school-wide foci and initiatives for the year. This initiative is intended to help narrow our lens for discussion and improvement and ensure that teachers, administrators, parents and students all understand the expectations, teaching practices and adjustments made to improve instruction and student learning.

As the 2017-2018 school year concluded, we conducted a comprehensive review of our school’s education program. Information was gathered using current quantitative and qualitative data with respect to student progress. Our school’s strengths, accomplishments and challenges were identified after analyzing our Quality Review Report, Principal Performance Observation, Benchmark Assessments, English Language Arts and Math testing data and NYSITELL results. As a result of this analysis, a math focus was developed to help strengthen all learners while placing special emphasis on our students with disabilities and English New Learners.

Strengths

The key data points below highlight some of the impact of our strength that was noted by reviewers or evidence in student achievement

Quality Review Findings 2017-18

The findings and ratings of the Quality review are as follows:

- School leaders consistently communicate high expectations to staff about professionalism, instructional and communication and provide training resulting in a culture of mutual accountability for those expectations. QR statement QR (3.4)

- In addition, school leaders and staff effectively communicate high expectations that support the successful partnering with families to further student progress toward college and career readiness. QR statement (3.4)

As a result of these findings, teachers receive high quality, structure, on-going training and professional development and are held accountable for expectations. In addition, families have taken on an active role in the school community to create successful partnerships throughout the school. QR (1.4, 3.4)
Our Needs

Although our instructional priority for the 2017-2018 school year was to support Questioning and Discussion with use/application of academic language, our current performance data reveals that students with learning disabilities and English language learners have not fared well with solving multi-step problems and using and interpreting data to answer questions.


It was noted that there is a need for the school to provide consistent instructional supports for all students that include, strategic extensions that foster higher order thinking skills and implement lessons that provide students with multiple entry points and differentiation during daily instruction in addition to addressing the needs of English New Language Learners (ENL) and Students with Disabilities (SWD). QR (1.2, 2.2)

Principals Practice Observation 2015-2016

- Across classrooms curricula is aligned to the standards and instructional shifts, however across a variety of classrooms there was uneven critical thinking leading to inconsistent multiple entry points, scaffolds for SWD’s Ells and advances learners. QR (1.2)
- The school uses common assessments to determine student progress however the results are inconsistently used to adjust curricula. QR (2.2)
  - The school needs to deepen the scaffolding of instruction so that all lessons engage students, reflect purposeful groupings and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning. QR (1.2, 2.2)

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 students will utilize content specific vocabulary, mathematical models and the mathematical practices to solve multi-step word problems as evidenced by an overall gain of +300 point in Scantron Performance Series in Mathematics in grades 2-5.
Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers &amp; Parents</td>
<td>July 2017-Jan 2018</td>
<td>School Leaders &amp; Teacher Teams</td>
</tr>
</tbody>
</table>

First Quarter: Summer Planning-sharing data and goals and exploring Instructional Strategies

Teacher teams will use tools such as D.O.K. (Depth of Knowledge), C.C.L.S. (Common Core Learning Standards), and Go Math pacing calendar to revise existing pacing calendars and curriculum maps.

- During the month of September, grade level Teacher Teams introduces the tentative action plan and updated pacing and curriculum maps for the 2017-18 school year.

- Quarterly, staff will present parent with a newsletter regarding activities to support math instruction at home.

Creation of new math templates that highlight mathematical practices and modeling of mathematical thinking

Second Quarter: Teacher Teams looking at student work and sharing Best Practices

- Professional development will be provided in using data protocols to analyze individual and group data for SWD’s and ENL’s. This information will be used to inform small group, RTI, and mini-lessons.

- Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to analyze on-going student work in mathematics (problem-solving and data interpretation) through ORID.

- Administrators will conduct cycles of observations and learning walks around the instructional goals, in order to provide targeted feedback to improve or enhance teaching practice

Students, Teachers, Parents & Administrators | Nov 2017-Jan 2018 | School Leaders & Teacher Teams |
Based on formal and informal teacher observations and targeted feedback, professional development activities/foci are adjusted in order to inform teachers of the need to adjust instruction to meet the needs of their individual learners (ENL and SWD's)

For SWD and ENL students we will use the following: modeling, manipulatives, checklist, picture support, videos, mathematical practices, technology and scaffolding.

Students will practice taking ownership of their own learning through small group and whole class discussion. This will establish a common culture of trust amongst students.

Parents will be invited to take part "Parent Learning Series." beginning in November. Parents will be encouraged to provide feedback to teachers and insight in supporting their child. Translators will be made available, when necessary.

<table>
<thead>
<tr>
<th>Third Quarter:</th>
<th>Teachers</th>
<th>Feb 2018-April 2018</th>
<th>School Leaders &amp; PD team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to analyze on-going student work in mathematics (problem-solving and data interpretation) through ORID</td>
<td>Teachers</td>
<td>Feb 2018-April 2018</td>
<td>School Leaders &amp; PD team</td>
</tr>
<tr>
<td>Collaboratively in a risk-free environment, teacher teams will revise grade specific performance tasks, rubrics and checklists. The refinement will also include differentiated learning activities, strategic learning extensions and opportunities for various forms of student reflection in mathematics (i.e. process writing)</td>
<td>Teachers</td>
<td>Feb 2018-April 2018</td>
<td>School Leaders &amp; PD team</td>
</tr>
<tr>
<td>Teachers will refine Go Math/design common grade level assessments (Scantron Performance Series) that will include; performance based tasks, multiple choices, short answer and extended responses</td>
<td>Teachers</td>
<td>Feb 2018-April 2018</td>
<td>School Leaders &amp; PD team</td>
</tr>
<tr>
<td>Teacher teams will design self-monitoring (management) tools to engage students in tasks independent of the teacher. These may include: Go Math personal trainer, Grab and Go activities,</td>
<td>Teachers</td>
<td>Feb 2018-April 2018</td>
<td>School Leaders &amp; PD team</td>
</tr>
<tr>
<td>Check for understandings will also be established such as; stop lights, learning centers, sentence starters and vocabulary flash cards</td>
<td>Teachers</td>
<td>Feb 2018-April 2018</td>
<td>School Leaders &amp; PD team</td>
</tr>
</tbody>
</table>
● Parents will receive monthly communications regarding strategies to assist students and through our Global Connect automated calling system.

Fourth Quarter: Sharing our Learning and Planning Ahead

● Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to review the year’s scope and sequence and curriculum and make revisions based on current data

● Teachers will continue to use current school data to make adjustments to curricula

● Teachers will continue to refine systems regarding strategies for SWD and ENL students through the following: gaining entry points into interactive lessons through scaffold supports in the form of visual aids, teaching implicit and explicit vocabulary, and modeling mathematical thinking for students

● Teachers will continue to refine systems regarding: student self-assessments, critique lessons and developing rubrics, checklists and checks for understanding

● Parents will receive a end of the year newsletter regarding: Ways to promote Mathematical Thinking at home during the summer months

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.

Parents will receive a monthly newsletter regarding: Ways to promote Mathematical Thinking and literacy at home through "Math and Science Connections"

Parents will be invited to monthly PTA that provide opportunities for them to engage in work their children do in order to support student achievement.

Parent coordinator will conduct walk-throughs with parents to help better understand the expectations for math instruction.

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.
● Administrative staff and teacher leaders will provide professional development, modeling, and materials for staff

● The following items will be used: The Danielson Framework, Depth of Knowledge, Grab and Go activities, Mathematical practices problem solving template

● Time on Mondays will be designated for teacher team meetings and PD

● Implementation of math vertical team to identify and support best practices in mathematics

● BFSC (Borough Field Support Center) supporting Math and ENL instruction

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>C4E</td>
</tr>
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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.

● All students will take an assessment in Go Math and scantron by Oct. 31st to establish baseline data

- The February Mid-Point check will utilize the same exam from Scantron-Performance Series in Mathematics exam and the Go Math Mid Year Assessment to inform us with data to gauge student progress in attainment of the standards and student growth based on teacher instruction. Growth targets are outlined in the school’s grading/monitoring policy.

● Progress will also be monitored by math vertical team and best practices disseminated with a quarterly newsletter

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

- Scantron Performance Series in Mathematics

- Teacher Observations

- Problem solving math template

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

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

Part 1 – Needs Assessment

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

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

As per the school’s Quality Review 2014-2105 “while teachers conference with students based on the use of these common assessment tools, including formal and informal tools, the school is in the process of creating a clear picture of student progress towards goals and supports to increase mastery for English language learners, Students with Disabilities and advanced students across classrooms.

Strengths

Teachers conference with students based on the use of these common assessment tools, including formal and informal tools QR (1.1)

Needs

The school needs to create a clear picture for student progress towards goals and supports to increase mastery for English language learners, Students with Disabilities and advanced students across classrooms. QR (1.2, 2.2)

Principals Practice Observation 2015-2016

- Across classrooms curricula are aligned to the standards and instructional shifts, however across a variety of classrooms there was uneven critical thinking leading to inconsistent multiple entry points, scaffolds for SWDs, ELLs and advances learners.
- The school uses common assessments to determine student progress however the results are inconsistently used to adjust curricula.
- The school needs to deepen the scaffolding of instruction so that all lessons engage students, reflect purposeful groupings and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning.

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.

In order to enhance positive emotional responses and student academic achievement, 30% of our student body (15%male) (15%female) we will engage in a research based programs that will develop positive social skills and teach students how to regulate behaviors when in crisis. By June 2019, this will be evidenced by a 30% reduction in behavior based issues reported in OORS.
### 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>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Teachers</td>
<td>July 2017-October 2017</td>
<td>Administration &amp; Teachers</td>
</tr>
</tbody>
</table>

#### First Quarter: Summer Learning – *Sharing data and goals and exploring Instructional Strategies*

- Teacher Teams will use tools such as Depth of Knowledge and research from The Language Rich Classroom by Persida and William Himmele to revise the school’s existing curriculum maps.

- Teacher teams will plan daily lessons that will allow access to all learners through differentiated lesson activities, and embed strategic extensions that encourage higher order thinking and student reflection.

- The SIT (School Instruction Team) will review IEP’s and determine best practices to support students

- Beginning in July, the administrative cabinet will introduce teachers to the instructional goals for 2016-2017 with a tentative action plan that address these priority needs. Collaboratively, in a risk-free environment we will engage in:
  - Planned Professional Reading for Teachers of ENLs
  - Creation of activities to support ENL’s and SWD’s as supports for our units of study

- Parents will be invited to take part "Parent Learning Series." in December. Parents will be encouraged to provide feedback to teachers and insight in supporting their child. Translators will be made available, when necessary.

#### Second Quarter: Professional Development

- New Immigrants, SWD, ENL students and teachers  
- October 2017-January 2018  
- Classroom Teachers & Administration
During the month of October, grade level Teacher Teams introduces the tentative action plan and updated pacing and curriculum maps for the 2016-2017 school year.

Professional development will be provided in using data protocols to analyze individual and group data for SWD’s and ENL’s. This information will be used to inform small group, RTI, and mini-lessons.

Collaboratively, in a risk free environment, teachers will be trained on how to plan for multiple entry points in order to engage SWD’s and ENL’s with activities such as Go Math tutorials and videos, use of manipulatives, incorporation of mathematical practices and process writing using sentence starters, stems that incorporates grade appropriate vocabulary.

Students will be able to gain entry points into interactive lessons through scaffolded supports in the form of visual aids, modeling, think alouds and manipulatives (i.e. charts, graphs, tables, pictures and sentence starters.)

Parents will be invited to take part "Parent Learning Series." in December. Parents will be encouraged to provide feedback to teachers and insight in supporting their child. Translators will be made available, when necessary.

**Third Quarter:**

Mystery reader initiative will encourage parents to share Read-Alouds with their child's class

- Parents will receive monthly communications regarding strategies to assist students and through our Global Connect automated calling system.

- ENL teacher will conduct parent conferences and provide "mini" workshops on the following: Tiered vocabulary, questioning strategies and basics of writing/grammar

- Teachers will continue to refine systems regarding: student self-assessments, critique lessons and developing rubrics, checklists and checks for understanding
### Fourth Quarter: Sharing our Learning and Planning Ahead

- Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to review the year’s scope and sequence and curriculum and make revisions based on current data.
- Teachers will continue to use current school data to make adjustments to curricula.
- Teachers will continue to refine systems regarding: gaining entry points into interactive lessons through scaffold supports in the form of visual aids, teaching implicit and explicit vocabulary, and modeling critical thinking for students.
- Teachers will continue to refine systems regarding: student self-assessments, critique lessons and developing rubrics, checklists and checks for understanding.
- Parents will receive a newsletter regarding: Ways to promote Critical Thinking at home during the summer months.

<table>
<thead>
<tr>
<th>School administrators and P.D. Team</th>
<th>May 2017-August 2018</th>
<th>Teachers</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

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

- September - parent orientation to inform parents of expectations as it relates to intellectual and emotional development (Teachers and Administration)
- November - May Parent Engagement Night during our monthly PTA meetings (Teachers)
- Monthly Newsletters (Teachers)
- Creation of instructional demo videos for parents to view if they cannot make it out to workshops to be played on your website (Teachers)

### 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.

- Administrative staff and teacher leaders will provide professional development, modeling, and materials for staff.
- The following items will be used: The Danielson Framework, Depth of Knowledge, and Parent Learning Academy.
● Time on Tuesdays will be designated for teachers to meet and teach parents on the use of best practices to support literacy instruction at home.

● Current curriculum maps/pacing calendar

● BFSC (Borough Field Support Center) supporting Math and ENL instruction

### 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>
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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.

- PC logs
- School website hits
- Sign-in sheets

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

- Sign-in sheets

- Parent evaluation forms

#### 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.

Strengths

According to the 2014-2015 Quality Review, “The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of the school goals. Teacher teams consistently analyze data and student work which typically result in improved teacher practice and progress towards school goals for groups of students.

As a result, teams of teachers use established protocols to note trends and patterns in performance, which help them to revise and update unit and teaching plans and exchange ideas about promising practices which will help students make improvements. Teacher teams have noticed the improvement of students from September to December based on a compilation of data including conference notes, performance tasks, curriculum assessments, teacher created tasks, and pre and post tests in Literacy and Mathematics.” QR (4.2)

Needs

According to the 2014-2015 Quality Review, “ While teacher teams meet regularly to plan and revise units and while in the process of building and increasing teacher capacity, additional work needs to be more systematic in the analysis of these data sources for the mastery of goals for groups of students, including English language learners and Special Education students.” QR (4.2)

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, 100% of teachers will collaboratively engage in the planning, adjustment, evaluation and revision of PBL (Projects Based Learning) units of study. These multi-modality, multi-curricular units will support all students inclusive of SWD’s and ENL’s. The creation and delivery of these units will result in a 5% gain reflected in the ELA state 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>Teachers</td>
<td>June-September</td>
<td>Teacher Teams &amp; Administration</td>
</tr>
</tbody>
</table>

**From June of 2018-September of 2019 Administrators & Magnet Team:**

- will share the priority standards w/ faculty
  - introduce the concept of integrating projects within the current unit structure to teachers
- provide templates and project samples for staff
  - plan with all grade levels PK-5
- provide planning time for teachers to collaborate and plan the activities

**From September-November Teachers will:**

- Share project activities with clusters and administration
- Schedule trips, order materials, schedule times to work with staff to support the projects
- Submit unit plan changes to administration
- Teacher teams will design unit goals, checklists, timelines, rubrics, project samples to build and evaluate student projects

**Teacher Teams & Administration**

- Teachers will work collaboratively with Magnet Team, technology, science, art, physical education, and reader’s theater clusters to assist students in completing projects for each unit of study.

- Students will work with cluster teachers and classroom teachers to research information and create projects based on Literacy Units of Study.

- Teachers and Students will determine an appropriate venue or format to present student projects at the termination of each unit of study.
- Administrators will observe projects based instruction of both classroom teachers and clusters
- Students will present their projects for peers and families
- Teachers, Administrators and Parents will visit classrooms to observe projects based instruction
- Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to review the year’s scope and sequence and curriculum and make revisions based on current data
- Teachers will continue to use current school data to make adjustments to curricula

<table>
<thead>
<tr>
<th>Administrators &amp; Teachers</th>
<th>July 2018-September 2018</th>
<th>Teacher Teams &amp; Administration</th>
</tr>
</thead>
</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.

Parents will receive a monthly newsletter highlighting the projects based learning initiative with student work samples.

Parents receive a Year-long calendar of schoolwide activities.

Parents are included in school walk throughs to evaluate projects based learning. (March 2018)

Community members will be able to see schoolwide related activities through social media, facebook, instagram, twitter

### 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.

- Administrative staff and teacher leaders will provide professional development, modeling, and materials for staff
- The following items will be used: The Danielson Framework, Depth of Knowledge,
- Time on Mondays will be designated for teacher team meetings and PD
- Current curriculum maps/pacing calendar
- Magnet Team and Cluster teachers programmed to provide support to classes with projects based learning

School General Supplies Funds are used to purchase materials to support projects based learning
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
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</table>

**Part 5 – Progress Monitoring**

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

- December - Teachers submit student project samples based on Informational Writing Unit
- March - Teachers submit student project samples based on Opinion Writing Unit
- May - Teachers submit student project samples based on Narrative Writing Unit

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

- The school will evaluate progress of teacher teams through formal and informal observations that focus on Danielson’s Domain 1E, (Designing Coherent Instruction), (Engaging students in Learning) Domain 3C

**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-Well Developed as per 2014-2015 Quality Review (3.4)

The school’s leadership, including teachers and administration, effectively communicate to staff through the sharing of promising teaching ideas by way of a strategy labeled “Pockets of Awesomeness.” This strategy is intended to help struggling teachers and encourage the implementation of new ideas, and promising practices of effective teaching.

- Teachers are given surveys at the beginning of the year and have a menu of options to select and participate in professional learning activities which best suit their professional learning needs.

- Administration meets with teachers to review elements of the Danielson Framework for Effective Teaching and have frequent cycles of observations with feedback for next steps as evidenced by the professional development calendar for the school year, walkthrough feedback and identifiable next steps to improve teaching and learning.

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.

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, 75% of teachers will effectively utilize PBL units to support best practices as they relate to Danielson’s 1A, 3b, 3c, and 3D. This will be evidenced by MOTP rating of effective or above.
### 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</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
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</table>
| • Preparation of R.A.C.E./(S). Portfolio including graphic organizer for:  
- R-Restate The Question as a statement  
- A-Answer The Question as an Inference  
- C-Cite Evidence from the text, picture or video  
- E-Explain Your Evidence  
- S-Sum it Up-Re-State the Central Message  
  
  Share the tools and expectations w/teachers  
  Distribute Notebooks, Graphic Organizers and Writing Paper  
  - Families are provided with R.A.C.E.S. tools and strategies to be informed of practices in their child's classroom via the P.S. 55 Handbook  
  
  Students are assessed via Scantron Performance Series (grades 2-5), and Fountas & Pinnell Levels (K-1) to determine baseline understanding in reading comprehension  
  
  Teachers and Students Implement R.A.C.E./(S) Strategies with students using texts, pictures and videos  
  
  Teachers confer with students using the R.A.C.E./(S) graphic organizers to evaluate student understanding of source documents and their ability to organize their thinking  | Teachers, Students Administration & Families | August 2017-September 2017 | Administrators and Teacher Teacher Teams |
| - Families are provided with R.A.C.E.S. tools and strategies to be informed of practices in their child's classroom via the P.S. 55 Handbook  | | | |
| Teachers and Students Implement R.A.C.E./(S) Strategies with students using texts, pictures and videos  
  Teachers confer with students using the R.A.C.E./(S) graphic organizers to evaluate student understanding of source documents and their ability to organize their thinking  | Teachers, Students Administration | October 2017-June 2018-ongoing | Administrators and Teacher Teacher Teams |
<table>
<thead>
<tr>
<th>Students use graphic organizers to prepare written responses via the R.A.C.E.S. platform</th>
<th>Teachers, Students &amp; Administration November 2017-May 2017 Administrators and Teacher Teacher Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers record student success with the R.A.C.E.S. data tracker</td>
<td></td>
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<tr>
<td>Administrators Review R.A.C.E.S. instruction via the Danielson Rubric</td>
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</tr>
<tr>
<td>Administrators Review R.A.C.E.S. data collection forms and student portfolios</td>
<td></td>
</tr>
<tr>
<td>● Vertical Team and Administrators review R.A.C.E.S. practices for coherence across grades</td>
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<tr>
<td>- Vertical team and administration identify classroom sites for best practices in the area of R.A.C.E.S.</td>
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<tr>
<td>- Administration sets up intervisitation for specific teachers to observe and share best practices</td>
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<tr>
<td>- R.A.C.E.S. Professional Learning groups are determined based on data collection to support small teacher learning groups (Via PD Mondays)</td>
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<tr>
<td>- Administrators Review R.A.C.E.S. instruction via the Danielson Rubric</td>
<td></td>
</tr>
<tr>
<td>- Administrators Review R.A.C.E.S. data collection forms and student portfolios</td>
<td></td>
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<tr>
<td>- Teachers will be provided to targeted feedback in relation to using assessments to gauge student understanding of R.A.C.E.S.</td>
<td></td>
</tr>
<tr>
<td>February Mid-Year Assessment students are assessed via Scantron Performance Series (grades 2-5), and Fountas &amp; Pinnel Levels (K-1) to determine growth in understanding of complex texts and reading comprehension</td>
<td></td>
</tr>
</tbody>
</table>
- Vertical Team and Administration will meet to make adjustments to R.A.C.E.S. protocols based on data collection.

- School Leadership team will conduct school walk throughs to observe and become better informed about R.A.C.E.S. practices and how to support students.

- School Newsletter will highlight the work students accomplish through using the R.A.C.E.S. strategy.

May/June—End of Year Assessment students are assessed via Scanntron Performance Series (grades 2-5), and Fountas & Pinnel Levels (K-1) to determine growth in understanding of complex texts and reading comprehension. Teachers, Students & Administration, May 2018—July 2018.

- Teachers will receive an end of year IPC meeting to address attainment of goal and next steps for the 2017-18 school year.

- Vertical Team and Administration will assess and adjust success of accomplishment of R.A.C.E.S. initiative.

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.

Parents received P.S. 55 Handbook in September—This tool outlines expectations for R.A.C.E.S.

Parents will receive a monthly newsletter regarding: Ways to promote R.A.C.E.S. initiative and literacy at home—Grade Liaisons PK-5.

Parents will review student R.A.C.E.S. portfolios with teachers during Parent Communication Tuesdays and during Parent Teacher Conferences.

Parents will be able to view success strategies to support R.A.C.E.S. via ps55q.com w/support videos (ongoing)—R. Mansdorf 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.

- Monday and Tuesday Professional Learning sessions

- Danielson’s Framework for Teaching Rubric

- Borough Field support services workshops
● Schedule inter-visitations.

- R.A.C.E.S. portfolios
- Safari Montage for Video support
- Google Drive to support pictures and inference
- Success Academy for students

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

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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<td>PTA Funded</td>
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<td>In Kind</td>
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<td>Other</td>
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Part 5 – Progress Monitoring

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

● Progress will be monitored through formal and informal observation (Measure of Teachers Practice- MOTP throughout the year)

● Looking at student work - R.A.C.E.S. portfolios

● Teacher reflection feedback during formal and informal observations

● End of year Summative meetings w/ratings in Domain 3D (Effective)

- Data and feedback from the vertical team will be used to update and revise strategies or school-wide initiatives

- Increase in student’s Scantron performance series as evidenced by +100 literacy

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

Progress will be monitored through formal and informal observation (Measure of Teachers Practice - MOTP) using Danielson’s Framework for Teaching

Scantron Performance series in literacy as evidenced by gains of +100
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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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</table>
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. | According to the 2014-15 Quality Review, “The school in collaboration with input from parents create a year-long calendar of Parent Workshops in response to a parent survey, which include, but are not limited to the following workshops for Learning Leaders, Mathematics and Literacy Workshops, which are held on subsequent Saturdays during the Fall.”
|                                                                                           | “Parent leaders are empowered to suggest, plan, organize and facilitate cultural events and activities, as well as facilitate the workshops based on their expertise and the needs of parents in the school community. Parents are familiarized and knowledgeable about the curriculum and academic expectations for their children, thereby strengthening the home school and connection.” QR (3.4) |
| 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. | “In addition, school leaders and staff effectively communicate high expectations that support the successful partnering with families to further student progress toward college and career readiness.” QR (1.1, 3.4) |

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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<tbody>
<tr>
<td>By June 2019, In order to support At-Risk students and their families, we will engage 75% of families with children who are At-Risk by supporting them in the recognition of learning gaps, providing tools, resources, extra-curricular activities</td>
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</table>

Strengths

- According to the 2014-15 Quality Review, “The school in collaboration with input from parents create a year-long calendar of Parent Workshops in response to a parent survey, which include, but are not limited to the following workshops for Learning Leaders, Mathematics and Literacy Workshops, which are held on subsequent Saturdays during the Fall.”

- “Parent leaders are empowered to suggest, plan, organize and facilitate cultural events and activities, as well as facilitate the workshops based on their expertise and the needs of parents in the school community. Parents are familiarized and knowledgeable about the curriculum and academic expectations for their children, thereby strengthening the home school and connection.” QR (3.4)

- “In addition, school leaders and staff effectively communicate high expectations that support the successful partnering with families to further student progress toward college and career readiness.” QR (1.1, 3.4)

Needs

- As per the 2015-16 Learning Environment, it was communicated that not enough that parents were invited to school to view/observe everyday instruction (40%).
as well as checkpoints and parent learning events to ensure that all At-Risk students are provided with the necessary supports in order to close the achievement gap as evidenced by 5% reduction in students retained in grades K-2.
### 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>
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<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<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>

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and Students</td>
<td>September 2017-October 2017</td>
<td>Teachers and Parent Coordinator</td>
</tr>
</tbody>
</table>

Parents are invited to an Open House one day prior to the actual start of school to meet the classroom teacher and drop-off supplies.

Beginning of the school year, parents meet the teacher and drop off supplies. P.S. 55 invites all families to come to school to meet their child's teacher and drop off supplies prior to the start of school. This establishes clear organization to enable us to start school in a clear and organized fashion. Parents and Students know where to go and what to do prior to school starting. This alleviates much of the fear and concern for both students and families.

During our September and October PTA meetings, parents are provided with the following resources:

- The Academic Family calendar provides families with all of the important events needed to be prepared for for the entire school year.
- Monthly Mystery Readers in each class grades PK-5 provides families with an opportunity to connect with their child's class, teacher and the curriculum.
- Parent Handbook that outlines the school's instructional focus and other procedures (i.e. lunch, trips, parent communication, contact numbers, etc.)
- Newsletters are created by teachers on each grade provides a window into the curriculum for families to be abreast of the work being prepared by teachers and students (quarterly)

- 15 Minute scheduled Parent Teacher Conferences for Fall and Spring. P.S. 55 utilizes the parent communication time to provide professionally scheduled Parent Teacher Conferences, every Tuesday beginning in October. These conferences are scheduled during our beginning of the year curriculum overview and establishes clear routines for how we should speak about student progress

- Guidance Counselor and Parent Coordinator conduct Middle School workshops to inform parents of the Middle School Application Process and schedule visits to neighboring middle schools that parents are interested in. The PC schedules the visits and attends with parents. They also assist in the completion of the application.

- The Family Fun Days/ Learning Series. P.S. 55 uses the Parent Communication time on Tuesdays to bring families into our school and help them feel more welcomed in engaging workshops (i.e Zumba, quilt making, athletics and etc.)

- Each grade is designated a month which is denoted on the year-long family calendar. Each grade is given the option of having their event in the evening for parents in lieu of a Tuesday afternoon

- SLT team will conduct parent walk-throughs with the PC to identify school practices and expectations with parents in order to provide a clearer understanding instruction in our building

- Parent coordinator will begin a "Schools Mothers" Program designed to assist classroom teachers in lower grades as well as becoming resources

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Parties</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletters</td>
<td>Teachers</td>
<td>October 2017 - November 2017</td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td></td>
<td></td>
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<tr>
<td>Middle School workshops</td>
<td>Guidance Counselor and Parent Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Fun Days/ Learning Series</td>
<td>Parents and Teachers</td>
<td>December 2017 - May 2018</td>
<td></td>
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<tr>
<td>Each grade designated a month</td>
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<tr>
<td>SLT team parent walk-throughs</td>
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</tbody>
</table>
Parents will be encouraged to provide feedback to teachers and insights in supporting their child. Translators will be made available, when necessary.

Parents will be encouraged to provide feedback to teachers and insights in supporting their child through our Global Connect automated parent survey.

| Parents | June 2018 | Administration |

### 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.

The Samuel Field Y after-school program provides a valuable service to our families. This program is year long. It provides after-school care for students in grades K-5 from 2:40-6:00 pm. The program is both recreational and Academic. There is also a summer camp component. All of this is free for approximately 120 students.

### 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.

Blackboard Connect, Classroom Dojo, Calendars, Newsletters and Parent Handbook and Mystery Reader Fridays.

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

### Part 5 – Progress Monitoring

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

The following will be evaluated to determine success and progress:

- Learning Environment Survey
- Workshop Reflections
- Attendance sheets

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

- Learning Environment Survey
- Feedback from telephone survey through Blackboard Connect (percentage of responses)
**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)** | • Benchmark Assessments  
• Scantron ELA Assessment Data | • Shared reading  
• Shared writing  
• Guided Reading  
• Use of complex text (non-fiction)  
• Repeated readings  
Imagin Learning | We support At-risk learners with:  
• Fundations K and 1 (small group)  
• Voyager for grades 2 and 3 (small group)  
• Achieve3000 for grades 4 and 5 (small group instruction)  
• ELL students through an early morning Title 3 program utilizing Imagine Learning (small group instruction) | During the school day on Wednesdays – Fridays for 40min |
| **Mathematics** | • Go Math Beginning, Mid and End Year Assessments,  
• Scantron Math Assessment Data | • Problem solving strategies  
• Mathematical practices  
• Go Math Personal Trainer | We support At-risk learners with:  
Chess Club (Enrichment) with our math/science cluster teacher  
Go Math RTI components through small group tutorials. | • Morning 1X a week on Wednesday beginning in January  
During the school day on Wednesdays – Fridays for 40min |
<p>| <strong>Science</strong> | • Scantron Assessment Data | • Use of complex text (non-fiction in the content area) | Achieve3000 for grades 4 and 5 (small group instruction) | During the school day on Wednesdays – Fridays for 40min |</p>
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>● Repeated readings Questioning and respond to text</th>
<th>● Use of complex text (non-fiction in the content area)</th>
<th>Achieve3000 for grades 4 and 5 (small group instruction)</th>
<th>During the school day on Wednesdays – Fridays for 40min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Scantron Assessment Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>● Pupil Personnel Team recommendations</td>
<td>At-risk counseling provided by:</td>
<td>School-Community service and dealing with social-emotional that impact learning</td>
<td>During the school day on Wednesdays – Fridays for 30min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Guidance counselor</td>
<td>● 1 to 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● School psychologist</td>
<td>Small groups of 3-5 students, depending on needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Social Worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Social Studies**
- ● Repeated readings
- Questioning and respond to text

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**
- ● Pupil Personnel Team recommendations
- At-risk counseling provided by:
  - ● Guidance counselor
  - ● School psychologist
  - ● Social Worker

**Achieve3000** for grades 4 and 5 (small group instruction)

During the school day on Wednesdays – Fridays for 40min
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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>We currently have 4 children in temporary housing</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>For our students in temporary we plan for the following:</td>
<td></td>
</tr>
<tr>
<td>- Counseling (student and parents)</td>
<td></td>
</tr>
<tr>
<td>- in-house instructional workshop for parents</td>
<td></td>
</tr>
<tr>
<td>- RTI or At-risk services, whenever applicable</td>
<td></td>
</tr>
<tr>
<td>- Social worker outreach</td>
<td></td>
</tr>
<tr>
<td>- Purchasing of supplies</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Schoolwide Program (SWP)</td>
<td>Targeted Assistance (TA) Schools</td>
</tr>
</tbody>
</table>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

- Teachers collaborate on grades and are supported in their planning and delivery of lessons (teacher teams)
- Collaboration with Human Resources to fill leave replacements/vacancies
- Inter-visitations
- Study groups (when applicable)
- Continued work on “Pockets of Awesomeness” which highlights expectations and best practices (updates are ongoing)

#### 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).

- In-house and off-site Professional Development
  - Inter-visitations
  - Teacher development plans aligned to Danielson Framework for Teaching (ADVANCE) Sept. 2017- June 2018
  - Professional Development Calendars (monthly)
  - Professional Development committee to disseminate information and update Professional Development plan (Twice a month)
  - Study groups (when applicable)

### Part 3: TA Schools Only
### 3a. Use of Program Resources

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

\[ n/a \]

### 3b. TA Coordination with the Regular Program

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

\[ n/a \]

---

### Part 4: SWP Schools Only

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

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

Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration and teachers. Parent engagement involves the sharing of goals, curriculum and instructional methods/strategies. Home/school links with parents will allow parents of students to become more familiarized and comfortable with the curriculum and academic expectations for their children. This accomplished through the following:

- Open houses
- Blackboard Connect communication system
- Multicultural Dinner: Evening November
- Family Craft Night: May 2018
- Book Fair: November & March

The needs of the parents are also evaluated by the school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies, when applicable.

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The P.S. 55 MOSL Team met to discuss and made decisions in regards to the new Teacher Evaluation and Development System. Under the Education Law 3020.AC, we have been charged with making decisions in regards to the local measures of student learning for our school. The local measures of student learning will comprise 20% of the Teacher Evaluation and Development System.

After careful review, we have decided to recommend to you that the default option is what would be an appropriate fit for our school. We have made this determination based on several different factors. The default option is an appropriate fit for our school because its guiding principles make sense for both our teachers and our students. First, the default option is feasible and can be implemented without burden. It allows us to use the systems that we already have in place. Some of those systems are CAFÉ, and VOICES. In addition, it is fair because it does not disadvantage our educators based on the population that we serve. It also allows for a shared responsibility on the part of all of the educators. The default option allows for a school wide approach where all of the teachers are working together towards a shared instructional focus. This option also allows for transparency and everyone in grades K-5 is held accountable to obtain and implement the common core.

Furthermore, this model does not introduce new work to our school. We considered the fact that our school would continue the use of and Go Math. We will also be rooting targeted feedback to teachers within Danielson’s Framework. This model compares student performance to other similar student’s performance across the district to calculate growth and gives teachers credit for exceeding predicted growth.

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 (Refer to Galaxy for school allocation amounts)</th>
<th>Verify with 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>Place an (X) in Column B</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$217,900</td>
<td>x</td>
<td>sections 5 and 8</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>x</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200</td>
<td>x</td>
<td>section 8</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>x</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,605,008</td>
<td>x</td>
<td>section 5</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 55Q, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 55Q will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

---

**School-Parent Compact (SPC)**

P.S. 55Q, 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:

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

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

Support home-school relationships and improve communication by:

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

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
</tbody>
</table>

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

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

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

● supporting parental involvement activities as requested by parents;

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

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

- Attend school regularly and arrive on time;
● Complete my homework and submit all assignments on time;

● Follow the school rules and be responsible for my actions;

● Show respect for myself, other people and property;

● Try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒ conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

| The direct instruction component of the program will consist of (check all that apply): | | |
| ☒ Before school | ☒ After school | ☐ Saturday academy |
| | | |
| Total # of ELLs to be served: _____ |
| Grades to be served by this program (check all that apply): | | |
| ☒ K | ☒ 1 | ☒ 2 | ☒ 3 | ☒ 4 | ☒ 5 |
| ☒ 6 | ☒ 7 | ☒ 8 | ☒ 9 | ☒ 10 | ☒ 11 | ☒ 12 |
| Total # of teachers in this program: _____ |
| # of certified ESL/Bilingual teachers: _____ |
| # of content area teachers: _____ |

2018-19 CEP
**Part B: Direct Instruction Supplemental Program Information**

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

Begin description here: ______

After reviewing the Progress Report, Learning Environment Survey, Standardized Test Data and NYSESLAT results, it was determined that our ENL population performed significantly lower in the area of Mathematics and Literacy due to the increasing demand for Literacy (i.e. complexity of text), problem solving and process writing in Mathematics.

Students must be skilled in using at least the basic language of Mathematics where everyday words take on different meanings (i.e. table). Therefore, by linking the CCLS with instructional strategies (differentiated instruction, Workshop Model, inquiry and investigative problem solving) and coupled with a research based on second-language acquisition, we can better target the specific needs of our test-taking ENL population.

A focal point of the Title III instruction is to provide language development through Imagine Learning software Before school (7:30-8:15) and After school (3:00-4:20) Tuesday through Thursday involving students in Kg.-5 beginning Tuesday October 2nd. and ending on Tuesday June 3rd. for a total of 92 sessions. The early morning and after school programs will run 3 days a week, Tuesday through Thursday. The 2 certified ENL and 2 licensed common branch teachers, either morning or afternoon, will provide a team approach to ensure that Entering and Emerging levels ENLs are receiving support from all four. An ENL teacher will be providing strategies for language acquisition with a group (i.e. entering) while the content specialist, common branch teacher, will work with the other (i.e. emerging). Groups will switch on alternate sessions to ensure a well rounded learning experience. Instruction is geared around the following objectives:

- Vocabulary development/fluency and comprehension.
- Test sophistication skills/targeted support.
- Literacy based activities in English with reinforcement prompts in their native tongue for language support.
- Articulation exercises in English with native language support for encouragement and reinforcement.
- Activity based lessons at the end of every section for positive reinforcement.
- Content area and discussion.
- Immersion in content through multimedia.

The following instructional materials will be used to support instruction of students and were purchased with Title III funds

- 80 licenses for Imagine Learning software (CCLS aligned computer software designed to promote skill in grammar, phonics, vocabulary, syntax and reading comprehension for Entering and Emergent ENLs)

The following personnel will be used to facilitate the program using Title III funds.
Part B: Direct Instruction Supplemental Program Information

--Per-session employment for four teachers @ 60.65 for 92 session 3 days a week for 45min in the morning and 1.5 hrs in the afternoon (per-session will be supplemented with magnets' monies)

The following materials were purchased to support this program not included in the Title III allocation

--ENL strategies workbooks- NYSESLAT funds
--My Talking Dictionary(interactive software designed to reinforce am ENL student's native language as well as second language(English)-Free
--Graphic organizers-R.A.C.E.S.
--PBL units of study
--Safari Montage-TL funding

Indicators of success:

--Bi-weekly professional development for instructors to review student work, progress and to determine next teaching steps for the program and to disseminate tends to classroom teachers. Every 4-6 weeks Monday afternoons, as per UFT contract regarding professional development times.

--Monitoring and recording of student achievement to set goals

--students who participate in this program will demonstrate gains in scale scores and within performance levels on the ELA, Mathematics, and move from entering/emergent to transition/expanding in terms of the NYSESLAT assessment.

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:

Professional development initiatives at P.S. 55 Magnet School are as follows:

Common branch and special education teachers from grades Kg.-5 are included in these professional development session at this time because a large population of our ENL students are in the lower grades.

These workshops are primarily focused on Literacy strategies for ENL students. It is expected that teachers utilize and implement these techniques within all content area work. The workshops are to familiarize teachers with the ENL mandates for both Literacy and Mathematics. Samples of these PD's are but not limited to: Text Structured Signal Questions and Nested academic Words, Instructional Scaffolds, Questioning, Problems and Solutions, Bridging Knowledge,
Part C: Professional Development

Academic Language, etc... Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:
--Time provided for collaboration between classroom teachers and ENL teachers, as per UFT contract
--Instruction on use/incorporation of Technology for ENL students.
--Analyzing ENL interim assessments to better drive instruction.
--Language Acquisition Development workshops provided by QFSBC.

Frequency: 2 x a week during scheduled common planning time
Supported by: C. Azevedo ENL teacher.

Indicators of success:
--Effective use of common planning time.
--Increase of teacher proficiency in data analysis.
--Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic grouping.
--Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis.
--Increase in student achievement across all levels as students receive instruction as a result of looking at student work.
--Development of lessons and activities that scaffold vocabulary in preparation for reading
--Development of systems to support understanding and engaging students in discussion
--Development of activities that support Academic Language Acquisition.

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: ____

Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration and ENL teacher. Parent engagement involves the sharing of goals, curriculum and instructional methods/strategies.

Home/school links with parents will allow parents of ENL students to become more familiarized and comfortable with the curriculum and academic expectations for their children.

Translated version of fliers and general information will be made using the RBPL function in ATS to identify home language. This information will be used in conjunction with our
Part D: Parental Engagement Activities

Blackboard dialing system which makes telephone calls to parents to inform them of on-going school activities in their native language.

Activities that take place to involve parents are as follow:
--Open school week: Sept. 2018
--Go Math parent workshop: Oct. 2018
--Middle School application process: Nov. 2018
--Multicultural dinner: Nov. 2018
--Title III Parent Immigrant program: Jan. 2019 - May 2019
--Family craft night: May 2019
--Parent workshops/activities throughout the school calendar year (scheduled during PTA meetings every 3rd Thursday of the month beginning Oct.)

Parent Coordinator surveys parents' needs regarding understanding the curriculum and instructional approach in order to do the following:
--Create a year-long calendar of Parent Workshops in response to Parent Survey.
--Emphasize the importance of utilizing technology to support student targeted practice at home.
--Support the role of the class parents, to assist in coordination of classroom activities, sharing of information with parents and encourage participation.
--The needs of the parents are also evaluated by the school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Telephone translation services as well as in person translation services are made available through Title I and III translation monies, whenever applicable.

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>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>• High quality staff and curriculum</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>
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<tr>
<td>---------------------------------------------</td>
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<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>28</th>
<th>Borough</th>
<th>Queens</th>
<th>School Number</th>
<th>055</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>The Maure School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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.

| Principal | Ralph Honore | Assistant Principal | Marc Slippen |
| Coach | type here | Coach | type here |
| ENL (English as a New Language)/Bilingual Teacher | Yoon Lee | School Counselor | Frank Diaz |
| Teacher/Subject Area | type here | Parent | type here |
| Teacher/Subject Area | type here | Parent Coordinator | Darlene Prunty |
| Related-Service Provider | type here | Field Support Center Staff Member | type here |
| Superintendent | type here | Other (Name and Title) | type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| Total number of students in school (excluding pre-K) | 475 |
| Total number of ELLs | 55 |
| ELLs as share of total student population (%) | 11.58% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

   After reviewing the Standardized Test Data, Computer Adaptative Assessments, Fountas and Pinnell and NYSESLAT results, it was determined that our ENL population in testing grades 3-5 continually perform better in the area of mathematics than in literacy. The benchmarks are derived from the researched based literacy and mathematics programs that are aligned to Fountas and Pinnell and the CCLS.

   The insight provided from these results are as follows: 1) We must provide common planning time for collaboration between classroom teachers and the ENL provider to identify specific linguistic and academic difficulties of individual students. 2) We must select themes for interdisciplinary units using the Balanced Literacy Workshop Model to increase differentiated instructional strategies and to increase accountable talk. Increasing accountable talk will build the confidence and support that ENLs need to feel comfortable to speak and participate in their everyday classroom environments. 3) Increase classroom libraries in native languages and in multicultural books in order for the students to be exposed to all cultures and have a
diversified learning environment. 4) We should have a more concerted effort in adapting written materials into the appropriate language for parents and students. 5) We must increase the use of hands on instruction in math, science and technology. Reason being, that visuals enhance learning methodologies and ENLs will have a better recollection by using "hands on" teaching strategies. 6) We must increase parental involvement in their children's school work, as well as homework and extra help through workshops. Parents should be aware that regardless of their language deficiencies there are methods and strategies that can be used to become more involved with their child's education. 7) We must increase the writing instructional expectations for responses to literature and narrative writing in grades K-2 and for Opinion/Argument writing in grades 3-5. By raising the bar and pushing the children to think at higher levels, will only benefit the students by helping them to use language that will strengthen their writing pieces and also build on their current vocabulary. This will also help ENLs by allowing them to interchange words and create bigger and better sentence structures. 8) We must increase the use of portfolio assessments, rubrics and observations that are aligned with ENL standards, when deemed appropriate. 9) Finally, start looking more closely at student work to set clear expectations and performance based outcomes.

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

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

   We are able to evaluate the success of our ENLs by using the NYSESLAT reports in order to see the progress the students have made from the prior year, we also are able to evaluate student progress throughout the year by teacher observations, through communication, unit test, Computer Adaptative Assessments, Benchmarking and looking student work.

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

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and Rti Guide for Teachers of ELLs.]

   Using NYSESLAT reports such as the modality reports, teacher observations and student work we are able to gauge and target specific areas of need in order for RTI personel to be able to focus on those concentrated areas of need. Students are generally serviced for 30min a day 2-3 times a week.

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].)

   Even though there are no trackable patterns based on the NYSITELL, the information does show that a majority of the ENLs come from lower grades as opposed to the upper grades. By using the NYSESLAT Modality Reports we are able to utilize this data to see what area(s) that the ENLs are struggling and stagnant in and therefore we are able to build upon and teach into to help continue the growth in proficiency levels of all our ENLs.

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

---

**Part IV: ELL Programming**

**Programming and Scheduling Information**

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

a. Freestanding ENL program.
The program model used to deliver content area instruction to ENL at PS 55 is the Free Standing model. If and when requested, (based upon student enrollment) the dual language model is made available. Delivery of instruction in the push in model is primarily in English. ReadyGen and Go Math are the primary source of curriculum used at PS 55. Each has tools and components that provide strategies for success of ENL students. The ESL teacher and the classroom teacher use the parallel teaching method for whole class and small group instruction. The parallel teaching method provides better targeted introduction for individual students as teachers are able to plan for multiple entry points, which allows for successful access to complex texts. Methods and strategies include:

- Teaching through informational text
- Scaffolding for difficulties presented by informational text
- Close Reading: Giving students less text to read in order to allow students to re-read text for accuracy and comprehension
- Looking for nuances within the text
- Facilitating evidence based discussion
- Encouraging students to recognize word relationships (comprehension of tense, word meanings, syntax)

During instruction the ENL teacher offers picture support, translation (when applicable), delivers and reinforces the aforementioned methods to ensure fluid language acquisition.

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

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

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

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 program model used to deliver content area instruction to ENL at PS 55 is the Free Standing model. If and when requested, (based upon student enrollment) the dual language model is made available. Delivery of instruction in the push in model is primarily in English. ReadyGen and Go Math are the primary source of curriculum used at PS 55. Each has tools and components that provide strategies for success of ELL students. The ENL teacher and the classroom teacher use the parallel teaching method for whole class and small group instruction. The parallel teaching method provides better targeted introduction for individual students as teachers are able to plan for multiple entry points, which allows for successful access to complex texts. Methods and strategies include:

   - Teaching through informational text
   - Scaffolding for difficulties presented by informational text
- Close Reading: Giving students less text to read in order to allow students to re-read text for accuracy and comprehension
  - Looking for nuances within the text
  - Facilitating evidence based discussion
  - Encouraging students to recognize word relationships (comprehension of tense, word meanings, syntax)

During instruction the ESL teacher offers picture support, translation (when applicable), delivers and reinforces the aforementioned methods to ensure fluid language acquisition.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   The majority of P.S. 55 ENL students are in between the ages of 5 and 7. Whereas many speak their native language very few can read or write it. For students in the upper grades, translated versions of standardized testing are acquired when applicable.

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

Teachers alongside with the ESL teacher provide differentiated instruction as needed, small group instruction, use of various scaffolds. Students always receive extra support from the ESL teacher even after students test proficient they are aware that they can always come for extra help and support from the ESL teacher.

A. SIFE:
   Assess students’ prior knowledge in content areas. Based upon the data, teachers scaffold content area lessons and provide extra support such as pictures, tables, charts, and graphs. Additionally, teacher’s frontload content area vocabulary and use supplementary materials that are available for the content area subject matter.

B. New ELL’s (Less than three years)
   Ell’s receive differentiated instruction, extra supports, visuals, RTI, small group instruction, translation when needed, and scaffolds during lessons. ESL and classroom teacher plan strategically using the NYSESLAT test to encourage students to be vocal in the classroom setting.

C. ELL’s (four-six years)
   Teachers use the NYSESLAT data to target modalities that ELL’s are weakest in or showing a lack of growth in and focus on various strategies domain to each modality, to help the ELL’s in the content areas. This promotes students’ abilities and skills so they are eventually successful at testing proficient and/or showing progression throughout the year.

D. Long Term ELL’s (6+ years)

   (THE MAJORITY OF THESE STUDENTS ARE SWD’s AND TEST WELL IN ALL MODALITIES EXCEPT FOR WRITING WHICH IS THE CAUSE OF THESE STUDENTS FAILING TO TEST PROFICIENT)
   Usually SWD’s work with the teacher using graphic organizers, various scaffolds, and as specific areas of need are targeted.

E. Former ELL’s (1 and 2 years after testing proficient)

   Students receive continued support from the ESL teacher, who works alongside the classroom teacher, in areas of weakness to strengthen their skills. ELL’s are firmly trained in the use of graphic organizers, and teacher’s frontload vocabulary, as well as break down complex text. ADDITIONALLY FORMER ELL’S continue to receive testing accommodations.
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional strategies used by teachers are as follows: Picture support, Imagine Learning program, Tiered vocabulary, small group instruction and graphic organizers to name a few. Also note that content area studies are embedded in everyday units of study as well.

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?

The school supports ELL-SWD in achieving their IEP goals through the following:

- Scheduled block of time for Voyager or Achieve 3000 (researched based program).
- Scheduled push in by service providers in order to provide targeted small group instruction.
- Cooperative planning time
- Benchmark review of progress based on scantron, running records and classwork
- The use of tiered systemic vocabulary

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.

Targeted before-school instruction will begin with the students in grades 1-5. These students will be identified and participate in a before school instructional program. These students are identified based on their assessment data (standardized scores, classroom observations, teacher estimate, running records etc...). Certain benchmarks are listed for students based on NYSESLAT, CAA (Computer Adaptive Assessments), and student work in ENL. Students may also be offered the morning program, AIS and SETSS. Students will participate in a small instructional group four times a week for approximately 30 minutes each day. The program will run from November through June and the frequency will be 4 times/week @ 30 minutes a day Monday through Thursday supported by the ENL and a common branches teacher.

Indicators of Success:

- Creation of small (no more than 15 students) instructional groups based on student performance data
- Targeted focused instruction (utilizing a formalized program and supplementary materials) informed by student data in ELA and Math
- Monthly professional development for instructor to review student work, progress and to determine next teaching steps
- Monitoring and recording of student achievement to set goals
- Students who participate in this program will evidence gains in scale scores and within performance levels on the ELA, Math, and NYSESLAT assessments.

Targeted after school instruction will consist of boys and girls in testing grades 3-5 who are in the lowest third. These students will receive small group instruction with additional support in ELA and Math. Key strategies and problem solving skills are addressed. Students who participate in this small group instruction will meet 2 times a week for 2 hours at a time. Addressing specific areas of need will provide our students with the necessary problem solving, comprehension and higher level thinking skills needed to accel on the NYS assessments. Alignment of instructional resources with school-wide goals to increase student performance on the ELA assessment will be on going and supported by the Instructional Team (Administration/NSS Early Childhood Coordinator), and classroom teachers.

Students who need transitional support will continue to receive services until they become proficient on the NYSESLAT. The needs of these students are derived from the NYSESLAT modality reports such as; RNMR, RLAT and RMSR, where targeted need areas can be pointed out and then addressed. Specific areas where students are lagging in will focused on in order to move the ELL’s to proficient status on the NYSESLAT.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We have considered the following programs and changes:
* Tiered classes for ESL students
* Tiered vocabulary and idomatic phrases program
* Push-in model with increased frequency
* Use of Imagine Learning and MYON program

10. If you had a bilingual program, what was the reason you closed it?
ENLs will only discontinue services if they test out of the spring NYSESLAT and test proficient in all areas. All ENLs are afforded equal access to all school programs whether general education or special education. These students participate in all subject areas such as; math, ELA, cultural studies, reading center, science, art, gym, etc... Technology is also provided to ENLs through the use of Imagine Learning software and during open access time in the computer lab. The Imagine Learning program is used during the morning program, and by certain classroom teachers.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Native language support is only provided in spanish only and it is used for beginner and struggling ELL's as added support while learning content area academia. All services correspond to ENLs ages and grade levels by the use of the NYSESLAT and state curriculum. We currently do not offer language elective to ELLs. Additional independent reading resources (leveled by genre, and content based) have been purchased for classroom libraries to support students as they become fluent readers. Additional teaching resources (mentor texts and read alouds texts) have been purchased to support each of the units of study in Reading and Writing workshop.

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.
The following instructional materials are used to support instruction for ENL students:
- Graphic Organizers
- Imagine Learning (CCLS aligned computer software designed to promote skills in grammar, phonics, vocabulary, and syntax for beginner and intermediate ENLs)
- Wordly Wise (workbook, with webpage extensions, designed to reinforce lessons in vocabulary and grammar)
- Voyager: “Ticket to Read” (computer software used to develop fluency accuracy and deeper comprehension)
- Go Math (CCLS aligned)
- My Talking Dictionary (interactive software designed to reinforce an ENL students’ native language as well as second language [English]).

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Translation services are provided when necessary. Additionally, students are supported by being paired with a peer who speaks a common language. The ENL teacher provides ENLs with interactive bilingual dictionaries, and instructs on the use of a Thesaurus. Teachers also provide bilingual flashcards with picture support.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Based upon the curriculum, age appropriate resources are distributed to teachers to ensure that each of our ENL students increase their proficiency levels and abilities in every area of the four modalities.

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?
The following instructional materials are used to support instruction for ENL students:
- Graphic Organizers
- Imagine Learning (CCLS aligned computer software designed to promote skills in grammar, phonics, vocabulary, and syntax for beginner and intermediate ENLs)
- Wordly Wise (workbook, with webpage extensions, designed to reinforce lessons in vocabulary and grammar)
- Voyager: “Ticket to Read” (computer software used to develop fluency accuracy and deeper comprehension)
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).

P.S. 55 conducts various parent orientations, workshops, and our annual Multi-Cultural dinner. Additionally the ENL teacher conducts a morning program which operates Monday-Thursday from 7:45 to 8:15 am, from November to June. This program gives extra support to beginners ENLs who are new to the school, as well as provides a platform by which former ENLs remain connected. We now need to consider activities for our newly enrolled ENLs more so for our incoming kindergarten (ie: Turning 5 cases)

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)?

Paste response to question here:

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Professional Development and Support for School Staff

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

Professional Development initiatives have already been implemented at PSS5. All common branch and special education teachers are included during these professional development workshops. These workshops are primarily for Literacy strategies for LEP students and for teachers to be able to utilize and implement these techniques with all content area work. The workshops are to familiarize teachers with the ENL mandates for Literacy and Mathematics. Samples of these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questions, Problems and Solutions, Bridging Knowledge, Academic Language and etc.. Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

-- Time provided for collaboration between classroom teachers and ESL teachers
-- Instruction on use/incorporation of Technology for ENL students
-- Adapting written materials into appropriate language for students and parents
-- If budget allows, outside consultation and/or in-service consultation will be provided
-- Language Acquisition Development workshops provided by QBSF

We have begun to examine the individual needs of students by looking at teacher’s assessment data, IEP’s, classroom observations, and running records to determine special needs students in this subgroup who would benefit from mainstreamed ELA instruction.

Indicators of Success:
-- Creation of a mainstreaming committee consisting of related service providers, administrators, and classroom teachers
who will assess each child considered for mainstreaming and support that student’s transition to a general education environment and maintain data on the student’s progress and achievement.

- An increase of peer discussions between the general education and the special education teachers regarding curriculum, individual student progress and instructional approaches.
- Professional development opportunities for all classroom teachers to provide them with instruction in using data gathered. All teachers are proficient at collecting data, but some need to understand how to look at the data they have gathered in order to form flexible groups in which they utilize a variety of instructional strategies and differentiate student learning processes.
- Alter scheduling to include additional common preparation periods by grade, to ensure that classroom teachers understand and facilitate various teaching strategies and best practices.
- Increase use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups etc...).

When: All school year  
Frequency: Daily  
Supported by: Classroom Teachers and Instructional Cabinet

Indicators of Success:
- More effective use of common planning time
- An increase in the percentage of special needs students whose programs are altered to move them into a less restrictive environment (mainstreaming), in which their academic needs are more efficiently met
- More standardized, cohesive methods and/or systems of data collection that is evident across all grades
- Teacher proficiency increase in data analysis
- Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic groups
- Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis
- Data derived from Imagine Learning data base
- Increase in student achievement across all levels as students receive instruction as a result of looking at student work

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

As ELLs transition from one school year to the other they will receive support by the guidance counselor who will discuss concerns, issues and reach out to the new school in order to make the transition as easy and as comfortable as possible for ELL students and parents. ELL training for all staff is conducted throughout the course of the year through faculty conferences, professional development in the beginning of the year and carried on during monthly scheduled P.D.s as well (ie: Scaffolding Close Reading of Complex Texts, Gradients in Complexity of Informational Texts, Reading for Purpose and Meaning, Core Instructional Focus and etc...). Records are maintained through the use of sign in logs and agendas.

As per UFT contract, all pedagogues receive PD during the 150 minutes allocated on Mondays and Tuesdays. All PD activities are logged with next steps.

## 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?

- Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach
- Creating a year long calendar of Parent Workshops in response to Parent Survey
- Emphasizing the importance of utilizing technology to support student targeted practice at home (Interim Assessments, etc...)
The role of the class parent will be to assist in coordination of class activities, share information with parents and encourage participation in parent workshops.

Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Improvement in sharing the goals of curriculum, instructional methods/strategies, home/school links with parents will allow parents of ELL students to become more familiarized and comfortable with the curriculum and academic expectations for their children. Activities that take place to involve parents are Cultural Awareness day, Multicultural Dinner, Family Craft Night and workshops geared towards helping their child get ready for the state exams. Parents are also utilized throughout the year on our lower grades. We also have GED and ESL classes that take place in the building throughout the week.

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, Ralph K Honore, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ralph Honore</td>
<td>Principal</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Marc Slippen</td>
<td>Assistant Principal</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Darlene Prunty</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Yoon Lee</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 28Q055  School Name: The MaureSchool  Superintendent: M. Sarduy

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>Claudia</td>
<td>Azevedo</td>
<td>ENL</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Denise</td>
<td>Rea</td>
<td>Parent Coord.</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.

P.S. 55 is a Title 1 school located in District 28 in the Richmond Hill section of Queens. Our school is made up of approximately 509 children from Pre-K to Grade 5. P.S. 55 currently serves an ENL population of approximately 68 students in grade K-5. PS 55 has a Free Standing English as a Second Language program that emphasizes English language acquisition through the areas of listening, speaking, reading and writing.

The home languages of the majority of these students are Punjabi and Spanish. We have had a small influx of various languages such as Urdu, Hindi, French Creole, Arabic and Bengali. Our students are identified through the use of HLIS, NYSITELL and NYSESLAT. They are serviced according to the guidelines established by CR Part 154. Identification of students new to the program is conducted as follows: All new admits are processed through the pupil accounting secretary and the assistance of a licensed pedagogue (ENL teacher). The licensed pedagogue conducts an informal interview by asking questions such as: previous schooling, new to the NYC public school.
system, if the family speaks another language, etc... If they are new to the DOE, they are required to fill out a Parent Survey. A computer generated memo is also printed out and cross referenced with the new admit slips printed out by ATS to make sure that newly admitted students who are eligible to take the NYSITELL are tested within the 10 day period. The ENL teacher then administers the NYSITELL and if Spanish speaking students score below cut scores on the NYSITELL they are administered the Spanish NYSITELL. Once the scores are determined from the NYSITELL, the ENL teacher contacts the parent to invite them to Parent Orientation in which they discuss appropriate placement and alternative programs and their implications. Finally, any ENL students who have not made adequate yearly progress determined by the NYSES/LAT and ATS reports such as: RNMR, RLAT, and RMSR are discussed during our monthly PPT meeting in consultation with the ENL teacher to determine whether it is a language problem or a processing issue.

A parent’s preferred language for communication is determined primarily by the Home Language Survey and confirmed after an initial informal interview with the ENL teacher. This information is used to determine the language by which the Parent Orientation will be presented in. It is during this initial meeting with parents that the level of translation support needed is determined.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>580</td>
<td>81.12</td>
<td>574</td>
<td>81.04</td>
</tr>
<tr>
<td>Spanish</td>
<td>50</td>
<td>6.99</td>
<td>54</td>
<td>7.55</td>
</tr>
<tr>
<td>Punjabi</td>
<td>51</td>
<td>7.13</td>
<td>50</td>
<td>6.99</td>
</tr>
<tr>
<td>Bengali,</td>
<td>10</td>
<td>1.4</td>
<td>12</td>
<td>1.68</td>
</tr>
<tr>
<td>Hindi</td>
<td>11</td>
<td>1.54</td>
<td>12</td>
<td>1.68</td>
</tr>
<tr>
<td>Urdu</td>
<td>7</td>
<td>0.98</td>
<td>7</td>
<td>0.98</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>Dept. of Ed notices, special notices and report cards</td>
<td>Monthly and 11/18, 3/19 and 6/19 (for report cards)</td>
<td>-Use of translated versions of letters provided by DOE and ATS using preferred lang as identified by HLIS. Use of staff or parents, when necessary. If there is a language not covered, then the vendor &quot;The Big World&quot; will be utilized.</td>
</tr>
<tr>
<td>ENL orientation letters</td>
<td>as needed</td>
<td>-Use of translated versions of letters provided by DOE and ATS preferred lang as identified by HLIS.</td>
</tr>
<tr>
<td>Dentist Program (SMILES NYC)</td>
<td>10/18</td>
<td>-Use of translation services provided by DOE by sending documents that need to be translated out 2 weeks prior. Upon receipt, the information is disseminated in both English and the preferred language of the family. Use of staff or parents, when necessary.</td>
</tr>
<tr>
<td>Grade level newsletters &amp; PTA notifications</td>
<td>Monthly beginning in Sept 9/18</td>
<td>-Use of translation services provided by DOE by sending documents that need to be translated out 2 weeks prior. Upon receipt, the information is disseminated in both English and the preferred language of the family. Blackboard Connect, telephone system, translates messages into the home language identified in ATS, as per the HLIS.</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/Teacher conferences</td>
<td>9/18, 11/18, 3/19 and 5/19</td>
<td>-Use of over-the-phone translation services.</td>
</tr>
</tbody>
</table>
Blackboard Connect, telephone system, translates messages into the home language identified in ATS, as per the HLIS

| English New Learner Parent Engagement Program | Spring 2019 | -Use of over-the-phone translation services, invite interpreters and translated documents |
| Guidance Interventions and on-going Parent/School contact | on-going | Blackboard Connect, telephone system, translates messages into the home language identified in ATS, as per the HLIS |
| IEP meetings/evaluations | on-going | Use of translated versions of letters provided by DOE and ATS preferred lang as identified by HLIS |

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

1. Blackboard Connect, telephone system - translates messages into the home language identified in ATS, as per the HLIS

2. DOE Telephone translation services - teachers use telephone translation services while parent is present to translate on the spot

3. Use of staff members - we currently have staff fluent in Spanish, Haitian Creole, and some Bengali. If there is language that we do not have on staff, then the DOE vendor "The Big Word" would be utilized.

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.

Professional Development on the Mondays set aside as per the DOE will be utilized to disseminate the goals of translation services, available resources and emergency contact personnel. The first workshop would take place
during our beginning of the year faculty conference. The PD would be conducted by our ENL teacher, the guidance counselor and Pupil accounting secretary.

**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..)

The school posts signs throughout the building informing them of the translation and interpretation service available. We also utilize the DOE’s over-the-phone service if we cannot accommodate a particular language or the DOE vendor, “The Big World.”

**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?

Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration, ENL teacher and teachers throughout the school. Improvement in sharing the goals of curriculum, instructional methods/strategies, home/school links with parents will allow parents of ENL students to become more familiarized and comfortable with the curriculum and academic expectations for their children. Activities that take place to involve parents are Cultural Awareness day, Multicultural Dinner, Family Craft Night and workshops geared towards helping their child get ready for the state exams. Parents are also utilized throughout the year on our lower grades.

- Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach
- Creating a year long calendar of Parent Workshops in response to Parent Survey
- Emphasizing the importance of utilizing technology to support student targeted practice at home (Imagine Learning, Learning A-Z, Smarty Ants and Achieve3000)
- The role of the class parent will be to assist in coordination of class activities, share information with parents and encourage participation in parent workshops
- Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

- The English New Learner Parent Engagement program provides parents with information on topics they have inquired about. For example, special education services, immigration policies, library cards, parental rights in school, etc.
The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

The additional mechanisms used to gather feedback from parents are as follows: Parent surveys; Teacher communication (email); PTA meetings; Parent Coordinator contact; and the Learning Environment Survey.