2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 27Q105
School Name: P.S. 105 The Bay School
Principal: LAURIE SHAPIRO
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: THE BAY SCHOOL
School Number (DBN): 27Q105

BEDS Code: 342700010105

Grades Served: PREK – GRADE 8

School Address: 420 BEACH 51 STREET FAR ROCKAWAY, NEW YORK 11691

Phone Number: 718-474-8615
Fax: 718-474-8841

School Contact Person: LAURIE SHAPIRO
Email Address: LSHAPIR@SCHOOLS.NYC.GOV

Principal: LAURIE SHAPIRO

UFT Chapter Leader: THERESA PEPE

Parents’ Association President: UloveJohnson

SLT Chairperson: THERESA PEPE

Title I Parent Representative (or Parent Advisory Council Chairperson): Willie Jones

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 27
Superintendent: JENNIFER AMBERT

Superintendent’s Office Address: 82-01 ROCKAWAY BLVD. OZONE PARK, NEW YORK 11421

Superintendent’s Email Address: JAMBERT@schools.nyc.gov

Phone Number: (718) 642-5770
Fax: (718) 348-2994

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>FSC: Queens South</th>
<th>Executive Director: Marlene Wilkes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director’s Office Address:</td>
<td>82-01 Rockaway Blvd. Ozone Park, New York 11421</td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:MWilks@schools.nyc.gov">MWilks@schools.nyc.gov</a></td>
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<tr>
<td>Phone Number:</td>
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<td>718-642-5839</td>
<td>718-281-3509</td>
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Section 2: School Leadership Team (SLT) Signature Page

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

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

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<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Shapiro</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Theresa Pepe</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Ullov Johnson</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Sabrina Collins</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Willie Jones, Sr.</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Maria Catalano</td>
<td>Member/TEACHER</td>
<td></td>
</tr>
<tr>
<td>Lauren Montalbano</td>
<td>Member/TEACHER</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Patricia Goebel</td>
<td>Member/TEACHER</td>
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<tr>
<td>Shantia Baldwin</td>
<td>Member/ PARENT</td>
<td></td>
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<tr>
<td>Deirdre Chavis</td>
<td>Member/ PARENT</td>
<td></td>
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<tr>
<td>Marilyn Figueroa</td>
<td>Member/ PARENT</td>
<td></td>
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<tr>
<td>Heriberto Ramos</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

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

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

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

The Six Elements of the Framework for Great Schools

| 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. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 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. |
| 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. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

1. What is your school’s mission statement?

The mission of P.S./M.S. 105Q is to utilize all available resources to prepare students to meet high quality, challenging standards of excellence. It is our goal to put on students on the pathway to success by preparing students for College and Career; we instill the habits that are necessary for academic and social achievement. Our positive attitude fosters a climate that motivates both staff and students to perform with enthusiasm! Each day our students are engaged in learning the Common Core Standards as we prepare them to be college and career ready. Our staff and administration work hard to bridge the gap between school, family, and community through trips, school events, and parent workshops. It is on this statement that we build our educational foundation and philosophy for all our students.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Our school is Pre-Kindergarten to Grade 8 located in Far Rockaway, New York. 66% of the children who attend the school are African American, 28% Hispanic and 5% are Caucasian and Asian. This diversity helps to create a rich, cultural environment. There are forty classes in the school that are grouped heterogeneously with the exception in the middle school where this year we will group by gender and in grades three to six will be departmentalized according to content. Statistically our schools population is an at-risk population; we continuously strive to close the achievement gap by providing an engaging positive learning environment for our students.

Our instructional focus this year is: “Engaging students in authentic content and text-based discussions”. Our instructional focus calls for students to be genuinely involved in conversations that foster questioning for deeper understanding. Teachers model how to ask thought-provoking questions; students are expected to use these techniques in their group discussions. Student engagement in discussion involves varied student-to-student interaction and learning. This is accomplished through strategies such as Turn n Talk, Save the Last Word, and partner reading. Students are being prepared for College and Career, one such successful habit is implementing self-assessment. Teachers have access to a variety of materials for instruction including computers and software via the UFT Teacher Center and the Robin Hood Library.

One of our strengths is professional learning opportunities. We are committed to raising the level of expertise and expand content knowledge of the staff. As a result, our professional learning opportunities ensure that all educational and professional needs of the staff are met. Our Professional Learning Committee meets and discusses the needs of staff members, as they are key stakeholders in their own learning. Staff needs assessment surveys are conducted throughout the year to plan professional learning opportunities. Each Monday, quality professional development is tailored to meet those needs. Additionally, our UFT Teacher Center, serves as a professional development support to the school. Its primary goal is to promote teacher excellence and student achievement. The UFT Teacher Center specialist supports the administrators’ professional development initiatives, provides in-classroom support, plans and conducts differentiated workshops for teachers and parents; coaches individual teachers on researched-based classroom strategies practices; and engages them in research based literature that expands their pedagogical knowledge. For the 2018-2019 school year we will be utilizing our Universal Literacy Coach in grades kindergarten through grade two. The Universal Literacy Coach will be visiting classrooms and supporting teachers as well as students in efforts to close the achievement gap. The Universal Literacy Coach will provide Professional Learning Opportunities for staff in grades kindergarten through grade two.

Each month we engage in other professional learning through our teacher teams. During our team meetings, all staff is actively involved in looking at student work, designing formative assessments and discussing implications for instruction and deciding on the steps that will take the student to the next level.
All teachers are encouraged and selected to attend off-site professional development given by the DOE, the UFT Teacher Center and/or other contracted organizations. All are expected to turnkey the information to the staff during Monday and Tuesday PDs. This year, as in former years, our staff collaborates and shares best practices with each other in order to build capacity and improve their pedagogical skills.

The administrators, Teacher Center Specialist, conduct monthly parent workshops. Some of the professional learning opportunities are geared toward our Literacy and Mathematics programs, Next Generation Standards, NYS Assessments, Special Education, English Language Learners, Social and Emotional aspects, Senior Requirements, and Internet Safety. It is encouraging to see the level of collaboration and commitment to professional learning from the staff. Therefore, we will continue to improve our level of expertise in all academic and social areas.

One of our greatest accomplishments this year was the growth in writing. We were afforded the opportunity to be a part of the 100 School Initiative with Teachers College Writing. The students' exuberance and love of writing is evident school-wide.

We have some challenges that have been addressed in the past but continue to prevail today. The community as whole is still recovery from the effects of Hurricane Sandy. Another challenge is engaging parents and families, though ongoing and continuing outreach efforts are made by our parent coordinator. We will continue to reach out to parents and invite them in to the school to meet with teachers on Tuesdays during the designated parent engagement time and at other convenient times.

As a team we continuously strive to provide our students with the tools they need to be college and career ready. We are always learning together to improve our knowledge and craft to meet the needs of our students. Although we made the most progress over the past year in the element of Rigorous Instruction from the Framework for Great Schools, we continue to focus on this for this school year. We wholeheartedly believe in our school mission statement which states that we utilize all available resources to prepare all students to meet high quality challenging standards of excellence.

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

Our Special Education population continues to grow and make very little progress. In math and ELA they have not reached their AYP. Upon analyzing the data they continue to lack some basic skills to close the gap. Our English Language Learners (ELL) comprises 6% of our population, while students with disabilities (SWD) make up 27%. We have ICT classes on every grade K-8, we have 10 self-contained classes.

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.

One of our greatest accomplishments this year was in Rigorous Instruction. We have shown growth in our Fountas and Pinnell Levels. We attribute this to providing small group instruction using Leveled Literacy Instruction of students across the grades everyday. We will continue to focus on rigorous instruction for this school year.
## School Demographics and Accountability Snapshot for 27Q105

### School Configuration (2018-19)

- **Grade Configuration:** PK,0K,01,02,03,04, 05,06,07,08
- **Total Enrollment (2017-18):** 815
- **SIG Recipient (Y/N):** No

### English Language Learner Programs (2018-19)

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

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

- **# Special Classes (ELA):** 133
- **SETSS (ELA):** 14
- **# Integrated Collaborative Teaching (ELA):** 120
- **# Special Classes (Math):** 134
- **SETSS (Math):** 3
- **# Integrated Collaborative Teaching (Math):** 116

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

- **# Visual Arts:** 28
- **# Music:** 18
- **# Drama:** 11
- **# Foreign Language:** 3

### School Composition (2017-18)

- **% Title I Population:** 88.0%
- **% Attendance Rate:** 89.0%
- **% Free Lunch:** 87.2%
- **% Limited English Proficient:** 5.2%
- **% Students with Disabilities:** 28.8%

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

- **% American Indian or Alaska Native:** 0.6%
- **% Black or African American:** 62.8%
- **% Hispanic or Latino:** 32.5%
- **% Asian or Native Hawaiian/Pacific Islander:** 0.7%
- **% White:** 1.5%
- **% Multi-Racial:** 0.7%

### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19):** 20.07
- **# of Assistant Principals (2016-17):** 4
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification:** 0%
- **% Teaching with Fewer Than 3 Years of Experience:** 3%
- **Average Teacher Absences (2014-15):** 6.8

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

- **ELA Performance at levels 3 & 4:** 18.3%
- **Mathematics Performance at levels 3 & 4:** 12.3%
- **Science Performance at levels 3 & 4 (4th Grade):** 84%
- **Science Performance at levels 3 & 4 (8th Grade):** 27%

### Student Performance for High Schools (2016-17)

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

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

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

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

#### Elementary/Middle School

- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **White:** N/A
- **Multi-Racial:** N/A
- **Economically Disadvantaged:** NO
- **ALL STUDENTS:** NO

#### High School

- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **White:** N/A
- **Multi-Racial:** N/A
- **Economically Disadvantaged:** YES
- **ALL STUDENTS:** YES

### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **White:** N/A
- **Multi-Racial:** N/A
- **Students with Disabilities:** NO
- **Limited English Proficient:** NO
- **Economically Disadvantaged:** NO
- **ALL STUDENTS:** NO

### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **White:** N/A
- **Multi-Racial:** N/A
- **Students with Disabilities:** NO
- **Limited English Proficient:** NO
- **Economically Disadvantaged:** NO
- **ALL STUDENTS:** NO

### Met Adequate Yearly Progress (AYP) in Science (2016-17)

- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **White:** N/A
- **Multi-Racial:** N/A
- **Students with Disabilities:** YES
- **Limited English Proficient:** YES
- **Economically Disadvantaged:** NO
- **ALL STUDENTS:** NO

### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **White:** N/A
- **Multi-Racial:** N/A
- **Students with Disabilities:** NO
- **Limited English Proficient:** NO
- **Economically Disadvantaged:** NO
- **ALL STUDENTS:** NO

### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **White:** N/A
- **Multi-Racial:** N/A
- **Students with Disabilities:** NO
- **Limited English Proficient:** NO
- **Economically Disadvantaged:** NO
- **ALL STUDENTS:** NO

### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **White:** N/A
- **Multi-Racial:** N/A
- **Students with Disabilities:** NO
- **Limited English Proficient:** NO
- **Economically Disadvantaged:** NO
- **ALL STUDENTS:** NO
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

• Analysis of the School Quality Guide for 2017-2018 for Student Achievement indicates that PS/MS 105 students are approaching the target. The School Quality Guide identifies that we are approaching the target on the ELA CCLS. One of our challenges remains writing across the Core Content areas. Although we have made strides with a focus on writing we still need to continue to improve in this area.

• Based on a proficient rating on the 2017-2018 Principal Performance Observations and the Diagnostic Tool for School and District Effectiveness (DTSDE) Self-Reflection with District Oversight we identified 1.2 Teacher Pedagogy as our area of need. While there is rigorous instruction engaging all students, it is not consistent across all classrooms. Teacher teams will meet consistently to plan and refine rigorous lessons that results in more rigorous engaging lessons. There is also a lack of teacher understanding in the use of data to effectively plan lessons that take into account student needs and leads to college and career readiness.

• One of our strengths is 1.4 school culture based on the Quality Review 2016-2017 and Principal Performance Observation for 2017-2018, where there is a mutual trust and positive attitudes amongst staff that supports the academic and personal growth of students and adults.
### Part 2 – Annual Goal

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

By June 2019, there will be a 10% increase of all students reading at proficient levels as measured by Gates-MacGinitie assessment.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development sessions to be provided to teachers of literacy in Grades K-6.</td>
<td>Teachers of K-6 June 2018, August 2018 – June 2019</td>
<td>Administration Universal Literacy Coach Teacher Center Specialist</td>
</tr>
<tr>
<td>Implementation of new reading program, WONDERS in grades K-6</td>
<td>Teachers of grades K-6 September 2018 – June 2019 Daily</td>
<td>Administration Wonders consultant Teacher Center Specialist Universal Literacy Coach</td>
</tr>
<tr>
<td>Departmentalization of grades 3 through 6 by content area.</td>
<td>Teachers of Grades 3-6 September 2018 – June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Inter-visitations and modeling of best practices</td>
<td>All Teachers September 2018 – June 2019 Weekly</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>Looking at student work during weekly DWIP meetings; create action plans and review results; make necessary revisions</td>
<td>DWIP teams October 2018 – June 2019 Bi monthly</td>
<td>Teachers</td>
</tr>
<tr>
<td>Professional learning to improve classroom instruction as evidenced by observations</td>
<td>Teachers October 2018 – June 2019 Mondays</td>
<td>Administration Teacher Center Specialist Universal Literacy Coach Support from FSC</td>
</tr>
</tbody>
</table>
IEP teacher and ENL teachers rotate to visit all teacher teams; sharing research based strategies to meet the diverse needs of students. Specialist share specific strategies to implement for specific students for a particular inquiry cycle.

- ENL teachers will share ELL instructional needs and integrating language and content instruction for ELLs
- IEP teacher shares co-teaching strategies to meet the needs of SWD and at-risk students

We will continue to focusing on our Special Needs students, and expand Data Based Individualization (DBI) to grades K-2.

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsibility</th>
<th>Timeframe</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Bi monthly</td>
<td></td>
</tr>
<tr>
<td>K-2 Special education Teachers</td>
<td>September 2018-June 2019</td>
<td>Monthly</td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Monthly Parent Academy Workshops beginning in November 2018 until June 2019 through facilitated by Parent Coordinator, Teacher Center Specialist and outside consultant (s).

Student Led Conferences conducted by student with assistance from classroom teacher, to be held during weekly Parent Engagement sessions and November and March Parent Teacher Conferences.

Parent Coordinator and administration will oversee.

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.

Instructional resources

Teacher per session

Supervisor per session

Consultant Contractual Services

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
Part 5 – Progress Monitoring

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

By February 2019, there will be a 5% increase of students reading at proficient levels as measured by the Gates-MacGinitie assessment.

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

Gates-MacGinitie assessment

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

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

Part 1 – Needs Assessment

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

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

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

We have implemented activities and programs to support the social and emotional developmental health of our students. In place are schoolwide PARR (Positive Attitude Respect Responsibility), Team 3, Connect with Kids for Grades K-8, and a mentor program for Grade 6-8 boys and for Grade 7-8 girls. What we need to do is strengthen each to ensure all stakeholders are in full support and monitor the collection of data and analyze to proactively identify trends and target supports in order to enhance the staffs ability to address the needs of all students.

A review of the 2016-2017 School Quality Report indicates that we are still approaching target in the area of Supportive Environment.

The DTSDE self-reflection form which was completed in 2017-2018 also indicates that there needs to be improvement in social-emotional developmental health. We feel that not all students’ social/emotional health needs are being met.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019, there will be a 10% decrease of school wide infraction, as measured by the Online occurrence Reporting System (OORS), comparing the OORS data from 2017-2018.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Students/Families/Teachers | June 2018 - June 2019 | Consultants from School Mental Health Consultation Program, Wediko, Administration, Guidance Counselors, SBST, Parent Coordinator |
| We have a Community Based Organization, Wediko that will work with staff, students and parents. | Students/Families/Teachers | June 2018 - June 2019 | Teachers, Administration, Guidance Counselor |
| Professional Learning Opportunities for staff Team 3. Every staff member will identify three students they are to check in and out with everyday. These students will be identified according to need such as attendance, behavior, academics. Staff will be responsible for recording their meetings. | Students/Families/Teachers | June 2018 - June 2019 | Teachers, Administration, Guidance Counselor |
| Class Council meetings will be held on Mondays and Fridays in classrooms. | Students/Families/Teachers | June 2018 - June 2019 | Teachers, Administration, Guidance Counselor |
| All students including students with disabilities, ENLs will participate in Connect with Kids which is a social emotional program. | Students | September 2018- June 2019 | Teachers, Administration, Guidance Counselor |
| Monthly PARR virtue of the month is aligned with lessons in Connect with Kids program. | Students | September 2018- June 2019 | Teachers, Administration, Parent Coordinator |
Middle School classes will be by gender | Students | September 2018- June 2019 | Administrators, Dean
---|---|---|---
Training in TCIS targeted teachers | Teachers | September 2018 through June 2019 | Administration and FSC
Emotional Intelligence training using the RULER Approach. | Teachers | September 2018 through June 2019 | Administration, Wediko

### 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.

Parent Coordinator will schedule workshops around social emotion developmental health of students and provided by THRIVE and outside consultants beginning in September 2018-June 2019.

Staff will use class DOJ between parents and teachers for daily communication.

Student Led Conferences conducted by student with assistance by teacher, to be held weekly during Parent Engagement session and during parent Teacher Conferences in November and March.

Parent Coordinator and administration will conduct Student of Month assemblies beginning in October and ending in June celebrating those students who exhibited PARR criteria.

### 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.

- Connect With Kids program.
- Consultants for Parent Workshops.
- Incentives for PARR program.
- Dean position
- Per session for staff to conduct parent workshops and attend training

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

By February of 2019, there will be a 5% decrease of school wide infraction, as measured by the Online occurrence Reporting System (OORS), comparing the OORS data from 2017-2018.

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

- OORS reports

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

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

Part 1 – Needs Assessment

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

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

### Part 1b. Needs/Areas of Focus:

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

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

### Strengths

- All classroom teachers have common planning periods to assist and foster collaboration
- Units and lesson plans are constantly being monitored and revised
- Bi-monthly meetings for Data Wise scheduled to include all staff

### Needs

* Continue to refine the Data Wise process

Infuse best practices of formative assessments

### Data

- School Quality Snapshot 2017-2018
Part 2 – Annual Goal

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

By June 2019, there will be a 0.20 point increase on the overall school rating for Danielson component 3D as measured by Advance MOTP progress report.
### 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) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct analysis of released questions from State ELA Exams to determine student expectations and implications for instruction (goals) when compared to student performance</td>
<td>Teachers</td>
<td>September 2018 – October 2018</td>
</tr>
<tr>
<td>Administration, Lead Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will administer and analyze results of Gates-MacGinitie beginning and end of year and IReady online assessment.</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Lead Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct item analysis of 2017 ELA and Math State assessment, ELA and Math simulation mid year assessment to identify trends</td>
<td>Students</td>
<td>September 2018 – March 2019</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue with whole school adoption of Data Wise Inquiry Process (DWIP).</td>
<td>Teachers</td>
<td>October 2018-June 2019</td>
</tr>
<tr>
<td>Administration, Lead Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ENL and SETTS teacher provide PLO’s on implementing differentiated research based strategies to meet the needs of SWD, ELL and at-risk students.</td>
<td>Teachers</td>
<td>September 2018 – March 2019</td>
</tr>
<tr>
<td>ENL and SETTS teacher, AP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuation and expansion of DBI, (Data Based Intervention) focusing on special education data for grades K-2</td>
<td>Student data</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>
| Principal, Special Education Teachers  
K-2, IEP Teacher,  
Data Specialist, ENL Teacher |
<p>| Administration/Lead Teachers facilitates family workshops to families on the ELA and Math Next Generation standards. Workshops focus on the practices and specific strategies used in grade bands (K-2, 3-5, 6-8). | Parents / Families | November 2018, through March 2019 |
| Administration, Parent Coordinator, Lead Teachers, Triad Consultants |
| One on one coaching sessions for targeted teachers | Teachers | October 2018 through June 2019 |
| Administration, Teacher Center Specialist |
| Lunch and Learns by Teacher Center Specialist | Teachers | September 2018 - June 2019 |
| Teacher Center Specialist |</p>
<table>
<thead>
<tr>
<th>Lunch and Learns for targeted teachers for specific topics</th>
<th>Teachers</th>
<th>November 2018 through June 2019</th>
<th>Administration, Teacher Center Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training in weteachnyc website to targeted teachers</td>
<td>Teachers</td>
<td>September 2018 through June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

- Parent Workshops around data provided by outside consultants
- Student Led Conferences to be held on Tuesday afternoons and during Parent Teacher Conferences conducted by students with teacher assistance
- Report cards/progress reports to be sent home created by 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.

- Consultants will be hired for implementation WONDERS reading program.
- Purchase of WONDERS materials for grades K-6.
- Parent Focus money will be used to hire consultants to work with and provide parent workshops.
- Purchase of supplemental materials.

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

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

### Part 5 – Progress Monitoring

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

By February 2019, there will be a 0.10 point increase on the overall school rating for Danielson component 3D as measured by Advance MOTP progress report.
<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance MOTP Reports</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

Strengths

- Goal Setting
- High Expectations
- Share same vision
- Culture for Learning
- Safe haven for all students

Needs

- Expanding teacher leadership roles
- More professional development around effective planning using data
- Consistency across all grades
Data

- Principal Performance Observation feedback
- DTSDE - Diagnostic Tool for School and District Effectiveness - self-reflection
- NYC Learning Environment Survey responses

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be a 0.20 point increase on the overall school rating for Danielson component 1E as measured by Advance MOTP progress report.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities</td>
<td>Teachers</td>
<td>September 2018 – June 2019</td>
<td>Administration, Lead Teachers</td>
</tr>
<tr>
<td>Teachers will have common planning time built in to their schedules.</td>
<td>Teachers</td>
<td>September 2018/June 2019</td>
<td>Administration,</td>
</tr>
<tr>
<td>During weekly cabinet meetings, Administration shares specific feedback strategies that have been implemented successfully to improve teacher and student outcomes. Administration reflects on actionable feedback; noting evidence of the impact of the feedback and revise when necessary.</td>
<td>Administration</td>
<td>September 2018 – June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Administration has bi weekly meetings to discuss schedule of observations and outcomes</td>
<td>Admin Cabinet</td>
<td>September 2018 – June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Teachers will collaborate to create a school wide lesson plan template and revisit and revise through out the school year. Included in this plan will be specially designed instruction and adaptations for our SWD’s and ENL’s.</td>
<td>Teachers</td>
<td>August 2018- May 2019</td>
<td>Teachers, Administration</td>
</tr>
<tr>
<td>Teachers will work collaboratively with all stakeholders to create units of study for all content areas</td>
<td>Teachers, Teacher's Center Specialist</td>
<td>September 2018-June 2019</td>
<td>Teachers, Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Instructional workshops for families to inform them of checks for understanding and types of feedback and questioning on depth of understanding by consultants and Parent Coordinator.

Monthly calendars will be sent home to parents informing them of upcoming events and parent workshops.

Provide principal report for monthly Parent Association meetings.

Tuesday afternoons during Parent Engagement all staff will be available to parents.

Student of the Month assemblies to highlight students on PARR and Parents.

---

**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.

Per session money to be set aside for intervistitations and unit planning.

Allocate funds for Consultants to work with parents and provide workshops.

Set aside allocation for Data Corp to assist with tracking data.

Set aside money for consultants to provide professional learning opportunities for implementation of WONDERS and social emotional intelligence programs.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, there will be a 0.10 point increase on the overall school rating for Danielson component 3D as measured by Advance MOTP progress report.

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

Advance MOTP reports

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

According to the 2017-2018 Learning Environment Survey:

- 92% of parents agree that teachers outreach to them which is a decrease from previous year of 2%
- 97% of parents agree that there is parent -teacher trust
- 94% of parents agree that there parent -principal trust
- 88% of parents agree that there is parent involvement in the school
- 87% of families say that they get opportunities to visit their child’s classroom, such as observing instruction or participating
According to our DTSDE - Diagnostic Tool for School and District Effectiveness self-reflection indicates that there is still need to strengthen the home-school partnership in order to support student achievement.

Students’ success is fostered by parental/family involvement. Our parent involvement is lower than we would like. Our priority need is to have more families engage in and take advantage of school resources and workshops to support their child at home.

Our goal is to have more families involved in school events; such as Career Day, Parent Workshops, College and Career Readiness events, individual grade celebrations, Curriculum Night, Student of the Month, Awards Night, where we invite parents and members of the community to present their professions to the students. Career Day / Empowerment Day receive great feedback among students and parent/community presenters. We plan to continue this tradition and expose our students to the varied professions awaiting them when they graduate. We will also continue to outreach during Tuesday Parent Engagement sessions.

We will continue to reach out to families to keep them informed of their child’s progress in academics as well as their socio-emotional well-being. One of our strengths is knowing our students; we have initiated “Team 3”; staff selects three students to check-in daily with to make sure they are on the pathway to College and Career success.

Part 2 – Annual Goal

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

By June 2019, there will be a 5% increase in parents’ positive responses to questions about parent outreach, as measured by the 2018-19 Learning Environment Survey, compared to the percentage of parents' positive responses from the 2017-2018 Learning Environment Survey.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity/Strategy</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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Outreach by parent coordinator through use of school messenger, email, newsletters and monthly calendar</td>
<td>Families / Parents</td>
<td>September 2018 – June 2019</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Parent invited to Writing Celebrations throughout the year</td>
<td>Students, Families</td>
<td>November 2018 – June 2019</td>
<td>Administration, Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>In celebration of students’ success of staying on PARR, families are invited to attend Student/ Parent of the Month assemblies.</td>
<td>Students, Families</td>
<td>October 2018 – June 2019</td>
<td>Administration, Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Team 3 identifies at-risk students that need more support in staying on the College and Career pathway.</td>
<td>Students / Staff</td>
<td>September 2018 – June 2019</td>
<td>Administration, All Staff</td>
</tr>
<tr>
<td>Robin Hood Library (after school and Saturday) will be open for families to use</td>
<td>Parents and students</td>
<td>October 2017 - June 2018</td>
<td>Robin Hood Librarian</td>
</tr>
<tr>
<td>College Access For All initiative</td>
<td>Grade 7 students and Parents</td>
<td>October 2018- June 2019</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Class Dojo and Remind used for constant parent communication (Teacher-Parent) instantly by teachers daily</td>
<td>Parent</td>
<td>September 2018 – June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Student Led Conferences led by student assisted by teachers to inform parents of student progress</td>
<td>Parent, Student</td>
<td>October 2018- June 2019</td>
<td>School Community</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Parent coordinator will schedule Parent Workshops throughout the school year based on a survey and programs being offered in the building.
Consultants will work with parent association to plan engaging parent workshops throughout the year based on the academic programs offered.

Tuesday afternoon Parent Engagement sessions

**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.

Outside consultants, Awards for parents and students. Incentives for parent participation.

**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>
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<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, there will be a 2% increase in parents’ positive responses to questions about parent outreach, as measured by a school created survey with questions from the 2017-18 school survey

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

Mid year survey

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.


**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>At Risk students as determined by NYS ELA scores, Gates-MacGinitie, Fountas and Pinnell College Running Record results</td>
<td>Guided Reading, use of LLI kits, Fundations K-2, WONDERs intervention K-6, Codex Ger. 7-8 Intervention, I-Ready and Self-contained classes</td>
<td>Small group</td>
<td>During ELA block and afterschool</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>At Risk students as determined by NYS Math scores, Go Math baseline</td>
<td>Go Math intervention K-8, Mathletics Computer program, I-Ready and Self-contained classes</td>
<td>Small group</td>
<td>During Math block and afterschool</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>At risk students as determined by results of Gr. 4 Science results. At risk students in K-3 will be determined by teacher observation and beginning of year assessment.</td>
<td>Close reading strategies, 6 plus 1 trait</td>
<td>Small group</td>
<td>During Science class</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>At risk students as determined by beginning of year assessment</td>
<td>Close reading strategies, 6 plus 1 trait</td>
<td>Small group</td>
<td>During Social Studies class</td>
</tr>
</tbody>
</table>
| At-risk services (e.g.
| provided by the
| Guidance Counselor,
| School Psychologist,
| Social Worker, etc.) |
| Guidance Counselor,
| School Psychologist,
| Social Worker, "Team
| 3", WEDIKO |
| The program involves three levels of support including school-based resilience building activities for students, educational and skills building workshops for parents and school staff, and mental health services for students in need. Counseling activities. |
| One-to-one, small group |
| During school day |
Section 7: Support for Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   20

2. Please describe the services you are planning to provide to the STH population.
   We will provide at risk guidance services. Provide parent workshops based on need. We will also provide basic emergency supplies such as school supplies, books, glasses, uniforms as well as guidance/counseling services, and intervention programs for those students.

Part B: FOR NON-TITLE I SCHOOLS

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

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

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Principal in collaboration with the Human Resources Director and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principal in collaboration with the Human Resources Director and Liaisons will work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities and the new teacher finder.

In collaboration with the Teacher Center, Literacy Leaders will offer teachers a critical component to obtain 12 credits towards their master’s degree.

In addition, Administration supports and fosters the development of highly-qualified professionals by:

- Mentors for newly hired teachers, inclusive of general education, special education and ENL teachers
- On-going Professional Learning Opportunities engaging adult learners to positively impact student learners
- Frequent verbal and written feedback to improve teaching practice
- Inter-visitations to classrooms modeling best practices
- Support from UFT Teacher Center Specialist to foster professional growth
- Regularly scheduled Teacher-Team meetings allowing colleagues to look at student work and create action plans; teams monitor and revise plans based on data

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
The school has developed a plan of professional learning opportunities to take place at the school level centered around literacy and math, teacher evaluation (Danielson), looking at student work, analyzing data to drive instruction (Data Wise Inquiry Process) and formation of study groups using current research to refine instructional strategies. These workshops will be presented every Monday after school during contracted Professional Learning Opportunity Development time. All teachers will receive professional development in the use of I-Ready and administration and analyzing results of Gates-McGinitie. The DOE also offer monthly and on-going professional development that staff is encouraged to attend.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

| N/A |

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

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

| N/A |

**Part 4: SWP Schools Only**

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

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

In order to achieve smooth transition, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children and parents from Community Based Organizations, Public School Pre-Kindergartens and Special Education Pre-Schools as follows:

**Ongoing Communication for Staff**

- establish a community-wide Pre-Kindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all Pre-Kindergarten programs
- invite staff of the preschool and kindergarten programs to participate in exchange visits
- establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices
- Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/skills will be passed on to the
kindergarten teachers for use in making curriculum decisions. The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors

- Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre-Kindergarten staff in order to expose them to what will come next

Transition Activities for Children

* schedule a visit or a series of visits to the new school for the children

- provide Pre-Kindergarten children with a summer package that includes transition activities

- encourage children to ask questions about kindergarten

- organize a Pre-Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

Involvement of Parents in Transition

- provide parents with information about the school their child will be attending

- invite school personnel, teachers and principals to attend parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistant and parent coordinators that can translate the information during the meeting

- organize and implement a Kindergarten Fair at each elementary school

- invite parents who have already had children transition to kindergarten to talk about their experiences to the parents of the incoming group

- establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.

During PreKindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations

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.

Through Data Wise Inquiry Process (DWIP) weekly meetings and Monday Professional Learning Opportunities, teachers will be provided the opportunities to analyze data and reflect on instructional strategies being used and how to refine them to meet achievement of individual students. Staff will be invited to PPT meetings to discuss academic, social and emotional concerns regarding individual students. Surveys will be developed to assess current programs and strategies used.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible...
for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>398,658</td>
<td>X</td>
<td>5A Part 3&amp;4, 5B Part 3&amp;4, 5C Part 3&amp;4, 5D Part 3&amp;4, 5E Part 3&amp;4</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>X</td>
<td>5A Part 3&amp;4, 5B Part 3&amp;4, 5C Part 3&amp;4, 5D Part 3&amp;4, 5E Part 3&amp;4</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>107,942</td>
<td>X</td>
<td>5A Part 3&amp;4, 5B Part 3&amp;4, 5C Part 3&amp;4, 5D Part 3&amp;4, 5E Part 3&amp;4</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>94,594</td>
<td>X</td>
<td>5A Part 3&amp;4, 5B Part 3&amp;4</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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

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

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

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

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
**Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

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

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

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

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 105, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

PS/MS 105 will support parents and families of Title I students by:

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

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

---

**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, 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

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

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

---

### 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 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;

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### School-Parent Compact (SPC)

PS/MS 105, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

---

### I. School Responsibilities: High Quality Curriculum
Provide high quality curriculum and instruction consistent with the Next Generation 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 Next Generation Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:
• ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

• supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

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></td>
</tr>
<tr>
<td>conceptually consolidated (skip part E below)</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
## Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of teachers in this program:</td>
<td>_____</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td>_____</td>
</tr>
<tr>
<td># of content area teachers:</td>
<td>_____</td>
</tr>
</tbody>
</table>

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: _____

Based on the LAB-R, NYSESLAT, ELA, and other assessments of English Language Learners, PS/MS 105 proposes to raise students’ listening, speaking, reading, and writing skills. Overall, the goal is to raise students’ academic achievement and help Limited English Proficient (LEP) students attain English proficiency. In an attempt to offer additional support for our ELLs to achieve English proficiency, meet promotional standards, and the common core standards we will continue our ENL after school program.

The after school program for ELL students will target all ELL subgroups and grade levels. The targeted ELL population for this after school program will be for current and former ELLs in grades 3 through 8. All subgroups will be served; newcomers, long term, and SIFE ELL students. Those to be served are newcomers, less than 3 years in school, students receiving services 4 to 6 years, long term ELLs who have completed 6 years, and ELLs identified as having special needs.

The ELL after school program will take place from November 9, 2018 through March 23, 2019; for 1.5 hours each day. The program will be on Wednesdays and Thursdays from 2:20 to 3:50. We will have a total of 3 groups, 3rd and 4th grade, 5th and 6th grade, and 7th and 8th grade. The program will run for a total of 18 weeks. The language of instruction will be English with native language support. We will have three (3) teachers who are certified ENL/Bilingual instructors. The teaching positions for ENL teachers, as always, will be made available to PS/MS 105 staff first then we will open it up to teachers within the district. This is in attempt to have all ENL/Bilingual certified teachers for the after school program.

A variety of instructional tools will be utilized. The type of materials used will be Imagine Learning to support the instructional program. We will also use iReady, Myon, and Mathletics to support the literacy & math program. We will use Picture dictionaries, thesauri, websites, notebooks, chapter books, leveled readers, and prepared lessons to enhance students deficiency in their language modalities (listening, speaking, reading, and writing) according to data from NYSESLAT scores. We will use various differentiating techniques during instruction to accommodate all our ELLs. There will be a high concentration on developing and reinforcing the use of academic language for our ELLs, especially our long term ELLs. We will employ scaffolding techniques during student activities to meet all ELLs needs. Newcomers, SIFE, and long term ELLs can receive an abridged version of text to ensure deeper knowledge. Teachers will refer to IEPs when planning for ELLs with Special Needs (SWD).
**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: _______

The rationale for the planned professional development is to educate and prepare teachers with necessary ENL strategies and methodologies needed to support language development. We will focus upon the four modalities taught for the NYSESLAT, listening, reading, writing, and speaking. Teachers will review Data Analysis AMAO and discuss what they have learned. They will also brainstorm ways to best meet the needs of each ELL student. All staff development focuses on rigor and relevance to the students and teachers work as a team; both horizontal and vertical to plan accordingly. The ENL teachers working the Title III program will also attend professional development workshops through the Division of English Language Learners and Student Support, listed below, to increase their capacity to effectively provide supplemental instruction. The ENL teacher will attend workshops given by DELLSS as indicated below. The ENL teacher will attend monthly PD meetings offered by the DOE and turnkey information. PD sessions that are held will include agendas and attendance sheets for all in attendance.

The workshops include:

- November 19, 2018 - 2:20- 3:30- Blueprint for ELL Success - Mrs. Fernandez/Ms. Wilenkin
- December 10, 2018 - 2:20-3:30- Writing Language Objectives - Mrs. Fernandez/Ms. Wilenkin
- February 11, 2019 - 2:20-3:30- Tips for Teaching ELLs - Mrs. Fernandez/Ms. Wilenkin
- March 11, 2019 - 2:20-3:30- Preparing for NYSESLAT - Mrs. Fernandez/Ms. Wilenkin
- May 20, 2019 - 2:20-3:30- L2 or LD: Language Difference or Learning Disability - Mrs. Fernandez/Ms. Wilenkin
- June 8, 2019 - 2:20-3:30- Revisiting the Blueprint for ELL Success - Mrs. Fernandez/Ms. Wilenkin

**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: _______

School trips are planned on Saturdays and holiday weeks, so that as many parents as possible can attend. School trips, workshops, a parent book club, and other activities are planned and coordinated by Ms. Small, the parent coordinator, the Parents Association committee, and/or the...
Parent Engagement Activities

ENL teachers, Mrs. Fernandez/Ms. Wilenkin. The school has planned special events for children and their families such as the 9/11 Memorial Museum, Pre-reading and Pre-writing workshops, YMCA Health/Life programs, a Character Costume party, Unity night, Bowling, Holiday party, and more. Parents have also been invited to attend the Poetry Café, Thanksgiving Luncheon, Winter Holiday Show, PS/MS 105 Talent Show, the GED/TASC Program and a Mother's Day Celebration. Invitations are sent home with students, as while as posted on the monthly school calendar in English and the parents' native languages. Parent and community involvement is paramount to the success of ELL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. The ENL teachers hold monthly Tuesday afternoon meetings for parents, to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program. In addition to these activities, we hold parent orientation sessions on how data affects their children and how to improve instruction. The Parents Association also conducts weekly workshops, sent home on a monthly calendar in the students' home languages and English. Parents are encouraged to attend the workshops and meet other parents as well. Translation and interpretation assistance will be made available during all parent activities that are related to Title III through the DOE Language Access Translation and Interpretation Unit. We also have a list of teachers/staff that are available to translate documents and/or interpret. The parent coordinator and ENL teachers will maintain records of all invitations, agendas, and attendance sheets to all activities.

Parent Engagement Activities Schedule:

- **September 26, 2018** - Helping your child succeed in school - Ms. Small, Parent Coordinator - 4pm
- **October 3, 2018** - Reading with your child - Ms. Small, Parent Coordinator - 4pm
- **October 24, 2018** - YMCA Health/Life program - Ms. Small, Parent Coordinator - 4pm
- **October 31, 2018** - Character Costume Party - PTA committee - 5pm
- **November 7, 2018** - Early Literacy-Levels/Wonders program and supporting your children at home
  - **November 29, 2018** - 9/11 Memorial Museum - Mrs. Fernandez/Ms. Wilenkin, ENL Teachers - 9am
  - **December 6, 2018** - Bowling - PTA committee - 5pm
  - **December 20, 2018** - Holiday Party - PTA committee - 5pm
  - **January 9, 2019** - ENL parents - Ms. Small, Parent Coordinator/Mrs. Fernandez/Ms. Wilenkin, ENL Teachers - 2:30pm
  - **January 24, 2019** - Talent Show - PTA committee/Parent Coordinator - 5pm
  - **February 8, 2019** - Pre-Valentine Social - PTA committee - 5pm
  - **February 13, 2019** - Special Education and your child - Ms. Small & SBST - 2:30pm
  - **February 28, 2019** - Multicultural Dance - PTA committee
  - **March 14, 2019** - Kindergarten Readiness for PreK and incoming parents - Ms. Small, Parent Coordinator - 9am
  - **April 3, 2019** - State Testing (grade 3 parents) - Ms. Small, Parent Coordinator - 4pm
  - **May 8, 2019** - Looking ahead to next year (parent comments, questions, concerns, and ideas) - Ms. Small, PC - 4pm
  - **May 18, 2019** - Museum of Natural History trip - PTA committee - Saturday trip
  - **June 15, 2019** - Dorney Park trip - PTA committee - all day Saturday
### Part D: Parental Engagement Activities

### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$7893. per session teachers $2000 per session supervisor</td>
<td>Afterschool</td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$2473. supplies</td>
<td>Supplies for in school and afterschool</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>
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<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>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12,366</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>105</td>
</tr>
</tbody>
</table>

School Name  The Bay School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Shapiro</td>
<td>Matthew Goggin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Hayden</td>
<td>Susan England</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivian Fitzgerald/English</td>
<td>Lolita Miller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Goldberg/Science</td>
<td>Koren Small</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Type here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iolanda Lally/Speech</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
D. Student Demographics

| Total number of students in school (excluding pre-K) | 852 | Total number of ELLs | 53 | ELLs as share of total student population (%) | 6.22% |

Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Transitional bilingual education program (TBE)</th>
<th>Dual language program (DL)</th>
<th>Freestanding ENL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If yes, indicate language(s):

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>o</td>
</tr>
<tr>
<td>TBE</td>
<td>o</td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
</tr>
</tbody>
</table>

Bilingual Program Breakdown

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?

As per September 2017's plans, all students will be assessed using the TCRWP Running Records to assess, track and monitor students' progress. We also use Ready Gen end of unit assessments. Teachers use the findings of this data to drive their instruction and differentiate based on the needs of the students. Teachers also meet to disseminate data and plan future instruction. The data indicates that ELLs who are proficient in their L1 do better at grasping the material and seem to progress more quickly. The data helps teachers plan for RTI tiers of learning and/or instruction. We have implemented Teachers College...
writing program and the teachers use the Teachers College units of study assessment to assess their students literacy skills. 6-8 grade teachers use Code X end of unit assessments and also use Performance Series.

2. **What structures do you have in place to support this effort?**
   The PS/MS 105 family have Professional Development on TC writing and formative assessment consistently throughout the school year. The ENL teachers and classroom teachers also use teacher created assessments along side the NYSESLAT and/or NYSITELL to assess growth in language proficiency. Assessments are done every 3 months to measure progress.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**
   We evaluate the success of our ELLs by iReady, Mathletics, ELA, and NYSESLAT results, examining the percentage of students testing proficient/commanding each year, moving up levels is a strong indication of program success.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**
   Once the summative assessment data has been gathered we have ICT classes, SETTS teachers and AIS programs available to address interventions for our ELLs.

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.]**
   Teachers utilize RTI within the classroom with small group instruction; focusing on individual needs of students. Teachers are constantly assessing students and using the results to plan future lessons and groups. Our school uses four assessment types for tier 1 RTI, formative, screening, outcome, and test prep; they are aligned with day to day instruction. Data is collected and data is analyzed to plan further instruction. We have data driven tier 1 instruction in our classrooms. Screening assessments determine our need for intervention of tier 2 and tier 3. We have implemented Reading Recovery as a tier 3 intervention plan within our school. We have some students in small groups consisting of 1-2 students for intense instruction. Students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. This problem-solving model holds particular promise for ELLs. We provide intensive, targeted intervention to support ELLs who are not showing sufficient progress on the skills and/or competencies measured, such as but not limited to SETTS and AIS.

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].**
   A review of the NYSESLAT and NYSITELL data indicates the following:
   - In grades K thru 3 we have less than 5 students at the Entering level, most of our students are at Level 4 Expanding. All ELL students in grades K thru 8 scored lowest in the writing sub-test. Therefore, the implementation of Teachers College Reading and Writing Project will play a huge part in developing our ELLs writing and overall skills.
   - The focus for these learners is the integration of reading and writing into activities which call upon the listening and speaking skills.
   - We can also see that out of 31 students, 11 students moved up a level or more on the NYSESLAT. Most of our students are at the Expanding level. The large increase in students scoring at the Expanding level reflect the targeted instruction received previously. A focus on vocabulary and reading comprehension is being used to continue growth. We have 12 students at the Expanding level of proficiency.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**
   We have implemented Teacher College Reading and Writing in grades K-8 which will continue to enhance our students love for reading and writing. We also have a writing showcases twice a year and an authors celebration in individual classrooms throughout the year, inviting parents and family members to partake in their children’s writing achievements. Additionally, all
teachers have been trained, through professional development, in developing language rich classrooms, academic language, word work, word play and work to increase vocabulary, using tier 2, tier 3 words, and academic vocabulary. The PS/MS 105 family utilizes all available resources to prepare all students to meet high quality, challenging standards of excellence.

### 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 ENL program is designed to support ELLs in second language development. ENL is provided as a pull-out program for students in grades K thru 5, where students are grouped by grade and level of proficiency. P.S./M.S. 105Q has a freestanding ENL program where students receive their instruction in English. The number of ENL instructional units are dependent upon their score on the NYSITELL or the NYSESLAT and what level they have achieved as required by CR Part 154.2 Regulations. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

      P.S./M.S. 105Q uses a pull-out model to accommodate the needs of their ELL students and to complement their classroom instruction. ENL is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing articulation between the ENL teacher and the classroom teachers helps to ensure that content based ENL instruction is complimentary to what students are learning in their mainstream classrooms. The ENL teachers use the curriculum and modifies their teaching to make the content understandable for ELLs. They teach language and content cohesively. Lessons are developed to include language targets in every content lesson.

      The students are involved in learning, focused on language acquisition techniques that will further enable them to meet competency when they are in their classroom. While this model is designed to meet their needs of language acquisition, specific attention is given to writing and vocabulary development. In grades 6 thru 7 we use a push-in model. The ENL teachers work with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

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

The ENL teachers use the curriculum and modifies their teaching to make the content understandable for ELLs. They teach language and content cohesively. Lessons are developed to include language objectives in every content lesson. At PS/MS 105 we use common core aligned materials. All lessons are aligned with the common core standards. The certified ENL teachers utilizes a variety of instructional techniques and ENL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and metacognitive development. Through a thematic approach to teaching, students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ENL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the entering and emerging language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the transitioning and expanding levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP). At PS/MS 105 ELL-SWDS receive appropriate education in the least restrictive environment and all students interact in a positive way while working toward common classroom goals. Teachers, staff, and administrators differentiate curricular, instruction, and schedule flexibility to meet the diverse needs of ELL-SWD within the least restrictive environment. All teachers have common preps, grade conferences, vertical and horizontal team meetings to collaborate and plan instruction. Curriculum may be modified to accommodate and meet student’s needs according to IEP. Teachers write and know all goals and objectives students are working to master then work to meet their needs. Classes are heterogeneously grouped with disabled and non-disabled peers working cooperatively. We provide language development and support for content instruction in the native language. This accelerates the literacy gains in both native languages and English, validates the prior knowledge students bring and bolsters self-esteem. Native language support includes but is not limited to bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, such as Myon, IReady, or the buddy system all of these are used and recommended in all our classes and the ENL/ESL program.

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

All ELLs are ensured proper and appropriate evaluations in their native language. Whenever necessary, students are provided assessment in their native language. All New York State test are provided in the student’s native language. Various instructional strategies are used to best meet the needs of the ELL students. The program model is an English only model where students from different countries come together to learn English. The students are from many countries, including but not limited to Haiti, the Dominican Republic, China, Senegal, Sierra Leone, Puerto Rico, Mexico, the Ivory Coast and Guatemala among others. Instructional strategies are varied but always directed to best meet the needs of the ELL students. Various instructional strategies used include, but are not limited to, ongoing test preparation in the four modalities of listening, speaking, reading and writing. By targeting these modalities of listening, speaking, reading and writing the school strives to ensure that the ELL student population will reach academic proficiency in all content areas. In addition to P.S./M.S. 105Q’s use of test preparation materials to assist the ELL students, the school uses the modeling and total physical responses.
approaches to assist them as well. Through these approaches the students learn English through hands-on interactive activities. By using role play and drama (the reader’s theatre program) the ELLs can act out their feelings in a nurturing, non-threatening environment.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. Describe your instructional plan for SIFE.
   Currently there are no SIFE students in our school. However, if we were to have SIFE students they would be offered Academic Intervention Services and RTI support services. In addition to the mandated instructional requirements, these students would be invited to attend our ENL After-School Program and ENL summer school. The ENL teachers will work closely with the classroom teacher to ensure adequate progress of these students.

   b. Describe your plan for ELLs in US schools less than three years (new comers).
   English Language Learners in US schools less than three years are given the mandated instructional time as prescribed by CR Part 154.2. In addition, these students also participate in the ENL After-School Program.

   c. Describe your plan for ELLs receiving services 4 to 6 years.
   Ells receiving services for 4 to 6 years will continue to receive the mandated instructional time based on their NYSESLAT scores and proficiency levels. These students are endanger of being long-term ELLs and level 1 or 2 in school therefore, they are our prime candidates for AIS, Instructional Intervention planning, Extended Day, and After-School.

   d. Describe your plan for Long-Term ELLs (completed 6 years).
   Long-term ELLs are offered a variety of academic intervention services. They are invited to attend the After-School program. Students receive intensive reading and/or math instruction that targets their individual needs. Differentiated instruction is provided in small groups.

   e. Describe your plan for former ELLs (in years 1 and 2 after testing commanding).
   All former ELLs receive services for 2 years after reaching the proficient/commanding level. They receive 90 minutes of ENL a week. They are also offered and entitled to receive the same testing accommodations as current ELLs for two years following the year they passed the NYSESLAT. If it is determined that any of our former ELLs require additional support services after exiting the program it is provided. Former ELLs are offered before/after school programs, tutoring, AIS, and/or a continuation of ENL services for a designated period of time.

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?

   At PS/MS 105 the Teacher College, Code X, and ReadyGEN Program is used in grades K- 5, 6-8 and includes an ELL-SWD intervention component, which classroom teachers and ENL teachers implement. The curriculum provides extra ELL support kits and instruction that promote language development. All teachers have access to SESIS. They review students IEPs and arrange schedules and programs accordingly to meet all mandates on IEP. Whenever necessary, student is provided with a bilingual instructor and/or paraprofessional. The certified ENL teachers for grades K-8, utilizes a variety of instructional techniques, strategies, and ENL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and metacognitive development. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ENL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP).
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At PS/MS 105 ELL-SWDs receive appropriate education in the least restrictive environment and all students interact in a positive way while working toward common classroom goals. Teachers, staff, and administrators differentiate curricular, instructional, and schedule flexibility to meet the diverse needs of ELL-SWD within the least restrictive environment. All teachers have common preps, grade conferences, teachers have professional learning opportunities to collaborate and plan instruction. Curriculum may be modified to accommodate and meet student’s needs according to IEP. Teachers write and know all goals and objectives students are working to master then work to meet their needs. Classes are heterogeneously grouped with disabled and non-disabled peers working cooperatively.

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

Our targeted intervention programs for ELLs include English Language Arts, which is a reading program for students in grade K-5 using the ReadyGEN program. It centers on 120 minutes of literacy instruction, uninterrupted Balanced Literacy, read-alouds, whole class directed lessons, learning center activities etc. We also have the Reading Recovery Program, which is a research-based reading and writing program for teaching decoding and encoding beginning with phoneme segmentation. Early Day (ETS) is also part of our targeted intervention programs for ELLs in ELA and Math. At risk services are provided by Guidance Counselors. Targeted intervention for math is Go Math.

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

New programs and improvements for this year are ReadyGEN, CodeX, GOMath, Teacher College Writing, IReady and Myon computer programs which has been very successful in our previous year. A greater emphasis has been placed on differentiated tiered instruction in all classes which enables us to meet the academic needs of our ELLs. Also we want to improve our attempts with RTI to ensure success for all of our students and reach AYP.

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

None.

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

All ELLs have equal access to all school programs. ARP classes are implemented in grades 7-8 and our ELLs are in these programs. ELLs are also part of our clubs programs. They are also afforded equal access to any After School, Saturday school, and Summer programs including ELA and Math preparation classes. ELLs are given the opportunity to participate in any program that is beneficial to their level of proficiency, interest, and learning style.

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.

A variety of instructional materials are used to support the learning of ELLs. In the content area the Ready Gen and Code X programs are used which incorporates ENL intervention components. The Social Studies, Math, and Science teachers use big books, guided readers, and shared readers in both English and Spanish. The Library has a number of different materials and website access in Spanish and English. The classes also have a variety of libraries for literacy, math, science, social studies and ENL in the classrooms. In the ENL Program, instructional materials that are used include Language Power, National Geographic Reach, National Geographic Inside, Leaped Library, Fundations, a number of different picture dictionaries, English Now! A/B Intervention, and Language, Literacy, & Vocabulary! National Geographic Windows on Literacy program. Computer programs that come with the ReadyGen, Code X and Go Math programs are utilized to support ELLs. Additionally, some
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

In ENL native language support is provided through computer programs, picture dictionaries, thesauri, books in student’s native language, and translation websites. Our program emphasizes the importance of placing the learner’s native language and cultural background and experiences at the center of the educational program. Differentiated Instruction and student-generated materials are used for teaching and learning. Newcomers are also paired with intermediate or advanced students to assist in adjusting to a new country and/or building.

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

The required services support and resources correspond to ELLs’ ages and grade levels at PS/MS 105. PS/MS 105 is able to provide ENL services in grades K-8 and students are grouped by proficiency as well as age and grade. Our classes use Ready Gen story materials and Code X that is supportive to ELLs. The programs include extra ELL support kits and instruction that promote language development. Classes also have grade leveled libraries in English. Additionally, all resources are aligned to the Common Core Learning Standards, as required by all students. Educational programs for ELLs embody the conceptual understanding of challenging content and well developed learning strategies that will prepare ELLs to think critically, solve problems, and communicate in the language(s) of instruction. ELLs are actively engaged in standards-based academic curriculum.

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?

A variety of instructional materials are used to support the learning of ELLs. In the content area the Ready Gen and Code X programs are used which incorporates ENL intervention components. The Social Studies, Math, and Science teachers use big books, guided readers, and shared readers in both English and Spanish. The Library has a number of different materials and website access in Spanish and English. The classes also have a variety of libraries for literacy, math, science, social studies and ENL in the classrooms. In the ENL Program, instructional materials that are used include National Geographic Reach, National Geographic Inside, Leaped Library, Fundations, a number of different picture dictionaries, English Now! A/B Intervention, and Language, Literacy, & Vocabulary! National Geographic Windows on Literacy program. Computer programs that come with the ReadyGen, Code X and Go Math programs are utilized to support ELLs. Skilled Tutoring is also being used in our ELL afterschool program.

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).

Tours of the PS/MS 105 building are provided for all newly enrolled ELL students and their parents. They are introduced to the parent coordinator and ENL teachers who provide them with information about school and community tutoring, after school programs and programs that are available to our students. Ms. Small, our parent coordinator also assists in helping families make the transition with a welcome breakfast.

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)?
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?

   All personnel at PS/MS 105 receive professional development in ENL throughout the year. Workshops are offered for classroom teachers and the ENL teachers. Topics include ENL strategies and instructional techniques employed during instruction including modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development; Data Analysis; ENL methodologies including Cooperative Learning. Our ENL teachers, Mrs. Fernandez and Ms. Wilenkin, attend a monthly ELL Instructional Leadership Institute (EILI) pertaining to ELLs and is available for turnkey of information. Teachers currently participate in professional development on designated PD days. The ENL coordinator sends emails out to teachers informing them of Professional Development events and workshops. She also informs teachers via emails of helpful websites and articles.

   November - New ELL policies and mandates 2017-2019
   December - Instructional Moves to Support English Language Learners
   January - Strategies for ELLs
   February - Preparing of the NYSESLAT
   Teachers have access to monthly PDs through the DELLSS, Department of English Language Learners & Students Support.
   Teachers of ELLs recently received professional development on Engaging Students in Learning for ELLs. They also have been giving workshops on how to utilize the Common Core Library website, which is full of attainable lessons and modeled lessons.
   Professional development is offered to teachers of ELLs including ENL and bilingual teachers in language acquisition in alignment with core content area instruction, Common Core Learning Standards, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Teachers also have grade wide common planning periods and differentiate to meet student’s needs academically and linguistically. Additionally, they have participated in many ELL webinars and received PD through The Teaching Channel for teacher’s website.

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.

   PS/MS 105 is a K-8 school therefore, as our elementary students’ transition to middle school; staff of ELLs receives an eligibility list with NYSESLAT scores as well as full access to STARS which provides indicators and data on ELLs. All data on students are compiled and reviewed by teachers. Our ENL coordinator is available to provide professional development as needed which can include compliance and instructional issues, preparation for the NYSESLAT and program design. Middle school students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses for ELLs.

   Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. To meet the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual
Parents of ELLs receive ELL specific PD the ENL teacher meets in professional learning teams throughout the school year. Agendas and a record of attendance is kept on file. Periodically during professional learning team meetings ELL training is provided by our ENL professional. Teachers also have grade wide common planning periods and differentiate to meet student’s needs academically and linguistically.

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?

   Parent and community involvement is paramount to the success of ELL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. The ENL teachers conduct meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program and state assessments and standards. All teachers are contracted to meet with parents individually. Tuesday afternoons are allotted a 40 minute time frame to conference with parents regarding their children. We have staff available for translation service in the parent/guardians preferred language. If necessary we contact the Office of Translation and Interpretation Unit for provisions.

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

   Schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child’s language development in all content areas in English and in the child’s home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Parent engagement is mandated and time is provided to annually meet with ELL parents. The ENL teacher has a compliance binder and data binder to retain all records of her outreach to parents whether face to face, email, letters, or by phone conference. We keep parent engagement appointments sheets, parent sign in sheets, and parent communication logs on record. During any or all of these meetings we discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas. Meetings are conducted with a qualified interpreter/translator, through the Translation and Interpretation Unit, if needed. We also currently have 5 personnel available on staff for translation and interpretation.

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, Laurie Shapiro, 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-interrupted-inconsistent-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>Laurie Shapiro</td>
<td>Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Matthew Goggin</td>
<td>Assistant Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Koren Small</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Zillah Fernandez</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Cheryl Cleophat</td>
<td>Parent</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Vivian Fitzgerald</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Michael Goldberg</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Rachel Hayden</td>
<td>Coach</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Susanna England</td>
<td>School Counselor</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Field Support</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support</td>
<td>Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Iolanda Lally</td>
<td>Other Speech</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>KOREN</td>
<td>SMALL</td>
<td>PARENT COORDINATOR</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Upon registration of their child, parents must complete a home language Identification survey and go through the informal interview session. Part III of the survey is looked at closely to see which language the parents have documented as their preferred language of communication. This indicates the language spoken at home, as well as most comfortable by the parents. At this time, parents are also given a copy of the DOE’s Language Card. During Tuesday, parent communication meetings we also verify parents preferred language of communication.
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>902</td>
<td>84.93</td>
<td>901</td>
<td>84.84</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>0.09</td>
<td>1</td>
<td>0.09</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.09</td>
<td>1</td>
<td>0.09</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td>0.19</td>
<td>2</td>
<td>0.19</td>
</tr>
<tr>
<td>Polish</td>
<td>2</td>
<td>0.19</td>
<td>2</td>
<td>0.19</td>
</tr>
<tr>
<td>Pashto (aka Pushto)</td>
<td>3</td>
<td>0.28</td>
<td>3</td>
<td>0.28</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>7</td>
<td>0.66</td>
<td>7</td>
<td>0.66</td>
</tr>
<tr>
<td>Bengali</td>
<td>16</td>
<td>1.51</td>
<td>16</td>
<td>1.51</td>
</tr>
<tr>
<td>Spanish</td>
<td>128</td>
<td>12.05</td>
<td>129</td>
<td>12.15</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.

We do not have languages that represent at least a 10% population of languages provided other than English and Spanish.

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent handbook</td>
<td>September and ongoing</td>
<td>Bi-lingual school personnel; the Translation and Interpretation unit, and The DOE vendor &quot;The Big Word&quot; when necessary.</td>
</tr>
<tr>
<td>School Calendar</td>
<td>Monthly</td>
<td>Bi-lingual school personnel and The DOE vendor &quot;The Big Word&quot;</td>
</tr>
<tr>
<td>Letters and Notices</td>
<td>Sept-June</td>
<td>Existing template from T&amp;I intranet page; Bi-lingual school personnel, and The DOE vendor &quot;The Big Word&quot;</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL
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 Tuesdays</td>
<td>Monthly Calendar</td>
<td>We will use over-the-phone interpretation services; bi-lingual school personnel</td>
</tr>
<tr>
<td>Open School Night</td>
<td>September</td>
<td>We will use over-the-phone translations services; bi-lingual school personnel</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>December and March</td>
<td>We will use over-the-phone translations services; bi-lingual school personnel</td>
</tr>
<tr>
<td>IEP meetings</td>
<td>Sept-June</td>
<td>We will use over-the-phone translations services; bi-lingual school personnel;</td>
</tr>
</tbody>
</table>

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

In the event of an emergency, School Messenger can provide calls to families in various languages. We have also utilized the T&I unit existing templates from the intranet pages. If there are not enough staff who speak other languages, we will use the over the phone interpretation service.

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.

With the assistance of the Translation Interpretation liaison, a professional development will be given that provides an overview of translation services, items and assistance that is available for parents and staff as well as the over-the-phone interpreter services desk aid.
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..)

In accordance with Chancellor’s Regulation A-663, the school provides critical communication in a timely manner for any of the languages other than English in which assistance is needed. The school has purchased translation software to translate school documents so that all parents receive notices and calendars on the same day.

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?

Parent feedback is extremely important to us therefore we will encourage parents to fill out parent surveys to know what they think about the quality and availability of services. Also during any and all parent meetings we allow time for parents to voice any questions and concerns.