2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 24Q119

School Name: I.S. 119 The Glendale

Principal: JEANNE FAGAN
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: PS/IS 119 The Glendale
School Number (DBN): 24Q119
BEDS Code: 3424000010119
Grades Served: K-8
School Address: 74-01 78 Avenue Glendale NY
Phone Number: 718-326-8261
Fax: 718-456-9523
School Contact Person: Jeanne Fagan
Email Address: jfagan2@schools.nyc.gov
Principal: Jeanne Fagan
UFT Chapter Leader: Patricia Calvo
Parents’ Association President: Natalka Roumeliotis
SLT Chairperson: Bill Teehan
Title I Parent Representative (or Parent Advisory Council Chairperson):
Student Representative(s):
None
Bill Donovan
CBO Representative:

District Information

Geographical District: 24
Superintendent: MadeleneChan
98-50 50 Avenue Corona NY 11368
Superintendent’s Office Address: MChan2@schools.nyc.gov
Superintendent’s Email Address: 917-225-2020
Phone Number: 718-592-3770
Fax: 
Field Support Center (FSC)

Queens

FSC: ___________________________ Executive Director: ___________________________
Queens Plaza North 28-11 QPN Queens, NY 11101

Executive Director's Office Address: ___________________________

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

917-225-2020 718-391-8320

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

All SLT members are expected to sign this page to confirm their participation in the development of this 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>Jeanne Fagan</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Patricia Calvo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Natalka Roumeliotis</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Susan Chen</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>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Ellen Wittlinger</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Melanie Aviles</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Patricia Gordon</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>GenalinKalpaxis</td>
<td>Member/ Parent</td>
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<td>Member/ Teacher</td>
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<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Fred Baumann</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Bill Teehan</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Jacki Rossi</td>
<td>Member/Teacher</td>
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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>
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</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>
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<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>
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<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>
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<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>
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<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>
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<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>
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<tr>
<td>PS/IS 119’s mission is to provide the whole child with strategies, skills, and character traits to become a constructive member of society and the work force. In order to do so, students are provided with rigorous academics and opportunities to fulfill their social and emotional potential for growth in collaboration with faculty who will support each child. We strive to provide students within an inclusive setting, which is the optimal learning environment, to become the best that they can be.</td>
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</table>
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.

PS/IS 119 The Glendale is an elementary/middle school with 1270 students from grade K-8. The school population comprises 2% Black, 31% Hispanic, 40% White, and 25% Asian students. The student body includes 4% English language learners and 9% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The year-to-date average attendance rate for the school year 2017-2018 is 96%.

Our school is comprised of over 50% of the Gifted and Talented population in grades K-8. Their needs include a various high-level curricula (Regents Algebra, Regents Living Science, Regents Earth Science, Mandarin, robotics, performing arts) that will be challenging. Likewise, our zoned students receive many of the same coursework including STEM, coding, performing arts and language. We revised our program to include equity among the students with the intent of creating programs that require students to strive for excellence.

We have finished the continuum for the growth of our elementary/middle school grades. One of the most significant decisions in the past few years, as a school community, was to departmentalize our elementary grades starting in first grade by double subjects for 1-3 (Math/Science and ELA/Social Studies) and single subjects for students in 4-8 grades. Students are taught all content areas by teachers who are strong in that subject area. Students move to designated classrooms that offer a rich learning environment specific to the content.

This year we have incorporated strategic partnerships with many new organizations to foster academic experiences and to strengthen the connection between the larger community and the school. These presently include, Urban Advantage, Hall of Science, Ballroom Basix dance program, and the Museum of Modern Art (MoMA) program.

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

Our school is comprised of 10% of students with disabilities. These students are either in our ICT classes or self-contained. These classes, as well as the teachers who teach self-contained and ICT, are also departmentalized to ensure that the curricula is taught with rigor and the expectation for challenging and higher-level work is transparent. Our programs are based on the theory and practice of student autonomy and authentic learning.

Our ESL program again is limited. Only ___% of students. According to Accountability Summary Reports, our ENL population excels on the NYSITEL exam but lag in their test scores on the NYS ELA exam. Their specific need, moving forward, will be to incorporate strategies and programs to foster their growth.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

According to the School Quality Guide Framework Elements, our greatest progress over a three year period (2016-2018) would be under the category of Rigorous Instruction (4.07; 4.12; and 4.25 respectively) and Effective School Leadership (2.90; 3.94; and 4.11 respectively). This was also evident in the 2017-2018 Overall Annual Principal's Performance Review, which revealed that our success was visible within the measure of Leadership Practice.

Our key area of focus for this year will be based on one element of the Framework. Growth scores which was did not shown within the component of Supportive Environment. There was little change in scores (3.98; 3.31) over a span of a two year period. This was also clear within the same document when looking at the Survey Element scores (2.99; 2.65; and 2.57).
### School Demographics and Accountability Snapshot for 24Q119

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05,06,07,08
- **Total Enrollment (2017-18)**: 1277
- **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)**: 39
- **# SETSS (ELA)**: 11
- **# Integrated Collaborative Teaching (ELA)**: 89
- **# Special Classes (Math)**: 29
- **# SETSS (Math)**: 10
- **# Integrated Collaborative Teaching (Math)**: 67
- **Types and Number of Special Classes (2018-19)**: N/A

#### # Visual Arts: 30
- **# Music**: 27
- **# Drama**: 24
- **# Dance**: 21

#### School Composition (2017-18)
- **% Title I Population**: 73.0%
- **% Attendance Rate**: 95.4%
- **% Free Lunch**: 65.0%
- **% Reduced Lunch**: 11.3%
- **% Limited English Proficient**: 3.6%
- **% Students with Disabilities**: 8.8%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.6%
- **% Black or African American**: 1.8%
- **% Hispanic or Latino**: 30.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 25.8%
- **% White**: 39.4%
- **% Multi-Racial**: 2.8%

#### Years Principal Assigned to School (2016-19)
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 23%
- **% Teaching with Fewer Than 3 Years of Experience**: 23%
- **Average Teacher Absences**: 8.1

#### ELA Performance at levels 3 & 4 (2016-17)
- **70.3%**

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- **98%**

#### Student Performance for High Schools (2016-17)
- **Mathematics 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)
- **No Recognition**
- **Local Assistance Plan**: No

#### 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
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: No
  - **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**: Yes
  - **Economically Disadvantaged**: Yes

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

2018-19 CEP
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Rigorous instruction is required of every teacher in every classroom. This necessity involves creating a strong philosophy centered on furthering our pedagogy around how our students learn best. This theory of practice will be to concentrate on student autonomy/authentic learning by furthering our learning to incorporate ‘visual thinking’ (Ron Ritchard, 2011)). We have developed numerous teams (i.e. STEM team; Instructional Leadership Team) of teachers and administrators to focus our attention as a faculty to this end.

Teachers will continue the work of collaborating to achieve our change in pedagogy. Although this theory of pedagogy has its positive effects on student engagement, it will also help in overcoming some of our academic challenges.

In the 2017-2018 school year, with the help of the assistant principals, our coach, lead teachers, and STEM team members, who were dedicated to meeting weekly, were able to begin the process of including a STEM program within our school’s curricula. This program was broadened and implemented this year in our kindergarten through eighth grade classrooms, either singularly or in combination with coding classes. We have since purchased a program to be an additional supplement to our teacher-created curriculum. Additionally, funds were also made available to hire a new teacher with experience in this content area.

Although our efforts are ambitious, we realize that it must also prove to increase student growth, specifically with our English Language Learners (ENL). The results must be framed with the understanding that we do have a small amount of students that fit in this category (26 out of 1274). According to our NYSED Achievement Accountability Report test score aggregates in ELA, out of 23 students, 13 were Level 1, 5 were Level 2, and 4 students were Level 3 and 4. Likewise, in mathematics, there was a large discrepancy between Levels 1 and 2 as opposed to Level 3 and 4 (84% Level 1 and 2; 16% Levels 3 and 4).

As a school we will continue the work of collaborating to achieve our change in pedagogy and will target students that are English Language Learners. We will continue to focus our work on providing rigorous instructional tasks with the continuation of student autonomy/authentic learning and provide teachers with multiple strategies, including visible thinking, to address all student needs but will especially focus our work to offer a supportive environment for our ENL students. By doing so, our students have a chance to become independent thinkers while using learned skills to increase academic achievement.

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, in order to increase student autonomy and rigor, teachers will utilize the six high-leverage thinking moves related toward "visible thinking" (Ron Ritchhart) through targeted professional development. This will increase pedagogy and student learning, including all students but with a special focus on our ENL population. These "thinking moves" will be measured and will be exhibited in 60% of lessons observed through formal and informal observations.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</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). | Teachers | September 2018 – June 2019 | Administration/ the Coach/Instructional Teacher Leaders. |

| Professional learning, centered on the theory of visible thinking, will be incorporated into the PD time on Mondays. | Teachers | September 2018 – June 2019 | Administration |
| Teams of teachers will be given one of the six elements of visible thinking aligned with the Danielson Framework. They will then research and implement within their own classrooms to validate its merit. | Teachers | September 2018 – June 2019 | Administration |
| Support strategies within the six elements will be included in order to specifically target the ENL students. | Teachers | September 2018 – June 2019 | Administration |

### 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.

The Parent Coordinator will conduct workshops for parent with a particular focus on the parents of our ENL students to help support their academic achievement at home while utilizing the six visible thinking moves. The implementation of these strategies will be monitored through additional workshops to support their efforts and answer any additional questions. These workshops will take place beginning in November through February.

### Part 4 – Budget and Resource Alignment

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

- Per session for the Instructional Lead Teachers.
- Scheduling common prep periods for teacher teams.
- Per session for additional time spent by teacher teams on creating their topic to present to the faculty.

**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>
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<td>X</td>
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<tr>
<td>C4E</td>
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<tr>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tbody>
</table>
Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By February 2019, in order to increase student autonomy, teachers will utilize three of the six high-leverage thinking moves related to &quot;visual thinking&quot; (Ron Ritchhart). This will increase pedagogy and student learning, including all students but with a special focus on our ENL students. These &quot;thinking moves&quot; will be measured and will be exhibited in 60% of lessons observed through formal and informal observations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All components of the evidence will be vetted by the administration and the core teams within the school for suggestions and assistance. Tasks will be measured by the four-prong Authentic Learning Checklist and the Danielson Rubric.</td>
</tr>
</tbody>
</table>

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

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

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?

In 2017-2018, according to the dean’s records, as well as the Guidance Counselor’s records, there were 10 Respect for All (RFA) reports. Last year, we recognized what needed to be done in order to reduce this percentage. Our strength lies in the fact that we recognize the need and are willing to work toward an even more progressive way to quell this trend. We have already campaigned with students and parents alike to differentiate the definition of bullying and confrontation.

With this goal in mind, we already had assemblies, guest speakers, parent workshops, and student informational sessions. According to the responses on the 2017-2018 School Quality Guide, 71% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. Yet an overall 52% of students felt that what was put in place last year was effective. Compared to the district average that would be 16% lower than average and 11% lower when compared to the city average. Our need for the 2018-2019 school year will be to have our students feel more supported and safe within the school.

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, there will be a 5% increase on the 2018-2019 NYC School Quality Guide (52% to 57%) to indicate the number of students who feel that there is no bullying within the school. This will be accomplished through additional strategies instituted into our school culture. It will be measured by an increase in the number of positive student responses on a pre/post survey.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>September 2018–June 2019</td>
<td>Administrators Teachers</td>
</tr>
<tr>
<td>Students Teachers</td>
<td>September 2018–June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Students Teachers</td>
<td>September 2018–June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018–June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Students Guidance Counselor</td>
<td>September 2018–June 2019</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

**Activities:**

- Students will create and implement a SAFE club consisting of marginalized children who might be intimidated due to gender, ethnicity, race or religion.
- Students will be surveyed twice a year to gauge their sense of support they are receiving in order to feel safe.
- A student council will be formed, along with a bullying committee.
- Guest speakers will be invited to auditorium sessions to discuss personal experiences and the steps they took to alleviate the problem.

### 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.

Parents will be able to attend workshops on the difference between bullying and conflict. Guest speakers will be present during PTA meetings to offer information and support. This support will be overseen by the Parent Coordinator. The SLT will be partners with the administration to share and implement agreed upon ideas.

### 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.

SAVE members will meet with the Guidance Counselor and one teacher to coordinate how they will support others while informing the rest of the student body.
Creation of surveys for the students.

Per session for teachers who will implement the student council.

Cost of outside vendors.

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

**Part 5 – Progress Monitoring**

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

By June, 2019, there will be an increase in the number of students who feel that there is no bullying within the school. This will be accomplished through strategies instituted into our school culture including a SAFE club, student council, and auditorium sessions. It will be measured by a decrease in the number of RFAs reported.

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

- NYC School Quality Guide
- Sign in sheets for specific clubs
- Verification of outside services
- Agendas and notes

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

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

Part 1 – Needs Assessment

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

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

According to the School Quality Report, 93% of teachers feel that they are actively trying to improve their teaching. This is a testament to the work that has been done within the school that aligns with research-based theories.

Some of our teachers are not at the same level of improvement. There has been a large number of new hires (10) within our faculty for the 2018-2019 school. Many of those teachers have taught for under 3 years according to employment records. Our priority is to support them in every aspect of making a responsible and successful teacher. These individuals will not only be given a mentor required from the DOE mentoring program to assist in day-to-day issues but an additional mentor to reinforce the vision of the school and how to implement it into lessons and units of study.

Part 2 – Annual Goal

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

By June 2019, new teachers will improve their daily lessons and units of study to reflect the focus of the school's beliefs about how students learn best. The expectation is that the Danielson's Framework components of rigorous instruction and engagement will be at least one rating increase from the initial to the final observation (ineffective to developing; developing to effective; effective to highly effective). This will be done using an additional instructional mentor who will meet at least once a week with the new hire. The goal will be measured using formal and informal observations and mentor notes.
### 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).

| Mentor teachers will meet at least on a weekly basis and review previous lessons in order to incorporate rigor and thinking skills. The plan will also include classroom visits and feedback. | Teachers | September 2018-June 2019 | Administrators |
| Create coverage or per session for mentor teachers to meet with the newly hired teachers. | Teachers | September 2018-June 2019 | Department Leads Coaches Administrators |
| Create opportunities for newly hired teachers to review with administration next steps and give an additional opportunity to meet with other new teachers with their mentors. | Teachers | September 2018-June 2019 | Teachers Administrators Coaches |

### 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.**

PTA members and the Parent Coordinators engage parents and families in the expectations required to meet the school pedagogical vision. Workshops will be given to explain the evidence that they might recognize in order to understand rigorous work.

### Part 4 – Budget and Resource Alignment

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

- Per diem coverage for teachers
- Per session for planning and meeting with mentors and new hires
- Per session to present best practice results to be shared with staff during professional development sessions.

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

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

By February 2019, at least half of the observations made will show one level of growth (ineffective - developing - effective - highly effective) in one of the two components (Rigorous Instruction or Engagement).

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

1. School Quality Survey
2. Formal and informal observations
3. Mentor notes

**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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? 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? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the School Quality Guide 2017-2018, 64% of the teachers state that the professional development sessions are useful. Although this percentage is relatively high, it is not suitable. To that end, we will offer teachers an opportunity to lead and actively participate in the work to address professional development geared toward "visible thinking" aligned with the Authentic Learning Rubric and Danielson's Rubric. Teachers will learn strategies to facilitate conversations and specifically ask challenging questions and further metacognitive abilities in order to increase student autonomy and metacognition, specifically with those students in the ENL population.

The priority is to supply the teachers with the opportunity to take ownership of the work. Instructional materials will be available (Making Thinking Visible by Ron Ritchhart, 2011). They will incorporate specific components of the Danielson Rubric based on self-reported needs and combine it with the new information received this year (visible learning) to further understanding.

The plan to support this work will be to have specific teams of teachers, created by need, to research and report out to the faculty, one of the six strategies, how it was applied to their classes through trial lessons, and how they could be modified to address our population. We will also include in a separate team consisting of coaches, lead teachers and administrators to monitor the work and provide feedback.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June, 2019, teachers will increase the percentage of positive responses toward the value of the professional development worth by 5% from the 2017-2018 School Quality Guide to the 2018-2019 results (64% to 69%). The goal will be met through the use of creating leadership skills and a sense of ownership around the work of this year (visible thinking). This increase in percentage will improve a positive attitude between teacher needs and the satisfaction rate of the overall professional learning community. Growth will be measured by the results of the 2018-2019 School Quality Guide, in-house survey and the fulfillment of the requirements for team presentations.</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>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |  |  |  |
| A teacher survey will be generated to explore the responses of the their perceived value of the professional development sessions | Teachers | September 2018-June 2019 | Administration |
| Teacher teams will choose an area of focus that will give them a sense of ownership for the material. They will share this information with the faculty during a professional development session. | Teachers | September 2018-June 2019 | Administration |
| Parents will be given the opportunities to understand what rigor and engagement would look like in their child’s education. This will be done through workshops and PTA guest speakers. | Parents | September 2018 - June 2019 | Administration |
| Teachers will be celebrated for their commitment and dedication in being an integral part of the school community through the professional development learning opportunities. | Teachers | September 2018-June 2019 | Administration |

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.

Families are encouraged to participate in their child’s education. Curriculum night will specifically identify the curricula and materials that will be used for the 2018-2019 school year. Finally, our Parent Coordinator/coaches will hold monthly parent sessions to assist in understanding the content of their child’s curricula.

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.

Planning and meeting of the teams.

Schedule adjustments for the use of Monday and Tuesday after-school PD sessions.

Provide teacher teams with the necessary instructional materials.

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

<table>
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<tr>
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<tr>
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**Part 5 – Progress Monitoring**

<table>
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<tr>
<th>C4E</th>
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<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.

By February 2019, teacher responses to questions about participating in the decisions about instructional materials and their use during professional development sessions will increase by 10% based on a pre-post School Survey.

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

Pre - post surveys

2018-2019 School Quality Guide results

**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.

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.
Part 3a – Action Plan

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.

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.

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

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</tbody>
</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.

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

NYC Great School Survey

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students are identified based on the NY State ELA test and the performance assessment baseline. Elementary school students are identified by their Fountas and Pinnell reading scores. RTI services are given to students in grades K-4. AIS Services are given to student in grades 6-8. Services are given to students with a scale score below proficiency levels.</td>
<td>There are three tiers of intervention provided for targeted students. Tier 1 interventions include: differentiated instruction, group instruction, guided group conferencing with strategy lessons, and individual conferencing. Tier 2 students receive intervention services at least once a week. They receive Iready services at least once a week. Tier 3 intervention services include the services of SETTS, ICT, speech/hearing, occupational and physical therapy. SETTS and ICT teachers push in and follow NYC DOE guidelines. Materials are modified based on students needs. Saturday school is offered to students for additional support.</td>
<td>Tier 1 – small group conferring and instruction. Tier 2- Report to the computer lab with an AIS /RTI provider weekly to work with IReady program. Tier 3 – Teachers meet individually using programs such as, LLI and Fundations to work on academic needs.</td>
<td>Tier 1 – During the school day, students will stay in classroom. Tier 2- During the school day, provider will push in or pull students out. Tier 3- During the school day as a pull out program.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students are identified based on the NY State math test and the performance assessment baseline. Elementary school students are identified by their reading scores. RTI services are given to students in grades K-3. AIS Services are given to student in grades 6-8. Services are given to students with a scale score below proficiency levels.</td>
<td>There are three tiers of intervention provided for targeted students. Tier 1 interventions include: differentiated instruction, group instruction, guided group conferring with strategy lessons, and individual conferencing. Tier 2 students receive intervention services at least once a week. They receive iReady services at least once a week. Tier 3 intervention services include the services of SETTS, ICT, speech/hearing, occupational and physical therapy. SETTS and ICT teachers push in and follow NYC DOE guidelines. Materials are modified based on students needs. Saturday school is offered to students for additional support.</td>
<td>Tier 1 – small group conferring and instruction. Tier 2- Report to the computer lab with an AIS /RTI provider weekly to work with IReady program. Tier 3 – Teachers meet individually using programs such as, I-Ready to work on academic needs. Tier 1 – During the school day, students will stay in classroom. Tier 2- During the school day, provider will push in or pull students out. Tier 3- During the school day as a pull out program.</td>
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</tr>
<tr>
<td><strong>Science</strong></td>
<td>AIS is directed toward students who struggle with science content based on the pre-assessment baseline and unit exams.</td>
<td>AIS in science takes place in the classroom. Students who struggle with content are given additional support through differentiated instruction, scaffolds, and guided groups.</td>
<td>Tier 1- small group conferring and instruction. Tier 2- AIS providers meet with individual students. Tier 1 and 2 – During the school day in the classroom.</td>
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</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>AIS is directed toward students who struggle with social studies content. Individual and group</td>
<td>AIS in social studies takes place in the classroom. Students who struggle with content are given additional support</td>
<td>Tier 1- small group conferring and instruction. Tier 1 and 2 – During the school day in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>
needs are based on unit pretests. through differentiated instruction, scaffolds, and guided groups. Tier 2 - AIS providers meet with individual students.

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Mandated students receives services via the IEP. Recommendation may be considered either by the PPC team teachers or parents. | The school guidance counselor provides individual and group counseling to at-risk students and will monitor progress throughout the year. The part-time school psychologist and social worker meet with students as their schedule permits. They work with teachers, parents and administrators to secure needed services for all students. | Individual and group counseling. During the school day, individual and group counseling as per the IEP or recommendation. |
**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></th>
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</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>
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<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
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</tr>
<tr>
<td>Additional academic support through morning/afternoon sessions</td>
<td></td>
</tr>
<tr>
<td>Guidance counseling</td>
<td></td>
</tr>
<tr>
<td>Material items (clothes, school supplies)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></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.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

PD strategies and activities will be given to ensure that they are highly qualified. Separate PD sessions are scheduled around the new teachers, as well as any teacher not highly qualified. Applications for hiring will be pre-selected in order to insure they are placed in content aligned with their certification.

2b. High Quality and Ongoing Professional Development

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

Professional development will also include the dissection of the new standards and the implication they might have to the highly qualified teachers' content area.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A
Part 4: SWP Schools Only

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

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

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.

PD will be offered as to the highly effective traits according to the Danielson Rubric. They will be able to choose which method of assessment will suit the lesson. This correlation between the lesson and assessment will improve instruction by allowing the teacher to evaluate the effectiveness of the work completed in the classroom.

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 codes¹. 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 consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$36,634</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$4,21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$5,997,778</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Explanation/Background:**

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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</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 and family engagement policy that will establish expectations and objectives for meaningful parent and family involvement in the school community. The Glendale, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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>providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress; providing assistance to parents in understanding City, State and Federal standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school’s Parent and Family Engagement 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, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms</td>
</tr>
</tbody>
</table>

2018-19 CEP
will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school’s Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement 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 and Family Engagement 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 and family members 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 and Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • ensure that the Title I funds allocated for parental involvement are utilized to implement activities and strategies as described in the school’s Parent and Family Engagement Policy and the School-Parent Compact; • Title I Priority and Focus Schools and the parents of students served in the Title I program must jointly agree upon the use of these additional funds to support increased parent engagement/education to enable parents to effectively support their child’s learning. • 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 October 31st 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 1116 and other applicable sections under 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 119, in compliance with the Section 1116 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 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 October 31st of each school year for parents and family members 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 and Family Engagement 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 and Family Engagement 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 and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement 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

I 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 and Family Engagement 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

• 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

| Name of School: _____ | DBN: _____ |

This school is (check one): ☒ conceptually consolidated (skip part E below) ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

| The direct instruction component of the program will consist of (check all that apply): |  |
|---|---|---|
| ☒ Before school | ☐ After school | ☐ Saturday academy |

Total # of ELLs to be served: _____

| Grades to be served by this program (check all that apply): |  |
|---|---|---|---|---|---|
| ☒ K | ☐ 1 | ☒ 2 | ☒ 3 | ☒ 4 | ☐ 5 |
| ☐ 6 | ☒ 7 | ☒ 8 | ☐ 9 | ☐ 10 | ☒ 11 | ☐ 12 |

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____
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 Story Program, created by Teacher Created Materials, will be used in order to provide supplemental services to the ELL population (32 or 2.5%) and the ENL students who have remained at the same proficiency level on the NYSESLAT exam (8 students) in grades 2 through 8 with additional instructional and student support.

This rationale for choosing this program is anchored in level-appropriate text sets that provide rigorous instruction. It includes techniques, methodology, and special curriculum designed to teach ENL students social and academic language skills.

Students for the morning program were based on needs and subgroups according to the EDAT and RLAT data. (6 students advanced one proficiency level, 3 advanced two levels and 8 remained the same). No student regressed. The data also reveals that the modalities in need that needs support would be reading and speaking. This program is differentiated by levels of proficiency and does address the listening modality through real-world situations.

The supplemental program will be before-school (Monday through Friday from 7:15 to 8:15). Materials will include workbooks, texts, and teacher guides. Instruction will be in the four language domains (listening, speaking, reading, and writing). This instruction will be in English and will be taught by our ENL certified teacher. Our school will carefully monitor the effectiveness of the morning program and the instructional strategies and activities that go along with the coordination and integration of the program.

All services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and ensure equity and access so that all eligible students are provided with services to expedite their progress towards meeting their annual goal and an increase in NYSESLAT assessments. Home languages will be supported by word-to-word glossaries, classroom libraries, and the program translations built in the program.

The program will run for 1 hour each school day (5) for 19 weeks and 4 days, utilizing the teacher at ($55.23 hourly wage) as well as, 1 supervisors who will be part of the program utilizing approximately 34.4 hours in total ($56.79 hourly wage) for the length of the program. The ENL teachers will monitor the students’ progress and offer them assistance by using the feedback from the program to create and implement lessons to improve their academic language skills in English.

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
Part C: Professional Development

Begin description here:  
Professional Development (PD) is focused on using data to differentiate instruction. All classroom teachers that work with our ELL students will be trained to use ELL data and strategies during instruction. Records will be kept including agendas and attendance sheets in the ENL providers office. The result of the following PDs will impact the progress of in-class strategies to assist ENL students academically and support the morning program. The focus of these sessions will be based on strategies to assist ENLs who scored at or below the 25th growth percentile and scored at level 1 or 2 on ELA. 13% of our students fell within this range. The modality that must be incorporated within the PD due to student weaknesses are those of writing and reading. The PD within this section will be offered to and will be attended by all teachers with a special focus for those that are general education teachers within an ENL classroom who support the work. These sessions will be led by the ENL provider/administrators on a bi-monthly schedule for approximately 40 minutes per session during the Monday after school PD time.

The schedule of professional development is as follows:
1. October 16, 2018: Building background knowledge
2. December 19, 2018: Using sentence frames
3. February 12, 2019: Teaching vocabulary explicitly
4. April 16, 2019: Writing a cooperative paragraph
5. June 4, 2019: Assessments

Part D: Parental Engagement Activities

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

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

Begin description here:  
Outreach for parent involvement will take place throughout the year (approximately seven sessions - 1 hour each through parent workshops offered by the parent coordinator, the Title 3 teachers 14 hours of workshops). Workshops will occur both during the school day and in the evening for parents who work. Parents will be targeted by the level of understanding of English so the workshops could be differentiated and can be adjusted to the amount of interpreters needed.

Workshops will include review of the Common Core State Standards, student goals in math and literacy, curriculum review and online software training that can be accessed at home or facilities other than school. Parents will be notified through back packed letters, the school web site, www.psis119.org, that has translation services available in all languages. Translation services will also be provided by the NYC DOE, Translation and Interpretation Services and our Spanish and Mandarin teachers. In addition the Parent Coordinator, Nicole Rini, will reach out to targeted parents. All parents will be notified in their native language.

The Workshop schedule will be held on and the approximate length of each session will be one hour:
Part D: Parental Engagement Activities

September 18, 2018: Curricula Night for all parents to visit students' classrooms and teachers and learn about the ELA, Math, Science, and Social Studies curricula. Conference will be held between 5:30-8:00 PM.

October 28, 2018: Parent Book Club, with the Parent Coordinator for parent engagement.
October 30, 2018: ENL teachers' workshop on supporting students when working on ELA and Math goals. Conference will be held in the evening.

November 13, 2018: Parent workshop on supporting our ENL's using the I-ready programs at home. ENL teachers will hold the event in the evening.

November 2018 - Promotional Criteria for Grades K to 3 What Your Child Should Know by the End of Each Grade


January 2019: Preparing Your Child for the 3rd Grade State Tests in Literacy and Mathematics
January 2019: Parent workshop for attendance and achievement. Parent Coordinator
January 2019: Parent Workshop for meet and greet for ENL parents. Create an ELL community. Parent Coordinator
February 2019: Helping Parents understand the NY State ELA and Math assessment.
February 2019: Components of Balanced Literacy. How to Support Problem Solving in Mathematics
March 2019: Parent workshop led by ENL teacher, "Preparing ENL students for NYSESLAT."
March 2019: Parent workshop led by Literacy and math coach, Depth of Knowledge-"Higher Level Questioning and Activities in Literacy and Mathematics."
May 2019: Parent workshop led by elementary literacy and math coach, " What Can You Do Over the Summer to Support Learning?" And, "What To Expect for the Next School Year?"

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per session for teachers (1 teacher) (19 weeks) (5 days a week) (4 days in the 20th week) (55.23)</td>
<td>$5,467.77</td>
<td></td>
</tr>
<tr>
<td>Per session for supervisors (1) (34.4 hours) (56.79)</td>
<td>$1,951.83</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

**Allocation Amount:** $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>Ongoing PDs for The Story curriculum led by consultants/vendor for Title 3 ENL teachers</td>
<td>$1,236.60</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Engagement Activities: Supplies and refreshments for after school sessions.</td>
<td></td>
<td>$226.00</td>
</tr>
<tr>
<td>Material will include notebooks and laptops thumb drives</td>
<td></td>
<td>$1010.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12,366</td>
<td></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>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough</td>
<td>Queens</td>
</tr>
<tr>
<td>School Name</td>
<td>PS/IS 119 The Glendale</td>
</tr>
<tr>
<td>School Number</td>
<td>119</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>Jeanne Fagan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Holly Foster</td>
</tr>
<tr>
<td>Coach</td>
<td>Melissa Fitapelli</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Gina Lyons</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Pauline Minunni</td>
</tr>
<tr>
<td>Parent</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Nicole Rini</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>N/A</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</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 | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 4 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 1275 |
| Total number of ELLs | 47 |
| ELLs as share of total student population (%) | 3.69% |

2018-19 CEP 45
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

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

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

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

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

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

Part III: Assessment Analysis

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

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

   There are many formative and summative assessments that are used to determine the needs of the ENL students. Some of these assessments include the NYSESLAT, ELL periodic assessments, i-Ready diagnostic assessments, Fountas and Pinnell running records, journals or learning logs to show growth over time in a portfolio, academic conversations to explain new learning, and student-teacher conference or small group discussions to recount learning. The ENL Data Analysis Tool is used at the beginning of the year to determine the strength and weakness in each language domain. Based on the NYSESLAT results for the Spring of 2017, 5% of students scored low in the writing modality however overall 32 % of the ELL population improved in all language domains and advanced in 1 or 2 proficiency levels; speaking being the highest scored domain. ELL periodic assessment trends also show a need for practice in the writing about reading which are supported in the classroom through strategies like paragraph shrinking, selective highlighting and collaborative learning logs. Based on our i-ready diagnostic data and our Fountas and Pinnell running record data, ENL students are scoring at least two or more levels below grade level in reading. However, when the data is analyzed more specifically, it becomes clear that the majority of ENL...
2. What structures do you have in place to support this effort?
At the beginning of the school year, teachers are provided with available state assessment data and begin performing local assessments such as the i-ready diagnostic exam and the Fountas and Pinnell running record. Once the data has been analyzed, teachers look at trends for classes and individual students to determine what aspects of the curriculum have been successful and which need to be revised. This is an ongoing process that has become integral in our instructional focus and in our teacher team practice. These assessments are repeated and analyzed several times per year as we look for growth and progress. Teacher teams meet at least weekly to discuss data and strategies that can be used with particular groups of students, like our ENL population. Data is also analyzed on a whole-staff level during professional development time.

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 instructional baseline, progress and areas of need?
The summative assessments we utilize in order to guide instructional planning for our ELL population are the NYSESLAT, ELL Periodic Assessments, ELA State Test, and the AYP. According to the ELL Data Analysis Tool, our 2017 NYSESLAT results showed that 5% of students scored low in the writing modality which was the lowest of all four of the domains. However, 32% of the ELL population improved in all language domains and advanced in 1 to 2 proficiency levels; speaking being the highest scored domain. According to the AYP Data, students with limited English proficiency made AYP for the English Language Arts exam, but did not make it for Mathematics. Based on the 2017 NYS ELA Item Skills analysis tool, ENL students overall showed areas of need in constructed response questions and the reading standards of determining the central message in literature, making inferences to analyze events, using information to locate information in a text, and inferring word meanings.

In order to identify baseline data, progress and areas of need, we also utilize the i-ready diagnostic for reading and mathematics. Using this program helps us to pinpoint student needs in sub-skill levels at least three times per year. At the beginning of the school year, all students are administered the i-ready diagnostic which provides data in various sub-skills and overall functional levels. We utilize this data not only on the i-ready online site, but also our own platform through which we can identify struggling students who can be targeted for intervention. In addition to diagnostic i-ready assessments, teachers are also able to monitor student progress through student performance on individualized lessons which are targeted to students’ unique areas of need. This allows us to have ongoing information about whether students are on track to achieve end-of-year targets. For example, based on our i-ready reading diagnostic baseline data for this school year, data analysis has shown that overall, ENL students are scoring at least two or more levels below grade level in reading. However, when the data is analyzed more specifically, it becomes clear that the majority of ENL students tested out of the Phonological Awareness. The majority of Expanding and Transitioning students also tested out of Phonics and High Frequency Words. The areas where the majority of ENLs require assistance according to i-ready data are in Vocabulary, Reading Comprehension of Literature and Reading Comprehension of Informational Texts.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once summative data has been gathered it is disseminated to the staff in several ways. We utilize the professional development time to discuss findings as a staff and then teacher teams take the data back to their meetings so that they can adjust curriculum maps and instruction to meet the needs of specific students. They target skills which need intervention in the classroom and progress monitor using the available assessment platforms (Fountas and Pinnel, i-ready diagnostics, etc.) We also utilize the RTI process to provide Tier I, Tier II and Tier III interventions to students who have been identified as requiring additional support. These students are discussed at LAP, PPT, and SIT team meetings and a plan and process for intervention is developed and implemented. In addition, based on the data, specific ENL strategies are presented to the staff for classroom use. These strategies are research based and are turnkeyed by staff members who have been sent for training.

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.]
Throughout the school year, we follow an RTI/PPT Referral protocol within a Multi-Tiered System of Supports to identify students, including ENLs, who require targeted and systematic interventions as soon as they demonstrate the need. We utilize the Fountas and Pinnel Running Record, i-ready diagnostic assessments, and ENL periodic assessments to determine which students require additional support. Teachers are consistently providing students with Tier I interventions within the core curriculum and determining which students require Tier II interventions. Within the classroom, teachers can provide Tier II interventions which are in addition to and aligned to the Tier I core curriculum. These interventions can be provided through the use of small group instruction, guided reading, and reading intervention programs such as Fundations and Leveled Literacy Intervention. In addition, AIS services are provided to targeted classes through the i-ready program. During these periods, AIS teachers also provide small group instruction. If it is determined that Tier I and Tier II interventions are not enough, then a teacher may submit an RTI/PPT Referral form which is reviewed by both the LAP Team and the PPT Team. Both teams meet weekly and review the prior interventions and determine which Tier III interventions and strategies need to be put into place for the student. Tier III support is provided by the IEP teacher using programs such as Fundations, Leveled Literacy Intervention, or REWARDS (used primarily in grades 6-8). Related Service Providers who may provide at risk services or additional screenings. If it is determined that RTI interventions are not successful, then the student can be referred to the School Based Support Team for an initial evaluation for Special Education. Bilingual evaluations may also be conducted for students who are ENLs. If it is determined that a student requires a Special Education Evaluation, the data collected during these RTI interventions is considered and included on an IEP if the student is found eligible for services. In these cases it must be determined that the supports provided during RTI were not enough to address the student’s needs.

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].

In order to evaluate and inform our ENL programs, we use the NYSESLAT and the New York State Common Core English Language Arts and Math outcome assessments. We analyze the NYSESLAT data to determine which language modalities and domains need to be targeted. We review the results of the New York State Common Core English Language Arts and Math exam item skills analysis documents which allow us to analyze how our students are performing in various skill areas as compared to the other students in both the city and the state. Since this document provides student performance in specific skill areas which are linked to state standards, we are able to determine which standards our students have proved to be successful in and which standards should be targeted for intervention. For example, based on the Item Analysis Tool, on the 2017 NYS Common Core ELA exam, ENL students overall showed areas of need in constructed response questions. They also demonstrated need in various reading standards of determining the central message in literature, making inferences to analyze events, using information to locate information in a text, and inferring word meanings.

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

The structures that we have in place to disseminate our findings in order to make adjustments to our programs are utilized throughout the school year. Our LAP Team meets weekly to analyze available data and determines which teachers and staff need to be provided with specific information. We also utilize professional development time to discuss ENL needs and instruction with the entire staff. Teacher teams use the NYS Common Core ELA and Math Item Analysis tools to analyze how our students are performing in specific skills and standards. The administration also meets with individual teacher to analyze the results of their individual students so that instruction can be targeted toward these skills and specific populations like our ENL students. NYSESLAT results are analyzed and presented to the staff by our ENL teacher. Our ENL teacher also collaborates with general education teachers to be sure that students’ needs in the classroom are supported in her class as well. In order to disseminate i-ready data, we utilize the previously mentioned platform which can be filtered to analyze data on ENL performance and needs.
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.
      Freestanding ENL Program: Students in the program are grouped by ungraded and heterogeneous in proficiency levels. The ENL provider conducts stand alone in ENL for the units of study mandated by the CR154. During the Stand-Alone program, the ENL teacher focuses on language development through content. The program that is used to drive instruction is Language Power. This program focuses on techniques, methodology, and special curriculum designed to teach ELL students social and academic English language skills through content. Integrated services mandated by the CR 154, are provided within content area classes.
   b. TBE program. If applicable.
      Paste response to questions here: N/A
   c. DL program. If applicable.
      Paste response to questions here: 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)?
      The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. (CR Part 154). We have one ENL teacher who uses the Freestanding ENL model. She pulls students out of their general education classes according to their individual levels. Entering/Emerging ENL students get a total of 360 minutes of ENL; 180 minutes of standalone ENL and 180 minutes of integrated ENL. Transitioning and Expanding ELLs receive a total of 360 minutes of ENL, 90 minutes stand alone, 180 integrated ENL/ELA and/or 90 minutes ENL within ELA or a content area. Transitioning/Expanding ELLs receive a total of 180 stand-alone minutes of ENL; 90 minutes of integrated ENL/ELA. Expanding ELLs receive a total of 180 minutes in integrated service. Students who are commanding receive a total of 90 minutes of ENL in ELA or any other content area. Both the ENL and dual certified content area teachers work with the ELL students in the content classrooms.
      Eight periods (4/4) are given to entering students pull out and push in by the ENL provider; For emerging students, the ENL provider delivers four period of instruction via stand-alone and integrated service. For transitioning and expanding students, the four additional teachers who hold an ENL license push in to classrooms to assist students with content work for four periods.
      Former ELLs receive .5 units of ENL per week.

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.
   All ENL providers use the Engage NY New Language Arts Progression guide to identify the Main Academic Demand of every Common Core anchor standard as well as the Linguistic Demand to help identify the words, phrases and forms of language that students will need to understand and use in order to meet the Common Core standards within our Freestanding ENL program. ELL students are given integrated support in the content areas of mathematics, English, science, and social studies. Instruction is differentiated for the ELL students depending on the ELL language level. The instructional approaches and methods used to make content comprehensible are Verbal Scaffolding, Procedural Scaffolding and Instructional Scaffolding. Teachers use prompting, questioning and elaboration to facilitate students movement to higher levels of language proficiency, comprehension and thinking. Teachers also use a variety of learning activities that connect new content to students’ prior knowledge.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ENL students are screened using linguistically and culturally appropriate screening tools to determine what supports and services they need. Screening tools include NYSITELL, Spanish-Lab, and ELL periodic exams. In addition, ENL students also receive support in their home language by using bilingual glossaries, translators, and state exams in their home language. Classroom teachers also provide materials and exams in the students’ home languages.

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

Instruction is differentiated for our ENL subgroups by using Differentiated Strategies with Assessment Data. Teachers analyze their assessments and determine the appropriate scaffolds to use for each subgroup. Entering and Emerging students at this level are provided instruction in both stand-alone and integrated service. The ENL teacher utilizes the Language Power program to support the various ELL subgroups. Language Power provides both content and language objectives. Teachers use a variety of scaffolds that target the content and linguistic demand that students will require. Entering students, for example, will be able to develop their listening, reading, speaking and writing skills by focusing on key words in text, while emerging students will focus on key phrases and short sentences in the new language. Transitioning and Expanding students are provided with integrated support within their content. Teachers focus on incorporating the types of texts, vocabulary and tasks used in core subjects by planning activities that tap into their auditory, visual and kinesthetic students preference. Commanding students work independently but are provided with scaffolds based on student need. SIFE students are provided with differentiated phonics instruction to build phonemic awareness and knowledge of language and print. Former ELLs are still provided with ELL accommodations for up to two years after achieving commanding status.

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

The ENL teacher works collaboratively with the content area teacher using the units of study to determine the grade level materials to use. The ENL teacher uses the Language Power program which targets both a content objective and a language objective. Some instructional strategies that teachers use are linking background knowledge and culture to learning, focusing on vocabulary enrichment, using visuals/pictures, and models, as well as increasing comprehensible input and language output. In addition, teachers have been trained in the use of anticipation guides, collaborative-strategic-reading learning, concept sorts, first line strategies, possible sentence strategies, paragraph shrinking, selective highlighting, seed discussions, summarizing, and exit slips. These strategies are embedded into daily lessons so that ELL-SWDs can gain access to the general curriculum. In grades K-2, the Wonders program is being utilized to support language development within the general education classroom. This program provides daily explicit and systematic instruction in developing phonics and phonological skills, phonemic awareness, fluency and confidence with high frequency words through the use of complex texts. Additionally, teachers use I-Ready adaptive diagnostic cross grade level assessments to accelerate English language development. The I-ready program also provides individualized instruction to meet each student’s unique needs. Our RTI program also provides elementary ELLs and SDW with targeted instruction in the Wilson Fundations Language Training Program. This program teaches foundational skills in reading, writing, speaking listening and language. The Leveled Literacy Intervention program is also being utilized for RTI within the general education classroom to support students in guided reading, phonics, and fluency development. In addition, the RTI program also utilizes the REWARDS reading program in middle school to further develop phonemic awareness and reading of multi-syllabic words in context.

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?

Within the Continuum of Services available to Students with Disabilities, ELL students are programmed appropriately according to their IEPs. The stand-alone ELL program allows the ENL teacher to work with students with IEPs in her classroom using the Language Power reading curriculum. The ENL teacher refers to student IEP goals so that her instruction can be in alignment with the goals that have been put forth in the student’s IEP and in supporting the student in the Least Restrictive Environment.
Schedules are flexible to ensure that services do not conflict and so that ELL-SWDs are able to receive all of their services throughout the school day. Instructionally, all teachers differentiate for ENL-SWDs within the LRE and adhere to IEP goals and benchmarks. ENL-SWDs are also invited to the ENL morning program during which they can receive additional remedial help in language acquisition.

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.

At P.S. 119 we use the Language Power program for targeted intervention. This program gives students the effective tools they need to achieve academic success in English literacy and English proficiency. This includes the academic language needed to access core curriculum and meaningful contexts for communication in social, intercultural, and instructional settings.

Newcomers- This program includes A web-based learning system that helps newcomers and struggling readers develop reading skills as they move through fun and interactive tutorials, eBooks, practice exercises, and graded activities. Developing-Advanced- These students are exposed to a fast-paced and enjoyable system that stresses verbal and written communication with an emphasis on grammar, vocabulary, and pronunciation for young adults and adults. This program allows the use of a content-based approach to help students acquire content knowledge, skills, and English literacy through civics education and citizenship.

In ELA, Math, and other core content areas teacher use different ELL intervention strategies such as gestures, small group instruction, partnered activities, graphic organizers, sentence stems and direct vocabulary instruction. Students are also given glossaries, dictionaries and other content material in their home language.

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

Based on the data trends, the new programs that will be offered for the upcoming school year will be Continental’s Finish Line New York Ell’s. This series gives grade level practice in multiple-choice, written response, and oral response questions from across four common domains: listening, reading, writing and speaking. This practice helps minimize test day anxiety, which allows students more opportunity to display their content knowledge and language proficiency. Within the general education classrooms, K-2 students will also be receiving instruction using the Wonders literacy program. This program provides daily explicit and systematic instruction in developing phonics and phonological skills, phonemic awareness, fluency and confidence with high frequency words through the use of complex texts.

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

Not applicable

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

ENL students are offered all access to morning and after school programs and clubs. Morning Extra Help is offered by the ENL provider to assist students in developing their speaking, listening, reading and writing skills. The school includes curricular programming in content areas and performing arts. Extracurricular activities include robotics, sports, and Spanish club. All students including ENL students are invited to participate via permission slip in the parents 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.

The instructional materials that are used to support ENL students are Building Fluency through Reader’s Theater, Focused Reading Intervention, and Write Time For Kids. The I-Ready computer program is used in Math and ELA, using laptops with translations, native language dictionaries and glossaries are used to support ENL students in all content areas including social studies and science. All materials are additionally used for subgroups. I-Ready is leveled to match students’ present level of achievement in language and math skills and provides them with individualized instruction at their level as well as grade level materials.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Within our ENL program, home language is supported in various ways. In our stand alone program, ENL students are provided with glossaries, vocabulary in their home language and different types of reading texts in their home language so that they can interpret the texts in English. As part of phonological and metalinguistic awareness, in order to facilitate reading acquisition in all subjects, students are asked to: say words that start with the same sound(s) in English or the L1, find how words are changed and formed in the home language (singular and plural forms, present tense and past tense forms of verbs), enhance their word knowledge, and read books in their home language to show what they know about reading. Within the integrated classroom, students are also provided with glossaries. These glossaries may be provided in paper format or electronic format. Many students prefer to utilize google translate and teachers have technology devices available for their use. Teachers may also provide vocabulary lists and key terms for the students so that they can grapple with the text on their own, but with vocabulary support. In terms of curriculum documents or texts, teachers provide translated versions of the texts and materials on a daily basis so that students can gain access to the English texts or materials. During the state Math and Science exams, ENL students are offered the accommodation of having the exam in their home language, side by side with the English version of the exams. Materials used include but are not limited to text in native languages, computer programs for comprehension, and dictionaries.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
When a new student arrives at our school, the Intake Team goes through the process of enrolling the student in several ways. First, the Pupil Secretary gathers necessary documentation from the family to determine the child’s age, appropriate grade, and home language. Once the student has been enrolled, the ENL teacher provides the home language survey to determine if the student would qualify for NYSITELL testing in order to place the student in the proper program and provide the mandated services. If the student qualifies for ENL services, the student is placed in the appropriate ENL program and begins receiving services and resources.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
We are not currently sharing our building.

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).
At the beginning of the school year, as well as during, the parent coordinator conducts workshops specific to the needs of ELL students and their families. Families are identified and referred to various school personnel for workshops and assistance as determined by their individual need. Outreach to community groups is often a part of support that is offered by the guidance counselor, parent coordinator, and ENL teacher. Upon entering the school, the guidance counselor has an entry meeting with the child to discuss the program and any concerns the child might have. In addition, the ENL teacher meets with the family to determine the appropriate placement for the student and to complete assessments. If the student is an ENL-SWD, the family is referred to the IEP teacher and to the School Based Support Team to ensure that appropriate placement and scheduling are put in place as per the student’s IEP.

17. What language electives are offered to ELLs?
Mandarin/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)?

Paste response to question here: Not Applicable
Professional Development and Support for School Staff

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

Professional development is offered for ELL personnel at our school in various different ways. In order to receive on-going professional development, the ENL teacher attends bi-monthly meetings offered by the Queens North Field Support Center in ELL-specific professional development. The ENL teacher attends professional development offerings in topics such as effective ENL strategies, ELL compliance, strategies for newcomers and SIFE students, and content area strategies. Professional development to the teaching, guidance, school-based support team, related service providers, and paraprofessional staff as well as the parent coordinator, is offered during the Monday professional development time. This professional development may be led by the administration, ENL teacher or point teachers who are working with ENL students. During PD time, topics which are covered include a close look at CR514, proficiency levels and what they mean for instruction, instruction of high frequency words, the use of anticipation guides, collaborative-strategic reading and learning, Marzano’s Nine Essential Instructional Strategies and Six Step Process in Teaching Academic Vocabulary, concept sorts, first line activities, paragraph shrinking, selective highlighting, seed discussions, summarizing, collaborative learning logs, and exit slips. After the staff receives PD on these topics, they are asked to track their use in the classroom by targeting ENL students and determining which strategies were successful based on student work and evidence. Teachers are then asked to reflect on their practice and determine if the strategies would be used again on these students or if a different intervention should be tried. All of these strategies are used in conjunction with the CCLS and help to address the level of rigor and high expectations that are help for all students.

Non-pedagogic staff such as secretaries and school aides are provided with PD on an as needed basis and are trained in the needs and requirements for ELL students. Secretaries are trained in working with families during the intake process and utilize translators and translation services when interacting with parents on a regular basis. They also ensure that all memos and notices which are to be sent home to parents are available in the necessary home languages. School aides are also trained in utilizing translation services when working with ELL students or parents and are often called upon to be translators themselves, especially during state exam administrations.

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.

In order to meet the professional development requirements as per CR Part 154.2, all teachers are provided with professional development and support in working with and supporting ELL students. All teachers are provided with professional development in regards to ELLs during Monday professional development time. In addition to this time, the ENL teacher also attends professional development opportunities outside of the school building on a bi-monthly. Records of these activities are kept through the use of agendas, attendance, teacher/student work, and reflections.

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?

During Tuesday parent outreach time, the ENL teacher reaches out to the parents of our ENL students to update them on their child’s progress. She reviews their language development, any updated proficiency results and the individual child’s strengths and needs. The ENL teacher also meets with parents four times per year during Parent-Teacher conferences during which time updates to language program goals and overall progress in all subject areas can be discussed. The ENL teacher also reviews the
student's ENL portfolio with the parent and addresses any parent concerns. Portfolios of student work are given to the provider via the content area teachers for review with the parent. Interpretation/translation is conducted either by another person or the DOE translation unit.

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

Our school fosters involvement from parents of ELLs in various ways. In order to facilitate oral communication we utilize interpretation and translation services during daily interactions, parent conferences, and workshops. In addition, Google Translate is available on our school website as well as in our testing app (REMIND) which has a translation component. Multilingual parent literature is available in the parent coordinator's office and all school notices are available in translated versions based on our parents' preferred languages. Parent Coordinator and ENL provider conduct workshops activities specific to the needs of ELL parents. Specific workshops include: 1. Involvement of families with their children in learning activities at home, including homework and other curricular-linked activities. 2. Providing parental education that includes family literacy and understanding school community 3. Implementing culturally and linguistically appropriate practices in all aspects of communication. 4. Understanding ENL identification, assessments, and programs.

### Additional Information

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

Paste response here: None at this time.
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, Jeanne Fagan, 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

**School Name:**  PS/IS 119 The Glendale  
**School DBN:** 24Q119

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>Jeanne Fagan</td>
<td>Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>Assistant Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Nicole Rini</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Johanna Marmolejos</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Parent</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Pauline Minunni</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>N/A</td>
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<tr>
<td>Melissa Fitapelli</td>
<td>Coach</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Gina Lyons</td>
<td>School Counselor</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Superintendent</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
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</tr>
<tr>
<td>N/A</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 24Q119 School Name: PS/IS 119 Superintendent: Madeleine Chan

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>Nicole</td>
<td>Rini</td>
<td>Parent Coordinator</td>
<td>no</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 Home Language Survey and school created documents (emergency contact cards, surveys) are completed by incoming families to the school within a 30 day window of time. The LAC confirms the language that the parent requires for optimal communication. This information is maintained in ATS and on the student emergency card. According to the RHLA report (ATS), of the languages other than English, Polish and Spanish are the most commonly spoken within the parent population.

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.
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.

<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>Albanian: 25; Amoy: 1; Arabic: 24; Bengali: 40; Bulgarian: 1; Cantonese:4; Chinese: 51; Dari:2; English: 612; Georgian:1; Gujarati:1; Hindi:2; Hungarian:3; Bahasa:2; Italian:1; Japanese:1;Khoisan:1; Korean:9; Lithuanian:1;Macedonian:1;Mandarin:34; Nepali:7; Pashto:4; Philipino:4 Polish:96; Romanian:19; Russian:5; Serbo:9; Slovak:3; Spanish:107; Thai:5; Tibetan:4; Ukrainian:3; Urdu:3</td>
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</table>

Polish

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>Annual Handbook: September</td>
<td>As scheduled throughout the school year</td>
<td>Various sources, including DOE contracted vendors if necessary</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: four times a year</td>
<td>As scheduled throughout the school year</td>
<td>Various sources, including DOE contracted vendors if necessary</td>
</tr>
<tr>
<td>Orientation Meetings: September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee with the Principal: monthly</td>
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<td></td>
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<tr>
<td>PTA meetings: monthly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disciplinary/guidance meetings: when applicable</td>
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</tbody>
</table>

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

Staff members can field calls, School Messenger allows robocalls to be translated, REMIND text messages can also be translated.

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.

Staff meetings will include discussion of the CR requirements, and the resources available for communications will be distributed.
**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.)

All of the above requirements are fulfilled by the school.

**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?

A parent survey will be distributed to parents to gather feedback results. Additionally, the parent coordinator will gather formative data through feedback forms from any school sponsored parent meeting.