2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 24Q113
School Name: P.S. 113 ISAAC CHAUNCEY
Principal: ALEJANDRO MEGIAS
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
   - Section 5A Framework for Great Schools Element - Rigorous Instruction
   - Section 5B Framework for Great Schools Element - Supportive Environment
   - Section 5C Framework for Great Schools Element - Collaborative Teachers
   - Section 5D Framework for Great Schools Element - Effective School Leadership
   - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: Anthony J. Pranzo School  
School Number (DBN): 24Q113
BEDS Code: 342400010113
Grades Served: K-8
School Address: 78-23 87th Street, Glendale, NY 11385
School Contact Person: Alejandro Megias
Phone Number: 718 847 0724  
Fax: 718 805 0737
Email Address: amegias@schools.nyc.gov
Principal: Alejandro Megias
UFT Chapter Leader: Jomarie Pastera
Parents’ Association President: Toni-Ann Mosquera
SLT Chairperson: Cristin Genzale
Title I Parent Representative (or Parent Advisory Council Chairperson): NA
Student Representative(s): NA
CBO Representative: NA

District Information

Geographical District: 24  
Superintendent: Madeline Chan
Superintendent’s Office Address: 98-50 50th Avenue, Corona, NY 11368
Superintendent’s Email Address: mchan2@schools.nyc.gov
Phone Number: 718 592 3357  
Fax: 718 592 3770

Field Support Center (FSC)
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alejandro Megia</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jomarie Pastera</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Toni-Ann Mosquera</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Rose Santos</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Deanna McGoldrick</td>
<td>Guidance Counselor UFT</td>
<td></td>
</tr>
<tr>
<td>Christine Becker</td>
<td>Teacher UFT</td>
<td></td>
</tr>
<tr>
<td>Cristin Genzale</td>
<td>Teacher UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Danielle Durante</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rosemarie Kurre</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Edwin Santiago</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Leslieann Creed-Stopiano</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Antoinette Turriciano</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 113 community is committed to developing independent life-long leaders. Our students will become goal-oriented innovators who will inspire a positive change in the world.</td>
</tr>
</tbody>
</table>

PS/IS 113 will unlock student potential by engaging students in both independent and collaborative problem-solving activities, challenging students to become critical thinkers and providing students with leadership opportunities that build character and foster growth.
Our instructional focus is to increase academic rigor and raise the level of student autonomy and accountability through teacher collaboration and development to further enhance and align academics and instruction.

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.

Located in Glendale, a predominantly residential section of Queens, NY, PS/IS 113 has a student population of 888 (5% Asian, 1% Black, 42% Hispanic, 51% White, 1% other). 6% of our students are ELLs and 15% have an IEP. Above average student attendance and teacher attendance help create a stable environment for education. A high level of parent involvement results in a strong collaborative partnership between home and school creating an enhanced educational culture. We have partnered with community based organizations (Greater Ridgewood Youth Council, Kiwanis) and developed programs to increase student engagement while decreasing student disciplinary infractions (CHAMPS, SONYC, CASA, Beautiful Me, Student Council). Our school population (staff, students, families) participates in many endeavors to strengthen and develop community ties, such as food drives, collecting for UNICEF, Toys for Tots, Crayola Marker Recycling Drive, Career Day and Ronald McDonald Can Tab Drive, and Stop & Shop Reward

Our academic achievement is an important part of our mission. We are meeting our targets and have exceeded the state, city and district averages for NYS state tests in ELA and Math for 2018. According to the most recent survey, there is a high level of satisfaction from parents, teachers and students with our school culture, instructional core and systems for improvement.

While we are very proud of our school, we do recognize that there is always a need for growth and improvement. A key area of focus for us this year is student performance in Math. While we are meeting targets, Math proficiency is slightly above 59%. One of our goals is to increase student performance levels in problem solving which will impact overall math proficiency. Another area of focus will be increasing and strengthening parent involvement in the school. We have a high level of parent involvement in many areas and a strong home school partnership, but data indicates we need to involve more parents in participating in more school activities. We need to focus on increased parent volunteerism.

We will work towards increasing the collaboration between home, school and community. Our teachers will continue to develop relationships to increase our shared understanding of highly effective instructional practices.

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

One of our special student populations is our emotionally distressed students who exhibit self harming behaviors. To address these concerns, our plans have been to focus on the targeted and universal populations. To address the targeted population, our School Counselor has implemented ‘at-risk’ counseling in school as well as providing the family and student with listings of local outside counseling agencies and Department of Education resources. To address the universal population, our Mental Health counselor provided by Thrive NYC, has conducted several classroom lessons and parent workshops related to this topic.

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.

The element of Trust was an area of significant improvement with a score of 4.58. This year we will look to make gains in the area of collaborative teachers, where the current score is 3.93.
### School Demographics and Accountability Snapshot for 24Q113

#### School Configuration (2018-19)
- Grade Configuration: 0K,01,02,03,04,05,06,07,08
- Total Enrollment (2017-18): 896
- 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): 40
- # SETSS (ELA): 63
- # Integrated Collaborative Teaching (ELA): 95
- # Special Classes (Math): 40
- # SETSS (Math): 50
- # Integrated Collaborative Teaching (Math): 95

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 33
- # Music: 30
- # Drama: 25
- # Foreign Language: 7
- # Dance: 25
- # CTE: N/A

#### School Composition (2017-18)
- % Title I Population: 55.0%
- % Attendance Rate: 95.2%
- % Free Lunch: 43.1%
- % Reduced Lunch: 12.1%
- % Limited English Proficient: 5.1%
- % Students with Disabilities: 15.2%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.2%
- % Black or African American: 1.0%
- % Hispanic or Latino: 41.9%
- % Asian or Native Hawaiian/Pacific Islander: 5.2%
- % White: 50.8%
- % Multi-Racial: 1.1%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 6.45
- # of Assistant Principals (2016-17): 6
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 4%

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 64.5%
- Mathematics Performance at levels 3 & 4: 59.1%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): 96%
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): 89%

#### Student Performance for High Schools (2018-19)
- 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: N/A
- Recognition: No
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

---

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

**Elementary/Middle School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

**High School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

A review of data (NYS exam) indicates that we are meeting our targets and our level of growth is well above NYC and NYS results. However, close to 40% of our students are still not reaching proficiency. After a review of our June 2018 Instructional Reports and 2018 Item Skills Analysis, teacher teams determined problem solving was a critical area for growth in mathematics. This area of focus will also continue to foster student growth in ELA.

Part 2 – Annual Goal

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

By June 2019 all students, including ELLs and SWDs, will improve proficiency in math by 5% as measured by I-ready in grades 3-8 and performance task results in K-2.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-8 students</td>
<td>Sept. 2018-Jan. 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
</tbody>
</table>

The Item Skills Analysis will be utilized to identify math standards that will be targeted for growth in each grade. These standards will be used as the focus of an inquiry cycle from September 2018 to January 2019.

All grades will work in teacher inquiry teams to identify and develop specific strategies to aid students in deciphering and thoroughly understanding word problems.

All classes will utilize Lexia and MyOn to support literacy in grades K-8.

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.

Parent Engagement time on Tuesday afternoons will be used to conduct teacher led workshops to empower parents as partners in their child’s education. These sessions will be conducted throughout the year. The Parent Coordinator will conduct monthly workshops in collaboration with teachers and community based organizations to support learning in the home environment. A monthly parent newsletter is sent home highlighting upcoming events and helpful strategies families can do at home to support their child’s education. During March, parent workshops will be offered in conjunction with our Saturday Academy to further support learning at home.

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.

| Principal, Assistant Principals, Teachers |
| Teacher Inquiry Teams, Monday PD Sessions, Model Teacher supports, Thinking Map instructional materials, Core curriculum instructional 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>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
</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, K-8 students will demonstrate a 2.5% increase in overall math proficiency on their Diagnostic Assessments and Performance Tasks in comparison to their June 2018 proficiency levels.

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

I-Ready Assessment and GoMath Performance Tasks administered 3x yearly.

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

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

Part 1 – Needs Assessment

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

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

According to our Learning Environment Survey, students feel both safe and academically challenged. Our overall Supportive Environment Framework score was 4.16. However, a review of our attendance indicates that there is a decrease in student motivation once they enter middle school. The number of students with 90+% attendance decreased 2% to 88%. By implementing The Leader in Me program, students will be immersed in the 7 habits. The teachings of this program will foster a sense of pride, leadership, responsibility and empathy within all students, which will transfer over into seeing an overall decrease in latenesses, absences, and OORS incidents. Additionally, students will have an integral voice in the way their classrooms and the school are run, leading to a greater sense of ownership and therefore, students will have a greater intrinsic motivation to excel.

Part 2 – Annual Goal

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

By June 2019, 100% of all pedagogical staff and students will have participated in Phase 3 of the Leader in Me program. The effectiveness of this program will be evidenced by an increase in the core passing rate to 96.7% and a 1% increase in the number of students with 90+ attendance.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-8 Staff</td>
<td>Fall 2018 &amp; Spring 2019</td>
<td>Principal, Assistant Principal, Teachers and Support Staff</td>
</tr>
<tr>
<td>PK-8 Students</td>
<td>Sept. 2018-June 2019</td>
<td>Principal, Assistant Principal, Teachers and Support Staff</td>
</tr>
<tr>
<td>PK-8 Teachers and Students</td>
<td>Sept. 2018-June 2019 Monthly</td>
<td>Principal, Assistant Principal, Teachers and Support Staff</td>
</tr>
<tr>
<td>Grade 4-8 Students</td>
<td>Nov. 2018-June 2019 Monthly</td>
<td>Lighthouse Coordinator, Principal, Assistant Principal, Teachers and Support Staff</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

A Parent Lighthouse Team will serve as a resource for families to assist in the implementation of the 7 Habits at home. Parents will also be given access to online resources and training for the Leader in Me program. Workshops for parents will be conducted by the Lighthouse Team and the Parent Coordinator to enhance the continuity of the program within the homes and therefore increase the home-school connection.

### 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.

One Monday afternoon of each month will be utilized for Leadership Action Team meetings. Teams will focus on enhancing leadership, creating culture and aligning academics. Lighthouse Teams for staff, students and parents will also meet monthly.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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 2019, attendance data will indicate a passing rate of 96.6% and 90% attendance rate of 88.5%.

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

Core passing rate percentage, attendance data

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Our Learning Environment Survey demonstrated 97% positive responses to questions focused on teacher collaboration. However, our Framework Score for Collaborative Teachers is weighed down to 3.93 due to a proficient rating in Quality Review indicator 4.2. 67% of our teachers were rated HE, allowing for reduced observations and requiring intervisitations as part of professional practice.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Annual Goal</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>By June 2019, 85% of teachers will participate in at least 4 rounds of collaborative intervisitations to share best practices, communicate actionable feedback and develop collegial relationships among pedagogues, resulting in a 0.10 overall rating increase for teachers rated in Advance.</td>
</tr>
</tbody>
</table>
### 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). |
| | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| All classroom teachers will be members of an inquiry team to share best practices and analyze student work. Common periods and professional development time will be programmed for this work to be conducted. | Teachers PK-8 | Sept. 2018-June 2019 Bi-weekly | Principal, Assistant Principals, Teachers |
| Administration will meet with teacher teams during inquiry cycles to develop a shared understanding of highly effective practices and to review student work. | Teachers PK-8 | Sept. 2018-June 2019 Monthly | Principal, Assistant Principals, Teachers |
| Administration will provide timely feedback to teachers to reinforce best practices. Administration will strategically partner teachers (through need and interest) for the intervisitation cycles. During each intervisitation cycle, participating teachers will highlight observed best practices and identify areas for further enhancement. | Teachers PK-8 | Sept. 2018-June 2019 | Principal, Assistant Principals, Teachers |

### 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.

Throughout the year, teachers volunteer their time to conduct workshops for parents on topics such as reading and math strategies, organizational skill building and understanding grade level expectations. Parent Involvement activities will be offered in the evening, as well as or in lieu of, afternoons to encourage parent-teacher cooperation to improve student achievement.

### 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.

Principal, Assistant Principals, Teacher Teams. Schedule for school day to be adjusted when necessary.

#### Part 4b.

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
| X | Tax Levy | || Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

Part 5 – Progress Monitoring

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

By February 2019, Advance data will demonstrate 0.05 overall rating increase for teachers that are rated using HEDI. Logs will be examined as evidence of intervisitation visits taking place. Teacher team minutes and feedback forms will be evaluated for effectiveness of intervisitation visits. Best practices will be acknowledged on a teacher Shout Out wall. By April 2019, a survey will be utilized to determine the effectiveness of the intervisitation program.

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

Advance reports, Intervisitation logs and feedback forms.

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

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

Part 1 – Needs Assessment

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

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

Our Framework Score for Effective School Leadership exceeded our target with a 4.29 rating. However, a review of our Advance component rating averages indicates that component 3d was our lowest rated component (3.17).

Part 2 – Annual Goal

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

By June 2019, teachers will achieve an average increase of 0.10 in Danielson’s FFT component 3d as measured by final ratings in Advance.
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</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>PK-8 Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>PK-8 Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Intervisitation logs and teacher team minutes will be evaluated to determine effectiveness of professional development.</td>
<td>PK-8 Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Professional development will be conducted to deepen understanding of the FFT and further a shared understanding of best pedagogical practices.</td>
<td>PK-8 Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Principal, Assistant Principals, Model Teacher</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.

A Parent Lighthouse Team will be created to serve as a resource for families to assist in the implementation of the 7 Habits at home. Parents will also be given access to online resources and training for the Leader in Me program. Parent workshops will be offered on Saturdays in conjunction with Saturday Academy to support learning at home and address relevant issues.

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.

Principal, Assistant Principals, Advance System, JESA visits, TDEC & Model Teacher

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</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.

Principal and Assistant Principals will use Advance to record and document teacher growth from previous observations.

By February 2019, Advance data will indicate 0.05 increase in the average rating for FFT component 3d.

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

Advance 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.

Part 1 – Needs Assessment

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

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

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

Our Framework Score for Strong Family and Community Ties exceed the target with a score of 4.23. Our Learning Environment Survey results indicated a 94% positive response rate for questions related to this element. However, question 4a on parent volunteerism only had a 71% positive response rate.

A review of data (NYS ELA and Math exams, School Quality Review) indicates that we are meeting our targets and our level of growth exceeds the results for NYC and NYS. However, close to 50% of students are not reaching proficiency. To improve student progress, we need to create a strong home to school connection. A strengthening of school, home and community ties can result in improving student academic progress. We have a strong parent-school partnership and we will continue to provide opportunities for parent volunteerism to encourage more parents to participate in school programs and activities.

Part 2 – Annual Goal

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

By June 2019, there will be a 10% increase in the number of parent/guardians that have participated and volunteered at school events as measured by parent surveys.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in grades PK-8 will develop newsletters and/or classroom blogs to keep parents informed of important events. Teachers use different websites and apps to foster communication (Edmodo, Class Dojo, Remind Me)</td>
<td>PK-8 Families</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Workshops will be offered to parents on various topics including: Tips to Help Your Child Achieve Academic Success, Social Media Safety, HS application process, Emergency Preparedness, Traffic Safety, Handling Anger, Coping with Depression and Anxiety, CPR Training</td>
<td>PK-8 Families</td>
<td>Sept. 2018-June 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
<tr>
<td>Parent Coordinator will provide timely, appropriate information to families about school wide community programs including Toys for Tots, food drives, UNICEF collections, Stop &amp; Shop rewards program, Career Day, Book Clubs, Open School Week, Back to School Night</td>
<td>PK-8 Families</td>
<td>Sept. 2018-June 2019</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Parent Coordinator will disseminate information from the PTA Executive Board regarding membership, monthly meetings, volunteer opportunities and special events conducted by the PTA.</td>
<td>PK-8 Families</td>
<td>Sept. 2018-June 2019</td>
<td>Parent Coordinator, PTA Executive Board</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.

Thrive NYC, Greater Ridgewood Youth Council, NYPD, PTA

### 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.

Principal, Assistant Principals, Teachers, Parent Coordinator, PTA President

#### 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>Fund Source</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
</table>

**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.

Percentage of attendance at monthly PTA meetings and workshops will be calculated and compared to previous data. By February 2019, a parent involvement survey will also be utilized to determine the percentage of parents who have volunteered and participated in workshops, meetings and school activities.

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

Framework for Great Schools Report.

**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 <a href="#">NYSED’s memo</a>.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**           | K-2 Running Records, Fundations Unit Assessment  
Gr. 2 I-Ready  
Gr. 3-8 I-Ready, NYSExams | K-1 Fundations  
Double Dose  
Gr. 2-5 Leveled  
Literacy Intervention (LLI)  
Gr. 2-8I-Ready | AIS/Tier 1 - in class grouping  
Tier 2&3 - small groups | **during school day**  
**during school day/ available at home** |
| **Mathematics**                            | Gr. 2-8I-Ready, NYSExams | Gr. 2-8I-Ready  
Gr. 2-8I-Ready | Individual, small groups | **during school day/ available at home** |
| **Science**                                | NYSExams, NYCPerformance Tasks | Non-fiction reading in content area | Small group, full class | **during school day** |
| **Social Studies**                         | NYSExams, NYCPerformance Tasks | Non-fiction reading in content area | Small group, full class | **during school day** |
| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | Mandated services at risk students (identified by crisis situation) | Bereavement Group  
Children of Divorce  
individual, small group counseling | Small group  
Small group  
Individual, small group meetings | After school  
After school  
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)**


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>NA</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>0</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

Set-Aside funds for Students in Temporary Housing will be utilized to provide transportation, counseling, educational support services and intervention services, as well as basic school supplies, which support the academic needs of the student.
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

| Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | X | Non-Title I |

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.

NA

2b. High Quality and Ongoing Professional Development

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

NA

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA
Part 4: SWP Schools Only

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

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

NA

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.

NA

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S./I.S. 113Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS/IS 113Q will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

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

### School-Parent Compact (SPC)

PS/IS 113, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

---

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school  
- [ ] After school  
- [X] Saturday academy

Total # of ELLs to be served: ____

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

- [X] K  
- [X] 1  
- [X] 2  
- [X] 3  
- [X] 4  
- [X] 5  
- [X] 6  
- [X] 7  
- [X] 8  
- [X] 9  
- [X] 10  
- [X] 11  
- [X] 12

Total # of teachers in this program: ____

# of certified ESL/Bilingual teachers: ____

# of content area teachers: ____

---

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

Describe the direct instruction supplemental program here and include the

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

**Begin description here:**

The goal of our Title III program is to provide supplemental academic support for our English Language Learners in 1-8th grade based on the 2018 NYSESLAT and 2018 ELA and Math state exam. This program will be conducted with a Saturday Academy (with one ENL teacher) for Grades 7-8 ELLs and an After school program (with three ENL teachers) for grades 1-2 and 3-5 for ELLs. These groups were chosen based on the number of ELLs and entering/emerging ELLs in each grade as well as looking at ELA and Math assessments to see which ELLs will benefit from supplementary language support. All four language modalities of the NYSESLAT scores are analyzed and guides the instruction. Classes will be taught in English with bilingual resources available and will be scaffolded for entering, emerging, transitioning and expanding levels for both programs. Due to the small population of ELLs at PS/IS 113 and the range of grade levels/language proficiencies, the ENL teachers in both programs will use multiple entry points scaffolds to meet the needs of all students in the program. The After School program will begin in September 2018 and go through Spring 2019. The Saturday Academy will begin in the winter and coincide with another Saturday Academy running at the same times and dates. The Saturday academy will have an average of 15 students and the after school program will have an average of 20 students. The Saturday academy will focus on academic language and fluency, as well as ELA and math skills through guided reading, sentence structure and language scaffolds through ELA/Math content areas taught by a certified ENL teacher. In the after school program we will focus on ELA and content area skills. Both classes will be instructed by dually certified ENL/common branch teachers. All subject areas will be taught with close reading instruction and guided reading in all content areas. The Saturday academy will take place on 6 Saturdays throughout the school year from 9am-12pm. The after school program will take place on Thursdays after school from 2:20pm-3:50pm. Instructional materials will be purchased to support social studies and science in content areas. Some vendors we are using are: Scholastic informational texts, Lexia Language learning computer program, Benchmark Education Explorers text sets to provide access to while developing literacy and language, Attanasio & Associates Language proficiency tool kits, Leveled Non-Fiction Libraries that promote literacy in entering and emerging ELLs. Some materials and strategies that will be used are teacher made lessons using interactive read-alouds, Thinking Maps, Guided Reading, sentence Deconstruction/Reconstruction and word play keeping in mind BICS and CALP. Teachers will also facilitate students' acquisition of English by immersing them in interactive and "Juicy word" Read Alouds for vocabulary work and higher order thinking. Teachers will incorporate high order thinking with response to literature activities aligned to grade standards, and by engaging in needs-based interactive SmartBoard/Promethean Board lessons and games to enhance their knowledge and facility with English vocabulary and grammar. Lexia Core 5 and Lexia Strategies will be provided to ELL students as a supplemental reading and grammar program to allow students to be challenged at their individual reading level and to assess their progress. This will be monitored by the ENL teacher throughout the school year. All materials purchased for the Title III programs will only be used as supplemental materials, not during the mandated school day. Home language support will be provided through the use of technology and bilingual texts/glossaries/dictionaries. Students of the same home language will be encouraged to work
Part B: Direct Instruction Supplemental Program Information

with each other using both English and their home language. All parents will be notified of the available supplementary programs, as well as parent engagement activities through letters sent home in both English and the home language using bilingual staff members support as well as the Translation and Interpretation unit and Language Line for any phone calls or further communication when needed. The Title III Saturday Academy and After School program will reach the diverse spectrum of English languages in our school community and will provide "above and beyond" scaffolding for ELL students and Former ELL students to improve their overall achievement.

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 teachers working in the After School and Saturday program, as well as the ENL mandated provider for grades k-8 and classroom teachers who work with ELLs will meet for Professional Development sessions organized by the ELL coordinator Tara Weiss, on Wednesdays from 2:21-3:21pm (5 months for 1 hour). Teachers will be paid per session for their hour long sessions. Topics for professional development will include aligning lessons to the grade level learning standards, implementation of best practices using ELL strategies, resources and techniques, analyzing various assessments and interpretation of data (including most recent NYSESLAT, ELA and Math results) to drive instruction. This will provide an opportunity for collaboration between the ENL teachers and classroom teachers in order to better serve our ELLs with appropriate scaffolds and resources to achieve success in all academic areas. These PD sessions will be run by the ENL teachers and ELL Coordinator, Tara Weiss, who will present current topics from research based articles and turn keying information from out of the building professional development series such as Academic Research Rounds and the ELL Liaison meetings. Teachers will also attend appropriate Professional Development workshops and meetings held by NYC DOE Department of English Language Learners and Student Support and Queens North Borough Field Support Center. Agendas and sign-in sheet will be provided and kept in the ENL classroom for reference as needed. The rationale for our ongoing Title III Professional Development is to provide teachers with the tools and time to collaborate in order to meet the needs of ELLs and provide them with opportunities to progress in their academic English language learning.

Part D: Parental Engagement Activities

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

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

Begin description here: 
We will conduct 2 workshops (fall and spring) open to all ELL parents and families throughout the year for parents from 2:30pm-3:30pm. These workshops will be in addition to the mandated annual parent meetings as per CR-Part 154, Parent/Teacher conferences and all other Parent Engagement sessions on Tuesdays. Workshops will be conducted by 2 ENL teachers with bilingual support staff (Polish, Spanish, Arabic) and we will utilize the language line and translation services as needed for any translations needed. A survey will be sent home for parents to indicate which topics would be most useful and engaging to them as well as dates of availability. In order to notify parents of these activities, bilingual letters will be distributed (in the home languages needed). Agendas and sign-in sheets will be provided in order to keep track of which families attended the workshops. Each hour long workshop will focus on a different theme connected to building the bridge between home and school and provide parents with home activities for families to engage in to support their child's learning. Topics will range from how to support students at home and tools to motivate language learning and development at home in both English and the families home language. Due to the diverse linguistic background of the ELL families at 113, we will continue to provide Rosetta stone online accounts for the parents to install on their home computers in order for them to work with their child at home and increase their own English language learning. Students are invited to join their parents as these are tools for the entire family. Parents will fill out a feedback form at the sessions to say if the sessions met their needs and what else could be helpful at future sessions. The ENL teachers will track the usage of the program online and reach out to the families to survey how the program was useful and helpful as well as track the use of the program online. At 113 we respect and honor the home language of our families and want to provide them support that is meaningful and useful.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $1,216.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Category</td>
</tr>
<tr>
<td>------------------</td>
</tr>
</tbody>
</table>
| Professional salaries (schools must account for fringe benefits) | Saturday Academy: $876.06 | Saturday Academy: 1 ESL teacher for 6 sessions, 3 hours each session.  
$48.67 x 6 sessions x 3hours = $876.06 |
| Per session | After school: $6,570 | Afterschool: 3 ESL teachers for 30 sessions, 1 1/2 hour each session.  
1 1/2 hours = $73  
$73 x 30 sessions x 3 teachers = $6,570 |
| Per diem | Total instruction: $7,446.06 |  |
| Parent Workshops: $194.68 | Professional Development: $1,216.75 | Parent Workshops: 2 ESL teachers for 2 sessions  
$48.67 x 2 teachers x 2 sessions = $194.68 |
### Part E: Budget

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

<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>TOTAL=$8,857.49</td>
<td></td>
<td>(+ $1,000 for Rosette Stone subscription listed under software)</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td>5 teachers for 5 sessions $48.67 x 5 teachers x 5 sessions= $1,216.75</td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td>- High quality staff and curriculum development contracts.</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$3,010</td>
<td>- Must be supplemental.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Must be clearly listed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Additional curricula, instructional materials.</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>$437</td>
<td>- Supplemental Materials for comprehension from Attanasio and Assocites, i-ready.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rosetta Stone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$437</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$12,366</td>
<td>$12.366</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>113</td>
</tr>
<tr>
<td>School Name</td>
<td>Anthony J. Pranzo</td>
<td></td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Alejandro Megias</th>
<th>Assistant Principal</th>
<th>Nicola Lynch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>type here</td>
<td>Coach</td>
<td>NA</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Tara Weiss</td>
<td>School Counselor</td>
<td>Deanna McGoldrick</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Cara Wolf Foreign Language</td>
<td>Parent</td>
<td>Stephanie Wong</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Maria Palermo-Greco, ENL</td>
<td>Parent Coordinator</td>
<td>Connie Schwartz</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td>NA</td>
</tr>
<tr>
<td>Superintendent</td>
<td>NA</td>
<td>Other (Name and Title)</td>
<td>NA</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.

| Number of certified ENL teachers currently teaching in the ENL program | 4 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 4 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 4 |
| 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) | 2 |
| Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>872</td>
<td>45</td>
<td>5.16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

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

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

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

1. Our school uses Ready Gen, on-demand writing, Fountas and Pinnell, the NYC Performance Task Assessments (MOSL) and I-Ready to assess the literacy skills of our ELLs. ENL teachers use an ENL Monitoring tool and rubric to assess the areas of need and progress of all ELL students in the four language modalities (speaking, listening, reading and writing). The results tell us that children who have early English Language experience are more likely to do well on these assessments and therefore need authentic experiences in the English language. This information provided by the data helps teachers plan effective lessons with multiple entry points. Those students who need more support in English language learning are targeted for support with language scaffolds and home language support in order for them to have success in all content areas. The classroom teachers and the ENL teachers conference during preparation periods to discuss student data and collaborate to provide appropriate lessons with scaffolds that enrich authentic experiences in the English language for all ELL students.
2. What structures do you have in place to support this effort?
   2. The ENL teachers and classroom teachers work together to monitor the ELL students progress throughout the school year. The ENL teachers and classroom teachers analyze formative assessments throughout the school year during common-prep time and during the professional work time on Tuesdays from 3:00pm-3:35pm. All ELL students are exposed to authentic experiences in the English language through the use of teacher made lessons, assessments, on-demand writing tasks, Fountas and Pinnell, i-Ready assessments and Ready Gen lessons and assessments that align to the Common Core Standards and formative assessments. The collaboration of teachers provides the support ELL students need in order to receive appropriate and enriching experiences in all content areas.

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?
   3. The ENL teachers use an ENL Monitoring tool and rubric to assess the areas of need and progress of all ELL students in the four language modalities (speaking, listening, reading and writing) as well as the NYC Performance Task Assessments (MOSL) and on-demand writing. The ENL teacher and classroom teachers work together to analyze student progress while identifying the areas of need throughout the year during common prep time. ELL student data shows us that support in sentence fluency is an area of need. The ELL teacher and classroom teachers collaborate to provide scaffolds and access to grade appropriate lessons to support ELL students. Parents continue to request the ENL classes for their children. ELLs are receiving the help they need to be successful as indicated by the progress on assessment data in all subject areas and progress on the NYSESLAT.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   4. The ENL teachers and classroom teachers work together to monitor the ELL students progress throughout the school year. The ENL teachers and classroom teachers analyze summative assessments throughout the school year during common-prep time and during the professional work time on Tuesdays from 3:00pm-3:35pm. The structures in place to address the interventions needed based on the data are implemented by the ENL teachers and classroom teachers collaboration planning language scaffolds and supports such as sentence de/reconstruction and vocabulary enrichment. All ELL students are exposed to authentic experiences in the English language through the use of teacher made lessons and Ready Gen lessons that align to the Common Core Standards and the summative assessments. These assessment guide our student groupings and lesson planning to meet the needs of the students.

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.]
   5. The school uses data from on-demand writing, the NYC Performance Task Assessments (MOSL), Fountas and Pinell, Iready, the state ELA and Math exams to guide instruction for ELLs with in the RTI framework. Teachers analyze trends in the students data over time as well as in their student work. ELL students who need to receive RTI services receive skill-based tier 2 and 3 instruction. This requires collaboration between the ENL teacher, classroom teacher, and RTI instruction, who meet during common prep time or during professional work time on Tuesdays from 3:00pm-3:35pm.

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].
   6. Newcomer English Language Learners usually score at the Entering Level of the NYSITELL. For Kindergarten and Grade 1, the reading and writing sections of the NYSESLAT are challenging. The listening and speaking sections are difficult for students of all grade levels at the Entering and Emerging English proficiency levels. For Grades 2 and up the reading and writing have always been more difficult for children to pass at the Transitioning and Expanding English proficiency levels. ELLs of all levels struggle on the state ELA and Math exam due to the rigorous reading and writing content. Data shows us that our ELL students must acquire a broad range of vocabulary, fluency and sentence structure building in order to succeed in both expressive and receptive language assessments. This data guides our instruction of ELLs with the ENL teacher and the classroom teacher. ENL teachers and classroom teachers analyze data about their ELL students and plan instruction to meet the areas of need of their linguistically diverse students.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
7. Data drives our instruction and programming. Students are grouped according to their grade level (2 consecutive grade levels) and English language proficiency levels. The ENL teachers work together with the classroom teachers in order to provide support for ELLs in the appropriate programming. The ENL teachers and classroom teachers collaborate during prep periods on Tuesdays from 3:00pm-3:35pm. Each modality is addressed through authentic content and scaffolds are provided in the areas of need based on the data. For example, students who struggle with sentence fluency are introduced to sentence de/reconstruction.

**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.
      1. At PS/IS 113Q our small population of ELL students is represented in almost every grade and by several different home languages. A Freestanding ENL program serves our students’ needs. The ENL teacher and the classroom teacher work closely to plan curriculum alignment to ensure that all instruction meets the literacy and content area needs of our ELL students. Our Freestanding ENL program includes students of two consecutive grade bands receiving Integrated and Stand-Alone ENL instructed by a certified ENL teacher who has a common branch license as well. ELL’s are grouped heterogeneously (All proficiency levels) due to the small number of ELLs per consecutive grade band. All ELL students receive 180 minutes of Integrated ENL/ELA and Entering and Emerging ELL students receive another 180 minutes of Stand-Alone ENL. Former ELLs receive 90 minutes of Integrated ENL/ELA. Our 2nd and 4th grade ELLs receive 180 minutes of Integrated and 180 minutes of Stand-Alone ENL from certified ENL teachers who are also their classroom teachers.

   b. TBE program. *If applicable.*
      N/A

   c. DL program. *If applicable.*
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   2. The ENL teacher is also a certified common branch teacher and provides 180 Integratred ENL/ELA instruction to Entering, Emerging, Transitioning, and Expanding ELLs. Former ELLs receive 90 minutes of Intergrated ENL/ELA instruction. Entering and Emerging ELLs receive another 180 minutes of Stand-Alone ENL from the certified ENL teacher. Our 2nd 4th grade ELLs have dual certified ENL classroom teachers. The Entering, Emerging, Transitioning, and Expanding 2nd and 4th grade ELLs receive 180 minutes of Intergrated ENL/ELA embedded into their classes ELA time. Entering and Emerging 2nd and 4th grade students receive another 180 minutes of Stand-Alone ENL from their ENL certified classroom teachers. 2nd and 4th grade Former ELLs receive 90 minutes of Intergrated ENL/ELA from the certified ENL classroom teachers as well. All teachers in the ENL program provide ELL students of all proficiency levels opportunities to engage in higher order thinking and exposure to engaging texts and resources. The ENL program provides students with multiple entry points to content area instruction through the use of language scaffolds, home language support and enriches materials and resources.

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.
3. The ENL teacher plans her lessons in the different content areas using English as the medium of instruction. Our students go through a rigorous Common Core based curriculum. Instruction includes read aloud, partner reading, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ENL teacher utilizes a variety of instructional materials including communication skills and cognitive academic language proficiency. The ENL teacher utilizes a variety of Common Core based instructional materials including Code X, Ready Gen, Go Math, manipulative for math and science, computers technology, leveled library books and Common Core non-fiction texts. Classroom teachers differentiate instruction for ELL students. Peer instruction and cooperative learning with other students helps facilitate English acquisition. Some content area materials are available in our languages. When available ELL students are provided with translated versions of current curriculum materials in order to ease the acquisition to English (e.g. science curriculum materials are available in Spanish and provided to students when appropriate). The ENL teacher works closely with classroom teachers to integrate content area work in ELA with ENL instruction to make it more comprehensible using language scaffolds such as vocabulary word choice packets, visual literacy scaffolds and sentence de/reconstruction. ELLs are given enriching materials, engaging texts and resources to acquire English through the content areas. All teachers are encouraged to use home language materials when available.

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

Spanish speaking students who failed the NYSITELL are tested with the Spanish LAB to determine their language dominance. Children who speak other languages bring their knowledge and skills from prior learnings to their ENL classes. Ideas, skills and knowledge are used for evaluation purposes. Home language serves as support for the child in the ENL class. The teacher can involve a new student in class activities by allowing him to respond through drawing, reading, retelling in the home language. All teachers utilize technology, such as Ipads, to translate vocabulary words and content for newcomers students.

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. P.S./I.S. currently does not have any SIFE students.
B. ELLs in the US less than three years are targeted for Fundations lessons, Iready lessons, Lexia by Rosetta Stone lessons, visual literacy lesson, vocabulary scaffolds, sentence structure tools and targeted lessons during Stand-Alone ENL. 
C. For ELLs receiving service 4-6 years, classroom teachers and ENL teachers target lessons, skills and strategies to help students prepare for state exams and meet the common core standards in ELA. In addition, the ENL teacher provides additional language skills practice to foster fluency and comfort in the English Language. Scaffolding for ELL students includes vocabulary, sentence and paragraph writing tools and scaffolds, reading complex engaging texts, classroom discussions, listening activities and visual literacy lessons. ELL students are provided multiple entry points in to the content areas.
D. The ENL teacher and classroom teachers identify the special needs of these students and provides multiple entry points to lessons through the use of scaffolds and strategies. This guides the success and raises the achievement level of these students.
E. Former ELLs are given all testing accommodations and receive 90 minutes of Integrated ENL/ELA from the ENL teacher in order to meet common core standards and prepare for state exams. Former ELLs are provided with appropriate and engaging scaffolds for grade appropriate content area instruction. These students are challenged and engaged in language strategies and activities.

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?

Our education materials correspond to our ELL students’ ages and grade levels. Teachers use common planning to discuss content area texts which include common core non-fiction books. ENL and special education classroom teachers discuss skill strategies and best practices for all students including ELLs and SWDs. Some examples would be utilizing small group instruction, one-on-one instruction, and peer group work to enable ELL-SWDs to receive content area instruction that best meets their needs. ELL-SWDs are included in mini lessons to model the skill to demonstrate understanding. Teachers
incorporate accountable talk in their instructional classroom activities. Teacher teams are developing rigorous Common Core tasks for challenging and in depth classroom activities that include ELLs and SWDs. When available home language support is provided. The ENL teacher uses strategies such as vocabulary word choice packets, visuals, sentence de/reconstruction, thinking maps and sentence stems to support ELL-SWDS in academic content areas and accelerate English language development.

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?
7. Our education materials correspond to our ELL students’ ages and grade levels. Teachers use common planning to discuss content area texts which include just right, common core non-fiction books. Teachers discuss skill strategies and best practices for all students including ELLs and SWDs. Some examples would be utilizing small group instruction, one-on-one instruction, and peer group work to enable ELL-SWDS to receive content area instruction that best meets their needs. ELL-SWDS are included in mini lessons to model the skill to demonstrate understanding. Teachers incorporate accountable talk in their instructional classroom activities. Teacher teams are developing rigorous Common Core tasks for challenging and in depth classroom activities that include ELLs and SWDs. ELL-SWDS are in the least restrictive environment and the ENL teachers collaborate with the special education teachers to support the IEP goals of the ELL-SWDS by implementing strategies, scaffolds and supports to enrich the curricular and instructional needs. Scheduling flexibility is used to ensure all ELL-SWDS receive the mandated minutes required for ENL instruction by collaboration between the ENL teacher and the special education teacher.

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.
8. Targeted intervention services for ELL students are provided primarily in English with home language support when available. Interventions in ELA include: Fundations (K-2); Rosetta Stone; I-ready and Lexia Learning and language scaffolds. These programs are provided to any ELL student as needed. ELL students receive Math enrichment and science using engaging lessons using home language support, manipulatives and hands-on experiences. Social socials interventions used with ELL students provide home language support, visuals, and reading and writing strategies to scaffold materials. Need is determined by data from assessment exams in ELA, Math, Science and Social Studies, the NYS ELA exams, NYS Math exams, the NYSESLAT, teacher observation and evaluation of student work. Instructions are in English.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
All ENL services will continue and will be based on the rigor of the Common Core. According to the data from the 2017 NYSESLAT we will continue to focus on the four language modalities. Providing content area instruction for ELLs of all proficiency levels by providing them with multiple entry points and exposure to engaging texts. Based on the NYSESLAT scores we will provide strategies for vocabulary enrichment and sentence fluency.

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

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

11. ELL students are afforded equal access to all school programs such as all after school and supplemental services offered at PS/IS 113Q. At PS/IS 113Q we have a diverse staff with a range of languages spoken who are able to provide home language support to our ELL students and ensure involvement in all programs and events. Our Title III program takes place on Thursday afternoons for ELLs in grades 1-5 based on the population of ELLs. All ELLs are invited and encouraged to take part in our Saturday Academy in the winter to prepare to state exams. Parents are informed of all school programs and events in their preferred language.

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.

12. Instructional materials used to support Entering and Emerging ELLs include: Rosetta Stone, MyOn, Lexia, Leap Frog readers, StarFall, I-ready, as well as literature books, tapes, picture cards, visuals, read alouds, and close reading. Content area(ELA,
Math, Science, Social Studies) materials are provided in English. Where available and appropriate, translated versions of curriculum materials are offered to students. For Transitioning, Expanding and Commanding ELLs and Former ELLs instructional materials used for support include: MyOn, Lexia Learning, Iready, picture cards, visuals, read alouds, close reading and all content area (ELA, Math, Science, Social Studies) materials are scaffolded to provide multiple entry points. Home language support is provided when available and needed.

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

   13. Home language support is provided in our Freestanding ENL program and in every classroom in our school. Students are encouraged to read books, magazines, newspapers and comics in their home languages. They are encouraged to retell what they read in English. They translate words, phrases, sentences, and even stories from many genres from their native language into English. Bilingual dictionaries are available to assist students as well as home language library books. Students are grouped with students of the same home language to provide clarification and meaning to concepts, vocabulary and tasks.

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

   14. Our educational materials correspond to our ELL students’ ages, grade levels and the Common Core Learning Standards. Required services and support are tailored to an ELL student’s age and grade level. ENL teachers and classroom teachers scaffold grade level content curriculum to multiple entry points so students of all levels and English proficiency levels are received appropriate learning experiences. The guidance counselor services small groups according to their age and grade. OT and PT services are provided one to one or in a small group setting by age or grade level. Speech services are provided according to need within appropriate age and grade level.

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?

   N/A

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).

   16. We provide an Orientation Meeting for our newly enrolled ELLs and their parents. At this meeting, parents are given the school handbook, which is available in several languages including Spanish, Russian, and Chinese. This handbook informs them about the school policies. The ENL teacher, school counselor and parent coordinator work together to provide all resources needed for the newly enrolled families. Translation services are used as needed.

17. What language electives are offered to ELLs?

   All Grade 7 and 8 students take Spanish.

18. For schools with dual language programs:

   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

   b. In which language(s) is each core content area taught?

   c. How is each language separated for instruction?

   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   N/A

### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
1. Professional development takes place throughout the year on Mondays from 2:20-3:40pm and during the following times: November (Election Day PD) and June (PD Day). All staff, including assistant principals, teachers and paraprofessionals, participate in the professional development. Workshops include topics specifically relevant to the ELL student as well as content specific topics such as Go Math, Ready Gen, I-ready (technology based program), Common Core standards in both ELA and Math. Each topic include best practice strategies for the teaching of ELL students. Additionally, professional development will be offered to meet the individual needs of our pedagogic and non-pedagogic staff as part of our ongoing customized PD program. When a new ELL student enrolls at PS/IS 113Q, teachers can receive resources, learning strategies and instructional guidelines to enhance the education of that student. We achieve this by collaborating with the ENL teacher, professional developer, other staff members and administration in a thorough and timely manner. Professional development is offered to teachers of ELLs as they engage in the Common Core Learning standards through workshops on topics such as Go Math and Ready Gen. The ENL teacher attends PD’s from the Borough support office to discuss ELLs and the Common Core strategies which include strategies and scaffolds for the ENL teacher and all staff to with ELLs. The ENL teacher also attends PD’s organized by NYC DOE and Queens North Field Support Center on ELL specific Common Core strategies such as Non-Fiction Comprehension for ELLs.

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.

All teachers and ENL teachers are offered Professional Development as they engage in the Common Core Learning Standards through workshops on topics such, student autonomy, questioning and discussion techniques, Go Math and Ready Gen. The ENL teachers and classroom teachers attends PD’s from the Queens North Field Support Center on a range of topics and to discuss ELLs and the Common Core Learning Standards which include strategies and scaffolds for the ENL teacher and all staff to with ELLs. The ENL teachers and classroom teachers also attends PD’s organized by NYC DOE on ELL specific Common Core strategies such as Non-Fiction Comprehension for ELLs. Teachers receive copies of the agendas from the Professional development and provide a copy to the school secretary to keep on file. Teachers are encouraged to keep a copy of the agenda for their own records. These PD opportunities meet the requirements set by CR Part 154.

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?

All teachers at PS/IS 113 meet with parents during Parent Engagement time on Tuesdays from 2:20pm-3:00pm. The ENL teachers meets with parents throughout the school year on these Tuesdays to discuss students progress, language development, all assessments and behavior in all content areas. The ENL teacher conducts the annual ELL parent meetings during Parent Engagement time on Tuesdays with in person meetings or over the phone if it meets the needs of the parents. If needed, all teachers call the Translation and Interpretation Unit to meet with parents or use a staff member to translate. Teachers keep attendance records at all parent meetings.

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

Parents are integral part of our PS/IS 113Q community. We have an active and involved PTA. ELL parents are encouraged to attend PTA meetings, volunteer for school functions and participate in school trips. Our parent coordinator distributes a monthly newsletter informing parents of upcoming school and parent involvement. ELL parents are invited to all parent outreach programs at PS/IS 113 and bilingual staff are in attendance to translate.
## 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.

P.S./I.S. 113 is a diverse and caring community. As a school with Kindergarten-8th grade, we ensure that all of our students will continue to receive enriching and engaging services, support and learning experiences throughout all their years at 113. At 113 we believe that our inclusive, supportive environment provides a platform for students of all backgrounds and needs to thrive and succeed academically and socially. We are preparing our current 8th grade students, including ELLs and Former ELLs, for the transition to high school through meetings, workshops, fairs, and other school events. The guidance counselor works closely with students on the high school application process. The parent coordinator reaches out to inform the parents of fairs, workshops and events. The administration of PS/IS 113Q has consistently supports its staff by providing whatever resources are needed to accomplish its goals. The ENL teachers and classroom teachers collaborate effectively to guide and prepare all students to achieve success and student autonomy. Elementary students prepare for Middle School by increasing independent work time and promoting responsible behaviors for all students. All students, including ELLs of all English proficiency levels, are guided and prepared for what is expected of them both socially and academically as they transition into the upper grades. The guidance counselor provides knowledge of the High School application process and providing information about ELL programs and instructional needs as the students transition grades. The ELLs, and parents of ELLs, at our school are supported and encouraged to participate all areas of our school community; adding to the inclusive and enriching environment at P.S./I.S. 113Q.
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, Alejandro Megias, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alejandro Megias</td>
<td>Principal</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Nicola Lynch</td>
<td>Assistant Principal</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Connie Schwartz</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Tara Weiss</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Stephanie Wong</td>
<td>Parent</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Cara Wolf/Foreign Language</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/3/17</td>
</tr>
<tr>
<td>Maria Palermo-Greco/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/2/17</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>School Counselor</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Superintendent</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Other ____</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Other ____</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Other ____</td>
<td></td>
<td>NA</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>Connie</td>
<td>Schwartz</td>
<td>Parent Coordinator</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   The ENL teacher works with the Pupil accounting secretary when parents register their students. The ENL teacher conducts an interview with both the student and parent before the HLIS form is filled out. If the parent is unable to communicate in English the ENL teacher calls the Translation and Interpretation Unit. All parent information is filled out in the preferred language and any questions are answered using the Translation and Interpretation Unit phone number if needed. Teachers and staff also look at ATS Report of Preferred Languages, Blue Card data, Parent Surveys, and Teacher Surveys.

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>1490</td>
<td>88.69</td>
<td>1487</td>
<td>88.51</td>
</tr>
<tr>
<td>Polish</td>
<td>38</td>
<td>2.26</td>
<td>38</td>
<td>2.26</td>
</tr>
<tr>
<td>Spanish</td>
<td>95</td>
<td>5.65</td>
<td>94</td>
<td>5.6</td>
</tr>
<tr>
<td>Arabic</td>
<td>15</td>
<td>0.89</td>
<td>16</td>
<td>0.95</td>
</tr>
<tr>
<td>Albanian</td>
<td>4</td>
<td>0.24</td>
<td>4</td>
<td>0.24</td>
</tr>
<tr>
<td>Bengali</td>
<td>3</td>
<td>0.18</td>
<td>3</td>
<td>0.18</td>
</tr>
<tr>
<td>Chinese (any)</td>
<td>14</td>
<td>0.83</td>
<td>14</td>
<td>0.83</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.06</td>
</tr>
<tr>
<td>Greek</td>
<td>6</td>
<td>0.36</td>
<td>6</td>
<td>0.36</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>2</td>
<td>0.12</td>
<td>2</td>
<td>0.12</td>
</tr>
<tr>
<td>Italian</td>
<td>2</td>
<td>0.12</td>
<td>2</td>
<td>0.12</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>0.06</td>
<td>1</td>
<td>0.06</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.12</td>
</tr>
<tr>
<td>Romanian</td>
<td>1</td>
<td>0.06</td>
<td>1</td>
<td>0.06</td>
</tr>
<tr>
<td>Russian</td>
<td>7</td>
<td>0.42</td>
<td>7</td>
<td>0.42</td>
</tr>
<tr>
<td>Senufo</td>
<td>2</td>
<td>0.12</td>
<td>2</td>
<td>0.12</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.

NA

**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>Student handbooks</td>
<td>September</td>
<td>At PS/IS 113 we use the Translation and Interpretation Unit if we do not have a staff member who can translate the documents needed. We submit translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.</td>
</tr>
<tr>
<td>Parent-teacher conference announcements</td>
<td>September, November, March, May</td>
<td>At PS/IS 113 we use the Translation and Interpretation Unit if we do not</td>
</tr>
</tbody>
</table>
we have a staff member who can translate the documents needed. We submit translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.

<table>
<thead>
<tr>
<th>After-school program information</th>
<th>September (and as needed throughout the school year)</th>
<th>At PS/IS 113 we use the Translation and Interpretation Unit if we do not have a staff member who can translate the documents needed. We submit translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State testing dates</td>
<td>February</td>
<td>At PS/IS 113 we use the Translation and Interpretation Unit if we do not have a staff member who can translate the documents needed. We submit translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent teacher conferences</td>
<td>September 13th, November 15th, March 14th and May 23rd</td>
<td>At PS/IS 113 we use the Translation and Interpretation Unit and the Language Line if we do not have a staff member who can translate the parents preferred language.</td>
</tr>
<tr>
<td>ELL Parent Orientation</td>
<td>September 19th, 26th, and October 3rd</td>
<td>At PS/IS 113 we use the Translation and Interpretation Unit and the Language Line if we do not have a staff member who can translate the parents preferred language.</td>
</tr>
<tr>
<td>ELL Parent Annual Meetings</td>
<td>Throughout the school year on Tuesdays from 2:20-3:00pm</td>
<td>At PS/IS 113 we use the Translation and Interpretation Unit and the Language Line if we do not have a staff member who can translate the parents preferred language.</td>
</tr>
<tr>
<td>Teacher Workshops (Including Rosetta Stone workshops for parents of ELLs)</td>
<td>Throughout the school year on Tuesdays from 2:20-3:00pm</td>
<td>At PS/IS 113 we use the Translation and Interpretation Unit and the Language Line if we do not have a staff member who can translate the parents preferred language.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

At PS/IS 113 we have a diverse range of staff members who speak many languages (Spanish, Polish, Arabic, Italian). We use the Translation and Interpretation Unit and the Language Line if we do not have a staff member who can translate the parents preferred language.

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.

The ENL teachers and Parent Coordinator meet with teachers and all staff members to share information about translation and interpretation rights and resources available. At PS/IS 113 we use the Translation and Interpretation Unit and the Language Line if we do not have a staff member who can translate the parents preferred language. This information is shared with all staff members.

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.)

At PS/IS 113 we have visible translated signage and brochures in the main office, parent coordinators office and security desk that provide parents the opportunities to indicate they have the right to receive information in their preferred language. We also translate flyers and letters shared with all parents in preferred languages. We use the Translation and Interpretation Unit and Language Line if we do not have a staff member who can translate the documents needed or translate orally.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

At PS/IS 113 we use the Translation and Interpretation Unit if we do not have a staff member who can translate the documents needed or translate orally. All ELL parent letters and surveys are sent home in the preferred language of the parent. All staff members communicate with parents and implement translation and interpretations the preferred for future communication. The ENL teachers and Parent Coordinator also meeting with staff members to translation resources and materials as needed.