2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): 27Q124

School Name: P.S. 124 OSMOND A CHURCH

Principal: MARITZA WILLIAMS JONES
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)
## School Information

<table>
<thead>
<tr>
<th>School Name: Osmond A. Church School</th>
<th>School Number (DBN): 27Q124</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code: K-8</td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
</tr>
<tr>
<td>School Address: 129-15 150 1st Avenue, South Ozone Park, NY 11420</td>
<td></td>
</tr>
<tr>
<td>Phone Number: (718) 529-2580 Ext. 2170</td>
<td>Fax: (718) 322-4039</td>
</tr>
<tr>
<td>School Contact Person: Maritza Williams Jones</td>
<td>Email Address: <a href="mailto:MJones3@schools.nyc.gov">MJones3@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Maritza Williams Jones</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Damaris Lohr</td>
<td></td>
</tr>
<tr>
<td>Parents' Association President: Claudia Lisen</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Lesa Todd</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): N/A</td>
<td></td>
</tr>
<tr>
<td>CBO Representative: Gerarda Sacino</td>
<td></td>
</tr>
</tbody>
</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District: 27</th>
<th>Superintendent: Ms. Jennifer Ambert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 82-01 Rockaway Blvd., South Ozone Park, NY 11419</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:jambert@schools.nyc.gov">jambert@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: (718) 642-5800</td>
<td>Fax: (718) 642-5705</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)
executive director's office address:
82-01 rockaway boulevard, ozone park, ny 11417

executive director's email address:
MWilkes@schools.nyc.gov

phone number:
(917) 520-6743

fax:
(718) 281-3509
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maritza Williams Jones</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Joanna Simmons</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Damaris Lohr</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Cynthia Lapsley</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Lesa Todd</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Gerarda Sacino</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Claudia Lisena</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Gloria Farley</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Francilla Cedeno Foster</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Robin Chester</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Josetta Christian</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Kelly Armfield</td>
<td>Treasurer/Parent</td>
<td></td>
</tr>
<tr>
<td>Afeena Afiz</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Nimmi Ramsundar</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>VACANT</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>VACANT</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>VACANT</td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

1. **What is your school’s mission statement?**

   Our school mission distinguishes P.S. /M.S. 124 as an educational community where students, staff and parents collaborate to create an educational institution providing a foundation for life-long learners. It is our goal to inculcate all members of the school community with an understanding and acceptance of diversity, fostering individuality and creativity where high expectations are the norm for all students, through differentiation of the Core Knowledge Language Arts Curriculum (CKLA K-2), Expeditionary Learning (Grades 3-8) and through the implementation of instructional strategies that maximize success for all students. Through ongoing data analysis coupled with
individualized learning paths, students master their grade level Common Core Learning Standards in preparation for college, careers and other meaningful post-secondary opportunities.

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.

Osmond A. Church is an elementary-middle school with 1200 students from kindergarten through grade 8, located in South Ozone Park, Queens. We are a universal Title 1 school. The current population is comprised of 21.91% Hispanic, 6.5% American Indian/or Alaskan Native, 46.83% Asian, 1.58% Pacific Islander, 19.50% Black, and 3.16% White. Boys account for 52.33% of the students enrolled and girls account for 47.66%. The attendance rate to date is 95.3%.

As a school community, we reinforce these values daily with our school-wide affirmation:

“We will always treat each other as family. We will work together with our peers. We will follow all of the rules. We will stay strong and persevere.” These values are evidenced by a school-wide culture of collaboration, social and emotional support, and rigorous academic standards.

Curriculum Planning time on Mondays is used to review the curriculum and make adjustments based on teacher assessment and student progress. In K-6, an additional common planning period has been built in to teacher schedules so that teachers are able to regularly assess the effectiveness of the curricular units of study. In addition to multiple common planning periods, grade level teacher teams meet on Tuesday afternoons, biweekly to engage in a collaborative analysis of student work. School-wide protocols for the work are used across grades where student work products are reviewed and analyzed. It is through this collaboration and analysis of student work that teachers identify student misunderstandings and those instructional/learning gaps that may be impacting student learning and growth. Once those gaps have been identified, the team collaboratively develops an action plan that includes research-based strategies for addressing the gaps in student learning.

In addition to the grade level teacher team, our school’s vertical team (which is led by the Middle School Assistant Principal) meets weekly to analyze school data, identify gaps/trends in student learning and to identify those best practices (across grades and subject areas) to address those deficits. As a result of our in-depth teacher team work, we identified the need to implement specific structures in lessons that provide students with multiple opportunities to engage in mathematical discourse and to show evidence of their thinking throughout a math lesson. The best practices identified from the Vertical Team meetings are shared school-wide and further addressed at the grade level, by grade specific leaders from the vertical team during our weekly bi-weekly teacher team meetings and curriculum planning periods on Mondays and Tuesdays. This year, in response to our school wide data around mathematics and through our participation and training in the Algebra for All Initiative, FSC professional learning opportunities in mathematics and special education, across grades K-8 our teachers are incorporating inquiry-based learning within the mathematics curriculum. Teachers not only learned about, and shared best practices around how to deepen student understanding of mathematics concepts, but it also pushed teachers to think about ways to refine their assessments around mathematics in order to address student's actual, rather than perceived instructional needs.

Our STEM program has been expanded beyond a science cluster program in the fifth and sixth grades to include an after-school program for students in grades 4 through 8. This program is designed to increase student exposure to science opportunities and to provide a forum for intra-school competition through Adelphi University. A mobile STEM lab provided through a grant from the Queens Borough President’s Office contains resources for advanced investigations using computer probes and a digital microscope. This STEM program not only deepened our students understanding of science concepts, it also allowed our students to compete among other New York City and Long Island schools in the Robotics competition. As a result, our students earned their place as finalists in the National Robotics competition where they traveled to Kentucky for the competition.
In an effort to build students’ ability to communicate and discuss important issues, our school is involved in various debate competitions in and out of the school. We have participated in district competitions and the New York City Urban Debate League competition. Across all grades (K-8), every student participated in Student-led Conferences this year.

Middle school students who meet the requirements for academic performance and service are inducted into the National Junior Honor Society which organizes food, coat, and toy drives. Community partnerships with New Yorkers for Parks, the Ronald McDonald House, and other agencies reinforce the school’s commitment sustain a culture of shared responsibility, empathy, and tolerance. In an effort to educate our students and the school community about the dangers of fire safety, we participate in the NYFD Fire Education Program this year which included our participation in the “smoke house” activity. Additionally, this year, we broadened our work around social and emotional learning to include the creation and implementation of programs such as Leader in Me, Restorative Circles, GEM Girls, Girls on the Run and My Brother’s Keeper. Our students are immersed in citizenship and stewardship through our monthly walks focused on health and wellness as well as our commitment to charity. This year we participated in collecting monetary donations for the citizens of Sudan through our Long Walk for Water initiative along with collecting food for City Harvest & Hurricane Relief.

Last year, we became a part of the Chancellor’s Middle School College Access for All initiative which has allowed us to continue the work we began in 2014 around preparing our students for higher education and college readiness. We host annual College Day, annually, in an effort to promote College and Career Readiness across the school. During College Day, current college students visit our school and speak to students about the importance of college. Additionally, our teachers, students, parents and staff participate in school-wide college door decorating contest in connection with College Day. Our students are not only exposed to a myriad of college and universities, but they also learn about how these institutions can prepare them for their higher education goals. In addition to College Day, we also hold Career Day, in which professionals across various fields come in to speak with our students. Students in grades 7 and 8 visit colleges across New York City. As part of the Middle School College Access for All initiative, our 7th graders engage in classroom workshops in which they discuss various aspects of college life and ways that they can prepare now for college.

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

About 12% of our student population are non-English (ENL) speakers and growing. This population is challenged with limitations in Language Acquisition in English and across the content areas. In order to address this specific need, ENL-Certified teachers are provided with opportunities to participate in common planning sessions with general education and content area teachers. ENL teachers also provide Professional Development around strategies that can be used by their colleagues who work with non-English speaking students.

Our 2018 NYSESLAT scores demonstrate that 85 English Language Learners (ELLs) were tested and as a result, 20 students are commanding, 25 students are expanding, 20 students are transitioning, 15 students are emerging and 1 student is entering.

### 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.

Our 2018 state results in ELA and Mathematics demonstrate that we have made gains in both subject areas. Compared to the 2017 data, we made an 8% gain in ELA and outperformed the district, city and state at 50.7% Levels 3 and 4. In Mathematics, we made a 10.5% gain when compared to the 2017 data and outperformed our district at 40.9% Levels 3 and 4.

A key area of focus for the 2018-2019 school year continues to be our refinement of our pedagogical practices (Rigorous Instruction) across all content areas. An additional area of focus this year will continue to be strengthening our assessment practices to ensure that assessment is incorporated throughout the entire instructional period. This
includes the use of checks for understanding, rubrics, conferring, benchmark and goal setting practices used by all teachers, across grades. Further, we will also focus on improving the quality of feedback that students receive in order to strengthen their meta-cognition and ability to identify and communicate what they know and what they will need to do, to successfully meet their established learning targets.

Our instructional focus for the 2018-2019 school year will be "improving student outcome by consistently using data to design instructional tasks that meet the needs of all learners."
### School Demographics and Accountability Snapshot for 27Q124

#### School Configuration (2018-19)
- **Grade Configuration**: OK_01,02,03,04_05,06_07_08
- **Total Enrollment (2017-18)**: 1229
- **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)**: 41
- **# SETSS (ELA)**: 73
- **# Integrated Collaborative Teaching (ELA)**: 76
- **# Special Classes (Math)**: 41
- **# SETSS (Math)**: 70
- **# Integrated Collaborative Teaching (Math)**: 74

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 26
- **# Music**: 19
- **# Drama**: N/A
- **# Foreign Language**: 13
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 63.0%
- **% Attendance Rate**: 91.1%
- **% Free Lunch**: 31.0%
- **% Reduced Lunch**: 1.3%
- **% Limited English Proficient**: 7.2%
- **% Students with Disabilities**: 12.1%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 6.3%
- **% Black or African American**: 20.0%
- **% Hispanic or Latino**: 22.1%
- **% Asian or Native Hawaiian/Pacific Islander**: 48.1%
- **% White**: 3.0%
- **% Multi-Racial**: 8.8%

#### Personnel (2015-16)
- **% Title 1 Population**: 63.0%
- **% Attendance Rate**: 91.1%
- **% Free Lunch**: 31.0%
- **% Limited English Proficient**: 7.2%
- **% Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 3%
- **% Teachers with Fewer Than 3 Years of Experience**: N/A
- **% Average Teacher Absences**: N/A
- **% Male**: 51.6%
- **% Female**: 48.4%
- **% Multi-Racial**: N/A

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 50.7%
- **Mathematics Performance at levels 3 & 4**: 40.9%
- **Science Performance at levels 3 & 4 (4th Grade)**: 79%
- **Science Performance at levels 3 & 4 (8th Grade)**: 70%

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **History Performance at levels 3 & 4**: N/A
- **World Language Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A
- **World Language Performance at levels 3 & 4 (8th Grade)**: N/A
- **Science Performance at levels 3 & 4 (Grade)**: N/A
- **Science Performance at levels 3 & 4 (Grade)**: N/A

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

### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**: YES
- **American Indian or Alaska Native**: YES
- **White**: YES
- **Students with Disabilities**: YES
- **Economically Disadvantaged**: YES

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

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

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

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

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

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

Part 1 – Needs Assessment

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

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

According to the feedback that was received from the 2017 Quality Review, curriculum-aligned performance rubrics are being used to help teachers gauge student understanding on academic tasks. Most teachers use the "glow and grow" protocol to provide students with feedback around their next steps and during instruction and teachers check for understanding during instruction.

However, it was also noted that although the glow and grow protocol is being used, the quality of the feedback and specific strategies to assist students in the task are not consistently being used. Additionally, when asked, students are not always able to articulate their next steps for improving their work products. Teachers are not consistently using their assessment of student progress to make adjustments to their plans, units and/or curriculum.

In addition to the feedback received from the 2017 Quality Review, a review of the 2018 Advance data resulting from this year's observation cycle, revealed that 80% of our teaching staff received Effective/Highly Effective Ratings in 3d. Assessment. As a result, the priority need addressed in this goal is around refining our assessment practices to include a closer look at individual student progress and mastery of learning tasks and objectives. This includes offering professional development for teachers around creating rubrics, analyzing student work and providing actionable feedback, This also includes strengthening the work of teacher and common planning teams so that protocols for analyzing student work are incorporated along with protocols for revising instructional plans based on trends, data and student work products.

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, 75% of teachers will embed formative assessment practices into their daily lessons and use the data to make adjustments to their lessons and to design instructional tasks to meet the needs individual learners.
### 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>K-8 teachers</td>
<td>Sept 2018 – June 2019</td>
<td>K – 8 teachers Assistant Principals Principal</td>
</tr>
<tr>
<td>K-8 teachers</td>
<td>Sept. 2018 – June 2019</td>
<td>K – 8 teachers (including teachers of ELL &amp; SWD students) Assistant Principals Principal AIS providers</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept. 2018 – June 2019</td>
<td>K – 8 teachers Assistant Principals Principal Parent Coordinator Family Worker/Assistant</td>
</tr>
</tbody>
</table>

**Observation Cycles** to include a focus on planning and assessment with evidence of how formative assessment data is used to inform student grouping and to differentiate learning activities.

**Provide Professional Development** in the area of assessment with an emphasis on the indicators found in both the indicator 2.2 of the QR Rubric as well as component 3D of the Danielson Framework for Teaching. This includes PD around formative assessment practices and inter-visitations with a focus on using formative assessment throughout the lesson to support individual students.

**Refine teacher team/common planning meetings** to include the creation of task-specific rubric and self and peer checklists along with other checks for understanding throughout the lesson. Along with allowing time for collaborative discussions around formative assessment strategies and next steps to support all students, including ELLs and SWDs, in meeting the planned learning targets.

**Hands-on workshops, instructional website (I-ready), individual parent-teacher conferences, Student Led Conferences** are offered on an ongoing basis during Parent Engagement Tuesdays, evenings and weekends to provide strategies for parents to support their children.

### 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.

We will utilize our staff, including our Family Worker, Family Assistant and teachers to provide informational workshops and training around how their students will be assessed throughout the year, what these assessments will consist of and what strategies can be used at home to support their children in mastering the content. Additionally, students will continue to participate in Student Led Conferences (March 2019 & May 2019), which allows them to interface with their families/parents and engage in their own self-assessment around their areas of strength and areas for improvement.

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-Ready Assessment program, MOSL materials (pre &amp; post assessment), Chapter/Benchmark Assessment, Parent Coordinator/Family Assistant. Teachers will use common planning and teacher team time to review and analyze student work, will participate in inter-visitation visits to observe promising assessment practices and attend professional development in order to strengthen their own assessment practices in the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>Title I TA</td>
</tr>
<tr>
<td>Title III, Part A</td>
</tr>
<tr>
<td>C4E</td>
</tr>
<tr>
<td>SIG</td>
</tr>
<tr>
<td>In Kind</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February, 2019 75% of all students will be able to articulate at least one area of strength and one area of challenge. By June 2019, 100% of all students will have engaged in at least one Student-Led Conference where they will reflect and discuss their areas of strength and their areas of challenge.</td>
</tr>
</tbody>
</table>

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.) |
| I-Ready Assessment, Curriculum Benchmark/Chapter Assessments, MOSL Assessment, Conference Feedback 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 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

<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>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

The PS/MS 124 school community recognizes how a positive, safe and nurturing environment greatly impacts students' Social and Emotional Learning in and outside the classroom. Our school emphasizes leadership, stewardship and community service that is grounded in charity and the notion of "giving back". As was observed and noted in the 2016-2017 Quality Review, every month our entire school community will walk in support of a specific cause in an effort to bring awareness to various health and social-emotional issues such as autism and bullying.

In the middle school, students read the book, "Long Walk to Water" to raise awareness to the water crisis in Sudan. This year, we met our goal and raised enough money to build an additional well in Sudan. We have partnered with organizations such as the Susan G. Komen Foundation, Autism Speaks, Child Mind Institute & Student Resilience to promote a positive culture and social-emotional wellness for our students. This year, selected middle school girls participated in the GEMS (Girls Empowerment Movement) and Girls on The Run which encourages positive self-images and physical activity for healthy living. Additionally we have, multiple building activities occur throughout the year including fashion shows, health fairs, and a multi-cultural festival where our school community represents their culture through fashion, food and music.

Student have been the catalyst to our work around building school culture as well. Some examples of this are our six grade students who initiated a club to promote positive behavior across the school called the anti-bullying club (ABC) where they conduct anti-bullying presentations across classes and participated in an anti-bullying poster campaign. Students voice is is incorporated throughout the building nd can be seen/heard during morning announcements, participation in activites (monitors, ushers, helpers), Teen Read Program & The Junior Honor Society. During lunch periods, guidance counselors assign older students as monitors in classrooms to help teachers. In the 2016-2017 Quality Review Feedback, students reported that student council members listen to their ideas and suggestions around what organizations and causes we support and fundraise for.

Structures such as advisory classes in grades six through eight, offer students training on Restorative Circles, a social-emotional support program. During the 2016-2017 Quality Review, teachers reported that the program allows them to get to know their students better and shared examples of how they are now more able to be supportive in difficult situations. Students shared that the advisory period gives them an opportunity to talk to others and help others understand their problems as well as determine solutions for them. Last year (2017-2018) all teachers in grades K-2 were trained in The Leader in Me & The 7 Habits of Effective Students. In the upcoming year, all K-2 students will learn about those 7 habits through classroom instruction, practice and song. Teachers will deliberately incorporate these habits in their daily classroom routines in order to provide ongoing social & emotional support for our youngest learners.

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

By June 2019, 100% of all teachers, across grades (K-8) will be trained to execute one Social & Emotional Development program within their individual classrooms and as part of their specific grade band (K-2, 3-5, 6-8).
### 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). | Target Group(s) | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|---|---|---|
| Teachers in grades K-2 will execute the Leader in Me Program within their individual classrooms. This includes, but is not limited to:  
Leader in Me Kick-Off, Teaching of the 7 Habits, 100th Day of Leadership Celebration, etc.  
100% of all teachers in grades 3-5 will receive training in Restorative Practices and conduct Restorative Circles a minimum of once per week.  
Grades 6-8 Advisory Groups will meet on a weekly basis. Once per week, 100% of teachers in grades 6-8 will conduct Restorative Circles with their advisory groups; One time per month will be dedicated to work around Student Led Conferences; Student Advisory Groups include students with special needs and ELLs.  
100% Guidance Counselors will participate in selected Advisory and Restorative Circles in order to provide students with social and emotional support and to address students social and emotional needs. | Grades K-2 students | September 2018-June 2019 | K-2 Assistant Principal, K-2 Teachers |
| | Grades 3-5 teachers | September 2018 - June 2019 | 3-5 Assistant Principal, 3-5 Teachers, Queens BFSC Staff |
| | Grades 6-8 students | September 2018-June 2019 | 6-8 Assistant Principal, 6-8 Teachers |
| | Grades 3-8 | Sept. 2018 – June 2019 | 3-5 & 6-8 Assistant Principals, Classroom Teachers, Guidance Counselors |

### 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.

We will expand our parent workshop offerings to include topics such as the Leader in Me Transformation Process for parents of students in grades K-2. Additionally, we will continue to expand our opportunities for parents of students in grades 3-8 to participate in Restorative Circles and receive training around the many ways they can support their students' social-emotional health.

### 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.
Restorative Circles Training Expense, Schedule Staff to Participate in Training, Schedule students for an Advisory period to conduct the Circles;

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

**Part 5 – Progress Monitoring**

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

By February 2019, 75% of all students in grades K-8 will be able to identify a minimum of 3 habits taught through the Leader in Me program and articulate how those habits are connected to themselves and being a good leader; 75% of all students in grades 3-8 will have participated in a minimum of 3 Restorative Circle per week.

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

Teacher Observation/Assessment; Restorative Circle Attendance

**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.

The 2017-2018 Principal Performance Review as well as the 2016-2017 Quality Review feedback indicates strengths in the area of School Culture (1.4). Specifically, that "The principal continues to emphasize a deeper understanding of social and emotional learning for the adults and students this school year". Additionally, as noted in the 2016-2017 Quality Review Feedback, "On-grade and vertical professional collaborations provide a voice and promote the achievement of school goals and the implementation of the Common Core Learning Standards while strengthening the instructional capacity of teachers" (4.2). Further, feedback and comments from the 2016-2017 Quality Review further state, "The principal values professional learning. Teachers learn about school and principal expectations for teaching and learning in three cycles during the course of the year. Trends viewed through the observation process inform this work. Teachers have the opportunity to visit colleagues' classrooms with a specific focus and to debrief about their learning. Teachers now visit colleagues on their own for additional learning."

The priority areas that we will focus on in 2018-2019, were identified using the current year's Advance data (MOTP Workbook) as well as the 2016-2017 Principal Performance Review feedback where 2.2 (Assessment) was identified as an area of development noting the need to "Continue to develop teacher practices on providing age appropriate, rubric based check lists and comments that will allow all students to identify their next learning steps for improvement". Similarly, the 2016-2017 Quality Review feedback also noted that, " across classrooms, teachers use rubrics that are aligned to the curricula and in-the-moment assessment practices such as checks for understanding and self-assessment. Although the use of checks for understanding and rubrics are implemented, inconsistent effective adjustments and limited feedback have yet to meet all student-learning needs".

2017-218 school-wide Advance data was reviewed and analyzed. We identified 1e (Effective Planning) along with 3d (Assessment) as areas for development. Although teachers are meeting and collaborating regularly around curriculum, planning and instruction, assessment practices are not always embedded throughout lessons, thereby, reducing or eliminating opportunities for students to receive meaningful and effective feedback that will push their thinking, help them make their thinking visible or allow for the teacher to address any misconceptions that may prevent them from meeting the established learning target. As a result, goals for these areas of improvement must include continual teacher collaboration and planning across grades and within vertical teams in order to ensure that lesson plans and units are coherent, standards-based, are inclusive of high-level and rigorous tasks that are scaffolded and differentiated for the varying levels that exist within the classrooms. Finally, plans and units should encourage high order thinking, evaluation and analysis and include multiple opportunities for assessment.

Part 2 – Annual Goal

2018-19 CEP
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, 50% of teachers will demonstrate a 4/10 improvement in planning practices (1e) and active assessment (3d) to meet the needs of diverse learners, including ELLs and SWD's as measured by Advance data.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meet with every teacher in the beginning of the year for an Individual Planning Conference to establish professional goals and expectations for the school year. Additionally, teachers will be observed at least three times and provide them with rubric based feedback.</strong></td>
<td>All K-8 Teachers September 2018 - June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td><strong>Design Teacher Improvement Plan for teachers who have received and overall rating of &quot;D&quot; (Developing) and meet with those teachers on an on-going basis to assess the progress towards their established goals.</strong></td>
<td>Teachers rated &quot;D&quot; Sept. 2018 – June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td><strong>Create weekly schedule for teachers that includes a common planning period for all grade levels and schedule Monday Common Planning to include Cluster, ENL &amp; SWD teachers</strong></td>
<td>All K-8 Teachers Sept. 2018 – June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td><strong>Provide on-going Professional Development for teachers of students with disabilities and ELLs to engage all students in learning including, but not limited to: How to Strengthen Assessment Practices, Various Formative Assessments , Multiple Entry Points, Differentiation, Scaffolding Instruction</strong></td>
<td>All K-8 Classroom Teachers, Students with DisabilitiesEnglish Language Learners Sept. 2018 – June 2019</td>
<td>Principal, Assistant Principals, Teacher-Led Professional Development, Citywide Professional Development</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Teachers will use Tuesday Parent Engagement time to provide parents with updates regarding their child’s progress and what the expectations are for mastery of the learning targets as well as to provide professional development for parents through workshops and training. Collaboration between teachers/school community & parents include, but are not limited to: teacher/staff-led professional development/training and school-wide events with that emphasize
student achievement and parental involvement/participation. Additionally, students will continue to participate in Student Led Conferences (March 2019 & May 2019), which allows them to interface with their families/parents and engage in their own self-assessment around their areas of strength and areas for improvement.

Part 4 – Budget and Resource Alignment

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

Monday Professional learning time, grade team meetings, Schedule to include common planning time, professional development for parents during parent engagement Tuesdays.

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

Part 5 – Progress Monitoring

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

By February 2019, administrators will observe all teachers at least 2 times and provide feedback, resulting in at least 25% of teachers showing improvements in 1E, and 3D of the Danielson Framework.

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

Danielson Framework for Teaching

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

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

**Part 1 – Needs Assessment**

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

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

Based on Measures of Leadership Practice (MOLP) Rating and Score SY 2017 – 2018 feedback, an area of celebration was in Domains 3.1 and 3.4:

"The principal has clearly defined standards for professional learning and classroom practices to ensure that learning for all stakeholders consistently reflects her high expectations."

"The principal along, with input from a variety of constituents, have developed data driven CEP goals and action plans aligned to the instructional focus to accelerate student achievement. The principal continuously monitors the progress towards the CEP and instructional goals to ensure the focus is directly aligned to student achievement towards meeting proficiency.".

Additionally, during the 2017-2018 Principal Performance Observation (PPO) review, Domains 3.4 and 4.2 received a Well Developed rating:

"The principal has clearly defined standards for professional learning and classroom practices to ensure that learning for all stakeholders consistently reflects her high expectations. The principal has established high expectations for all staff, which is evidenced throughout the school community through verbal and written structures housed in the Staff Handbook, daily weekly communications which emulates a culture where accountability is reciprocal between all constituents. The school provides ongoing verbal and written communications with families to deepen their understanding of the expectations for their children and offer them ways to support their children in meeting these expectations."

"The principal has created a culture for teachers to meet and share their talents and best practices through teams, professional learning and inter-visitations. Teacher teams provide data based rationale and analysis of student work that inform their decisions to adjust practice and create goals for groups of students. The vertical team serves as a conduit for teacher input in strategic decisions that affect the overall improvement of teaching and learning."

Online systems, which are updated weekly, are used to provide parents with their children’s grades. In addition, several parents shared how teachers have been receptive and supportive of them in reporting how their child is performing in school and if needed, providing extra assistance. Students shared how certain events expose them to college and career readiness such as Career Day and conducting high school visits. In addition, teachers work with them to conduct student-led conferences in March. In these conferences, they reflect on their work and list areas on
an assessment reflection sheet that they should continue to work. A few students shared that they develop goals based on their reflections in English Language Arts (ELA) and Math. As a result, families understand their children’s progress towards school-wide expectations and students are prepared for the next level.

The priority need is to strengthen the message and communication of high expectations across grades (K-8) and to strengthen a culture of professional learning within the individual grade bands. This includes professional learning cycles, inter visitations, teacher teams and vertical teams.

**Part 2 – Annual Goal**

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

By June 2019, we will build leadership capacity of teacher leaders, administrative team, and support staff to work in groups to achieve school wide goals as evidenced by percent of staff who agree or strongly agree that: (a) there are leaders at the school beyond the principal, (b) they belong to an effective team with clear priorities, and, (c) they are clear on the school’s instructional focus for 2018-2019.
### 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>All K-8 Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal Assistant Principals</td>
</tr>
<tr>
<td>All K-8 Teachers</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals Selected Grade Level Team Facilitators</td>
</tr>
<tr>
<td>All K-8 teachers, ENL teachers, AIS Teachers, SETTS Providers</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals Selected Grade Level Team Facilitators</td>
</tr>
<tr>
<td>All K-8 teachers, ENL teachers, AIS Teachers, SETTS Providers</td>
<td>September 2018-June 2019</td>
<td>Principal Assistant Principals Selected Grade Level Team Facilitator</td>
</tr>
</tbody>
</table>

**Select lead teachers in grades K-8.** A minimum of one lead teacher in each grade who will participate on the following school committees; data team, professional development team & MOSL team. These teams will meet regularly to review/analyze data, plan and adjust the professional development schedule and to make decisions for Local Measures of Student Learning.

**Refine the protocols being used during common planning/grade level and teacher team meetings so that teachers have a structured and productive way to share and exchange ideas/instructional strategies in order to improve student performance and teacher practice.**

**ENL Teachers, AIS Teachers & SETTS providers will alternatively participate in Common Planning/Teacher Team Meetings in order to collaborate with teachers around how to integrate language acquisition and multiple entry point strategies within the grade level units & plans.**

**Empowering Lead/Exemplary teachers to prepare and facilitate professional development sessions through workshops and inter-visitations as a way to improve instructional practice across grades.**

### 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.
Teachers, Administrator and Parent Coordinator will present professional development for parents/guardians on the school-wide instructional expectations, individual grade-wide expectations and strategies to use at home to assist their children in making progress within their grade.

**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.

Common Planning/Teacher Team to include ENL AIS & SETTS teachers. Professional Development with exemplary teachers and book studies with administrators.

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, 100% of all teacher leaders, administrative team, and support staff will be able to identify who the school leaders (beyond the Principal) are, what their team priorities are and the school-wide instructional focus for 2018-2019.

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

Horizontal and Vertical Grade Team Meetings, Committee Attendance Sheets, Advance data, Formal and informal observations, student data and parent surveys.

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

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

Part 1 – Needs Assessment

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

Parental attendance at monthly PTA meetings along with school wide events during the 2017-2018 school year has increased from previous years. We attribute some of the increase in attendance to the student of the month and student of the year awards that are distributed at the monthly PTA meetings offering more opportunities for parents to get involved. Additionally, we have diversified the ways in which we communicate with parents. Although we've had some increase in parental attendance, we are still working towards increasing attendance at academic based parent workshops, educational family trips and community service events in order to have greater impact on student learning.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Statement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school's 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</td>
<td>By June 2019, there will be a 90% parent attendance and participation at our Student Led Conferences as evidenced by attendance sign-in sheets and parent feedback forms.</td>
</tr>
</tbody>
</table>
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Sept. 2018 and February 2019</td>
<td>PTA President/Board, Parent Coordinator, SLT, Principal, Assistant Principal</td>
</tr>
<tr>
<td>All Students Parents &amp; School Community</td>
<td>October 2018 - June 2019</td>
<td>Principal, Assistant Principals, Parent Coordinator, Special Education teachers, SETSS providers, ENL teachers, Family Worker/Family Assistant</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept. 2018 - June 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
<tr>
<td>Parents and guardians</td>
<td>Sept. 2018 - June 2019</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

Create a Parent survey to identify areas in which parents would like support as well as their availability.

School/Community-wide events including workshops that address the needs of all students, with an increased focus on Students with Disabilities and English Language Learners. Family trips through Urban Advantage to various science institutions across NYC.

Regular communication with parents through the use of school messenger, monthly school calendars, Google Classroom, school website, Skedula, Remind app and Class Dojo.

Teachers will use the Tuesday Parent Engagement time to schedule student led conferences, individual meetings with parents as well as to provide workshops around CCLS, homework help, NYS assessments, etc.

### 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.

**COMPASS Programs:**

- SAYA (South Asian Youth Action)
- Girls on The Run
- Girls Empowerment Movement
- Noel Pointer Foundation
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.

School messenger, Skedula, DOJ, school website, Tuesday parent outreach time, Monthly PTA/SLT Meeting.

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

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

Part 5 – Progress Monitoring

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

By February 2019, there will be a 10% increase at parent events when compared to February 2018 attendance at parent events as measured by the number of signatures received via parent attendance/sign-in sheets.

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

Attendance sheets from workshops and meetings, responses to surveys

**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>English Language Arts (ELA)</td>
<td>Fountas &amp; Pinnell benchmark, results from NYS test and teacher recommendation</td>
<td>Fountas &amp; Pinnell Intervention (grades K-2), Differentiated instruction in all ELA classes</td>
<td>One 50-minute period, 3-5 times a week, based on needs. Students are instructed in small groups.</td>
<td>Services provided during the school day as well as during after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AIS instruction provided two times per week for a total of 4 additional instructional hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GoMath Inventory test, NYS test and teacher recommendation</td>
<td>Differentiated instruction in all math classes – RTI, Tier I. Through frequent content and skills based assessment, the effectiveness of Tier 1 will be determined. Students who need small group strategic instruction will be referred for Tier II instruction.</td>
<td>One 50-minute period, 3-5 times a week, based on needs. Students are instructed in small groups.</td>
<td>Services provided during the school day as well as during after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AIS instruction provided two times per week for a total of 4 additional instructional hours</td>
</tr>
<tr>
<td>Science</td>
<td>Teacher recommendation and Hands-on experimentation infused within</td>
<td>One 50-minute period of AIS instruction in Science</td>
<td>Services are provided during the school day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4th grade NYS science test</td>
<td>classroom science instruction. Science lab equipped to provide Tiers II and III intervention services.</td>
<td>per week in small groups</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Social studies period tailored to meet the needs of individual students including Tiers II and III intervention services.</td>
<td>Social studies period tailored to meet the needs of individual students including Tiers II and III intervention services.</td>
<td>Small groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Services are provided during the school day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td>Assists all students experiencing behavioral and or emotional issues.</td>
<td>Group and individual counseling providing guidance and crisis counseling during the school day. Assists all students experiencing behavioral and or emotional issues.</td>
<td>Small groups, one-on-one.</td>
<td></td>
</tr>
<tr>
<td>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Services are provided during the school day</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR 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 current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>33</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>Purchase books, bookbags, notebooks, uniforms, school supplies, tutoring, counseling. Our school community serves as a liaison to bridge our students in temporary housing with the various Community-Based Organizations (SAYA/COMPASS).</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>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The PS/MS 124 teaching staff is 100% highly qualified as indicated in the BDES survey. Through networking conducted by the Administrative Team qualified pedagogues are hired if a vacancy is declared. To ensure that we hire highly qualified teachers that are competent in their pedagogy, the leadership team has collaboratively designed a rubric used during the hiring process. Candidates are screened using a rigorous hiring process which includes an-in-depth interview in which candidates must demonstrate their knowledge of the Common Core Standards and the attributes of a highly effective teacher according to the Danielson Framework for Teaching. Leadership team attends city-wide hiring hall as well as collaborates with Queens College’s Education Department, seeking future educators for our school.


Highly qualified teachers are maintained through providing opportunities under the umbrella of distributive leadership. E.g.

- Grade leaders
- Team Leaders
- Opportunities to participate in the STEM Teacher-Led Team
- New teacher team meetings
- Peer mentoring
- Inter-visitation and feedback

Opportunities for rich, collaborative dialogue regarding school-based decisions via the Principal’s open door policy.
In the event a teacher is not Highly Qualified, the secretary will work closely with the HR person to ensure that the non Highly Qualified person meets all required documentation and assessment deadlines.

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).

The Professional development model is comprehensive and includes weekly PD in the following contiguously linked model:

- Core Knowledge alignment of the strands to the CCLS
- Charlotte Danielson “Framework for Teaching” aligned to Advance
- Task assessments aligned to the Core Knowledge Program and the CCLS
- Workshop Model w/ emphasis on Writing across subject areas

The Professional Development program is differentiated based on teacher need. The Professional Learning Committee meets regularly to assess PD needs and arrange for specific professional learning opportunities.

New teachers are mentored by peers that are licensed and experienced in the same content/grade-band.

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.).

The school provides an orientation meeting for parents of preschool students entering the elementary school program. Information packets are also provided for parents. Parents are invited in the beginning of the school year to meet the teacher and view the classroom; additional support is provided as needed.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The administration meets with a committee of teachers (MOSL committee) to discuss assessment options. The Professional Development Committee makes decisions regarding the implementation of programs and assessments throughout the school year. The school provides professional development for staff on how to use these results and data to improve instruction.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. 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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$625,826</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$163,861</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$12,366</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$6,563,260</td>
<td>X</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>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 124Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services are provided during the school day will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

  - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
  - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
  - providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) Act;
● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

---

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (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/MS 124**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### I. School Responsibilities: High Quality Curriculum

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
<tr>
<td>● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
</tr>
<tr>
<td>● 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);</td>
</tr>
<tr>
<td>● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;</td>
</tr>
<tr>
<td>● supporting parental involvement activities as requested by parents;</td>
</tr>
<tr>
<td>● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● check and assist my child in completing homework tasks, when necessary;</td>
</tr>
<tr>
<td>● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);</td>
</tr>
<tr>
<td>● set limits to the amount of time my child watches television or plays video games;</td>
</tr>
<tr>
<td>● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;</td>
</tr>
<tr>
<td>● encourage my child to follow school rules and regulations and discuss this Compact with my child;</td>
</tr>
<tr>
<td>● volunteer in my child’s school or assist from my home as time permits;</td>
</tr>
</tbody>
</table>
● participate, as appropriate, in the decisions relating to my child’s education;

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

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

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

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

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

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

### III. Student Responsibilities

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

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

This school is (check one):

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

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: ___

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

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

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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: _____

ELL students are included in afterschool AIS classes under separate funding. These classes are taught by common branch teachers as well as ENL teachers and run from October 24, 2018 through April 25, 2019. A thirteen week Saturday ELL Academy will commence January 5, 2019 and continue through at least April 27, 2019. Each session will last 3 hours from 9:00 AM-12:00 PM. The program design for the ELL student in all subgroup populations is conducted in English by 3 ENL-certified teachers. Teachers will plan curriculum together in three sessions. Each session will last for one hour. All ELL students are in targeted tiered groups aligned to their instructional levels in ELA, math, and writing. All ENL students in grades 3-8 will be invited first to participate in the program and depending on the response, Grade 2 will be invited if there is room. Students will be placed in tiered classes based on their NYSESLAT levels and data derived from i-Ready and baseline assessments. Present breakdown of students is as follows: Kindergarten (8 EN), Grade 1 (5 EN, 2 EM, 1 TR), Grade 2 (4 EN, 1 EM, 1 TR, 5 EX), Grade 3 (2 EN, 3 EM, 3 TR, 3 EX), Grade 4 (7 EN, 1 EM, 4 TR, 2 EX), Grade 5 (7 EN, 6 TR, 1 EX), Grade 6 (5 EN, 3 TR, 3 EX), Grade 7 (5 EX), Grade 8 (2 EN, 2 EX). Total students equal to 79. The program will be inclusive of the following skills development:*Infuse skills and strategies in phonics and structures linguistics through the SRA targets including cross-curricular connections and opportunities for practice in reading comprehension, listening and speaking (expressive and receptive language skills.)* Classrooms have leveled texts on the tiered, identified reading level. ENL teachers incorporate model lessons, guided reading groups and one-on-one conferencing focusing on student individually targeted goals.*Students are provided dual language- books to support development of vocabulary and cross comprehension.*Math ENL intervention incorporates Go Math ancillary materials that support classroom instruction and problem-solving. Math manipulatives are used for hands-on experiences.*Additional materials to support the tiered program include the dual-level Continental Jump Start Program, Finish Line Skills Series. Dual language books are acquired through Sundance-Newbridge in Spanish, Hindi, Arabic, and Punjabi. Records will be maintained by the ENL supervisor. The records will include students' names, their attendance and any program related notification including notifications in the parents' preferred language,
**Part C: Professional Development**

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

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

Begin description here: ____

A comprehensive professional development program is provided for all teachers of the Title III and ELL school programs as part of a school-wide focus on improved pedagogical practice infused with differentiated ENL strategies and RTI strategies. Spiraled topics include Go Math, Task Analysis, the Common Core Learning Standards, as well as training in effective pedagogy as described in the Danielson Framework for Teaching, with a particular emphasis on components 3b (Using Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction). The ENL teachers collaborate with other staff member on a regularly to review data targeting student-identified strengths and specific areas to target. Additionally, ENL teachers provide a series of targeted, grade-specific professional development workshops to the entire teaching staff during contractually-mandated professional development sessions. These sessions target the following: Grade-specific pedagogical strategies for ELL students*Differentiation of tasks inclusive of literacy, math, science, and social studies*Effective parent outreach Teacher training is extended through weekly collaborative planning sessions which take place during the school day or during the contractually mandated extended time allocated to professional development. In addition, professional development will be provided by a certified lead ENL teacher for the teachers participating in this program. There will be two sessions. Each session will last one hour and will take place after school from 2:30 PM-3:30 PM during the month of December. Additional training for pedagogical staff during afterschool sessions is intended, but dependent on staff availability. Professional development is provided for ENL teachers through BFSC and includes sessions on effectively using data gleaned from standardized and formative testing to target specific areas of weakness.

Records of professional development sessions agendas and attendance and compiled in electronic folder with the school secretary.

Some topics that will be covered are:
- Fountas and Pinell assessment
- Effective AIS strategies
- Danielson’s 3B, 3C, 3D
- Using IEPs to drive instruction
- ENL strategies

**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
Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: ______

PS/MS 124 is dedicated to increasing parental/guardian involvement of all ELL students to positively impact student achievement and assimilate families into the school community. To this end, the Administrative team of Principal Maritza Williams Jones; Assistant Principals Y. Aggoub, T. Babb, and J. Bonner; Parent Coordinator C. Lapsley; ENL teacher; M. Lisnitzer, as well as other staff members, work collaboratively to promote parental involvement. Weekly workshops are offered for parents during the parent engagement session of the contractually mandated extended professional time addressing the following topics:* Common Core State Tests: ELA and Math* The High School Process* Adjusting to Middle School* Supporting Your Child at Home* Schedula*Jupiter Grades*Art and Culture*Bullying* Supporting your Child Through Technology* How to Navigate Through the DOE WebsiteAdditionally, ENL-certified teachers will offer parent workshops from 9 AM-11 AM on Saturday mornings on the following dates:September 29, 2018- Navigating the DOE Website for Information to Assist the ELL StudentOctober 27, 2018- Online Resources to Assist your Child in SchoolNovember 17, 2018 - The Local Library and Other Community ResourcesDecember 15, 2017 - A Closer Look at the Common Core State Tests (NYSESLAT, ELA, MATH) These workshops will also be offered once a month on Friday mornings before school from 7:30 AM to 8:00 AM on the same topics for parents who are unavailable the previous Saturday. They will be alternately presented by our ENL-certified teachers, M. Lisnitzer, E. Testa and N. Ortiz, and are tentatively scheduled for September 28, 2018, October 26, 2018, November 16, 2018 and December 14, 2018. The ENL teachers presenting these workshops will participate in planning sessions that will take place before school from 7:30 AM-8:00 AM prior to the presentation day. Additionally, parent workshops that are both recreational and social will be planned once a month in the evening from 6:00 PM-7:30 PM. These family events are designed to increase the social contact our immigrant families have with each other, and foster a more cohesive and tolerant school community. Planned workshops will be staffed by the Parent Coordinator, ENL teachers and Administrators. Topics for parent workshops will include Craft Night, Bingo Night, Movie Night, Chinese New Year Night, Pajama Book Jam Night, Earth Day Night, Bring a Rake Night. Title III funds will partially fund these events. The balance of funding will come from other school funds. The ENL teachers and guidance counselors, R. Semper and T. Heaton collaborate with the parents of ELL students to prepare for the high school application process. The counselors, and translators when necessary, meet with the parents/guardians during conventional school hours to review the high school application and assist in its completion.
### 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>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>124</td>
</tr>
</tbody>
</table>

| School Name | Osmond A. Church PS/MS 124Q |

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 ELL teacher, and at least one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Maritza Williams Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Yassine Aggoub</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Marci Lisnitzer</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Thomas Heaton</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent</td>
<td>Afeena Afiz</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Cynthia Lapsley</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Marie Rousseau</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mary Barton</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 | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 5 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 2 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of teachers currently teaching a self-contained ELL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 1 |
| Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 1283 |
| Total number of ELLs | 104 |
| ELLs as share of total student population (%) | 8.11% |
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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes □</td>
<td>No □</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Part III: Assessment Analysis

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

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

In order to assess the early literacy skills of our ELLs, PS/MS 124Q uses various tools. First, we look at any NYSITELL or NYSESLAT data to determine students' levels in the 4 modalities. We also assess using the Dolsch sight word lists, letter recognition charts, number charts, quick writes, basic vocabulary exercises, etc. In addition, we use the I-Ready program in ELA and math. This program is aligned to CCLS standards and differentiates lessons for the needs of each individual student. Students work on I-Ready in their classrooms multiple times each week and they can access the program at home as well. Teachers can monitor student progress through this program. If teachers find that students are having difficulty in mastering a specific skill or strategy, we differentiate lessons to target that need. We use Fountas and Pinnell to assess the students' reading levels three times a year. Based on the results of all of these assessments, we develop lessons and activities to help them improve their reading, writing, speaking and listening skills. We are constantly assessing students informally and formally to make sure they are actively engaged and showing improvement.
2. What structures do you have in place to support this effort?
   1. Only ENL certified teachers administer the NYSITELL to new admits/non-English speaking students
   2. Teachers are equipped with the proper resources to conduct initial assessments
   3. Every student has access to a laptop at a minimum of 2 times a week in order to access and utilize I-Ready in Reading and Mathematics
   4. Fountas and Pinnell readding assessment tool kits are available to teachers in graded K-5 and are administered three times a year
   5. Teachers are provided with professional development related to various methods of assessment and differentiating instruction

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The success of our ENL program is evaluated both objectively and subjectively. First, we look to see how our students moved on the NYSESLAT. We further extrapolate that data by comparing modalities from year to year. In addition, we look to see if our students met their AMAO and what percentage did so. For students eligible to take state tests, we look to see how our ELLs performed. We also look to our FELLs to ensure that they are improving in both state ELA and math exams, as well as other state exams. In addition, we evaluate individual student growth by assessing the level of involvement in the classroom, the behaviors, adjustment to school expectations and overall ability to thrive.

4. What structures do you have in place to address interventions once the summative data has been gathered?
ENL teachers’ schedules are strategically designed where they have opportunities to collaborate with classroom teachers and content area teachers on an ongoing basis. Based on students’ performance level and/or linguistic needs, appropriate intervention strategies are discussed and implemented to meet the needs of all students. Teachers, including ENL teacher, are continuously analyzing summative assessment form State Exams and Unit Exams in order to differentiate instruction based on the data.

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.]
All ELLs are exposed and participate in the core curriculum regularly. Various assessment tools, such as Fountis and Pinell and I-Ready, provide concrete data to drive instruction. While core instruction (Tier I) serves 80% of students’ needs, others will need extra attentions and more scaffolding (Tier II). Tier II is instruction that is driven to serve about 15% of students where lessons are differentiated to meet the needs of our ELLs. Additionally, some students might need intensive instruction (Tier III) where instruction has to be individualized such as small groups or 1:1. Generally, about 5% of students fall under the Tier III category.

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].
Our current data reveals a higher concentration of entering and emerging students in second through 5th grades. By middle school, most students are at the expanding or commanding levels. Most students who are eligible for the NYSITELL are testing at an entering or emerging level.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   1. When creating our table of organization, we ensure that two classes per grade will contain ELLs.
   2. Once the NYSESLAT data is available, we analyze the data based on the RLAT report to identify the ELLs and FELLs
   3. When creating the ENL teachers’ schedules, we are strategic about maximizing each teacher’s schedule to ensure that our ELLs and FELLs are receiving their mandated minutes as per Part-154.

---

**Part IV: ELL Programming**
Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      At PS/MS 124Q we currently only have a freestanding ENL program. Students who are at transitional level and above receive 180 minutes of integrated ENL in their mainstream classrooms. Students who are entering and emerging receive 180 minutes of integrated ENL as well as 180 minutes of stand alone ENL in small groups outside of the mainstream classroom. Children are grouped by grade (no more than 2 contiguous grades) and proficiency level for small group instruction.
   b. TBE program. *If applicable.*
      N/A
   c. DL program. *If applicable.*
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Currently, through careful programming and utilization of the certified ENL teachers in our school, we maximize our time so that all ELLs and FELLs are receiving their instructional minutes according to their proficiency levels. Our Entering/Emerging students receive 360 minutes on ENL instruction with 180 minutes in stand alone and 180 minutes in integrated ELA. Our Transitioning students receive 180 minutes of ENL instruction with 90 minutes in standalone and 90 minutes in integrated ELA. Our Advanced students also receive 180 minutes of ENL instruction integrated with ELA/content area. Lastly, our Commanding students receive 90 minutes of ENL instruction integrated with ELA/content area.

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.
   In the integrated portion of our ENL program, core content is delivered in the general education classroom with facilitation by the ENL teacher. Curriculum is enhanced by charts, illustrations, picture dictionaries, and hands-on activities to support comprehension. Students are paired with other students who speak the same home language to complete classroom activities. In the stand-alone ENL portion of our program, we pull out small groups of ELLs and focus on skills and strategies that align with the Common Core.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Currently, our Spanish-speaking ELLs have "Go Math" books and workbooks in Spanish. They are evaluated in Spanish on classroom assignments as well as quizzes and tests.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
      For newcomers, ENL teachers deliver integrated and stand-alone instruction throughout the day. In the integrated program, ENL teachers work with students in the classroom. ENL teachers provide explicit instruction based on the Common Core curriculum. We provide sentence starters, graphic organizers, vocabulary building activities, and we provide materials and tasks that have been customized to meet the needs of the students and the Common Core goals. In the stand alone program,
ENL teachers work with ELLs in small groups. ENL teachers focus on their needs based on their proficiency level and what we see in the classroom.

For developing students, ENL teachers focus more on writing skills and strategies based on the Common Core curriculum. ENL teachers use graphic organizers and teach outlining and note taking techniques to help them be successful in their writing. We also focus on reading skills and strategies such as inferring, close reading techniques, supporting ideas with evidence from the text, etc. After observing and conferring with students and classroom teachers, ENL teachers design materials and mini lessons that will support students acquisition of skills.

Currently PS/MS 124Q has two long-term ELLs. Both students have IEPs and receive SETSS. For these students, teachers tailor their instructional goals to the IEP goals. We focus mostly on reading and writing as these are their lowest scoring modalities on the NYSESLAT and also where they are struggling most in their classes.

For students who are former ELLs up to two years after exiting ELL status, we work with students for 90 minutes a week in the classroom. ENL teachers focus on student needs based on conferences with students and teachers. Writing is the modality that the students have the most difficulty with so we tend to focus on building grammar skills as well as using higher level vocabulary in writing. We also work on higher level reading strategies that are aligned with common core such as close reading.

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?

Teachers of ELL-SWDs use a variety of instructional strategies and techniques to provide access to academic content and accelerate English language development. Teachers model all strategies that students need to do multiple times before asking students to work in pairs or independently. Teachers increase response opportunities, allow for repetition and skill practice, and reduce the number of skills and concepts being taught at one time. Repetitive reading of material is also used to practice different strategies and skills. Teachers focus on vocabulary development as well.

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

Teachers use all of the strategies above to help students meet their IEP goals. Students work in small groups within the classroom or out of the classroom where teachers reteach skills and strategies that students are struggling with and focus on 1-2 concepts at a time.

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.

We offer a variety of programs to target our ELLs.
1. AIS (Academic Intervention Services) - Classes are comprised of small groups and target all four modalities using the READY program. Classes are taught in English twice a week.
2. Saturday ELL Academy - Classes are comprised of small groups based on proficiency level and grade and target all four modalities using the Finish Line series by Continental Press. Classes are taught in English.
3. STEM (Science, Technology, Engineering, Math) Club - Classes are comprised of students who are interested in STEM. Classes are taught in English twice a week.
4. SAYA (South Asian Youth Action) - Students in SAYA receive help with their homework and projects. Students are placed in classes with teachers who speak the same home language whenever possible.

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

Our focus for the upcoming school year is to improve/enhance the implementation of CR Part 154 for ELLs.

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

No programs/services will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs participate in AIS programs after school and in an ELL Academy on Saturdays. Students are grouped by English language needs so that the teachers can plan lessons specifically designed to target language goals. Entering and emerging students focus on phonemic awareness, sight vocabulary and basic writing structures. Higher-level students focus on reading strategies and the development of more complex writing skills.

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.

PS/MS 124 Q uses technology to support ELLs. Students access websites such as Starfall, Moby Max, iReady and Brainpop in school and at home. We immerse students into the Expeditionary Learning curriculum for ELA and we use the Go Math curriculum for math classes which has materials in Spanish as well as English.

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

Initially, in our ENL program, we encourage students to write in their home language if they can with visuals to show what they are writing about. Entering ELLs are partnered with students who speak the same language so that they can support the new students. ELLs are also provided dictionaries in their own languages as well as content area glossaries. Whenever available, content area books are provided in the home language and quizzes are given in the home language as well.

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

At PS/MS 124Q resources and programs are carefully matched to students’ age and grade level. By evaluating an ELL student’s proficiency level through a variety of tools (NYSITELL, NYSESLAT, reading and speaking assessments, iReady, etc.) we are able to evaluate all ELLs strengths and weaknesses. Based on our findings, we acquire, either through our own library or purchase if necessary, the most appropriate materials for students. We attempt to stay current with the latest programs and technology that is constantly being developed to meet the needs of our ELLs.

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?

Our school does not share the building with any other school.

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).

If an ELL student is enrolled before the beginning of the school year or throughout the school year, the student is provided with the opportunity to visit the school for a tour. If summer school is in session, the ELL student can sit in a class and observe the quality of instruction. The ENL coordinator and ENL teachers provide workshops to ELLs and their parents in order to educate them about the types of programs that we have available. In addition, our ELLs meet their ENL teachers during the initial process as they have the expertise to assess and provide valuable information to the ELLs and their parents.

17. What language electives are offered to ELLs?

In middle school, our ELLs are given the opportunity to study Spanish. They also take technology, music and art classes in English.

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) EEs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   N/A
### Professional Development and Support for School Staff

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

   All staff receive PD in strategies to help ELLs in a variety of situations and classrooms. Our professional development endeavors to address the needs of ELLs as well as other special needs students while addressing new curriculum and goals for achievement based on the common core standards. PDs are given in grade-level groups on Monday afternoons during extended time.

   PS/MS 124 provides Professional Development sessions that target different grades, subject areas, and proficiency levels. Some sessions will be conducted by exemplary staff in the school and other sessions will be held at various institutions which will target teachers of ELLs’ needs.

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.

   - Provide PD to middle school teachers related to ENL models in high school.
   - Schedule visitations for middle school teachers to visit local high schools. This way, teachers will be able to provide specific and detailed information regarding our ELLs placement in high school. In addition, the teachers will learn about specific ENL models to better assist our ELLs make the transition from middle school to high school.

   As we continue to plan this year’s professional development sessions, we will ensure that all teachers will accumulate 15% of their PD hours in ELL-specific topics and our ENL teachers will accumulate 50% of their PD hours in ELL-specific topics. Some of the sessions will be conducted by experienced exemplary staff, other will be delivered by outside professionals and at times, teachers will be sent to attend PD workshops in order to meet the CR Part 154.2 requirements.

### 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?

   The ENL teachers schedule annual individual meetings with parents of ELLs on Tuesday afternoons during extended time. During these meetings, we discuss goals for students, language development progress, assessment results, and language development needs in different content areas. We ensure that there is a translator available if needed.

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

   PS/MS 124 is dedicated to increasing parent involvement of our ELL students. The administrative team, the Parent Coordinator and the ENL teachers are active in promoting parent involvement. The ENL teachers provide workshops for ELL parents once a month on Saturday mornings to address needs and concerns. Workshops address upcoming assessments and tests, library skills, homework skills, supporting English language acquisition at home, etc.

### 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.

PS/MS 124 is currently waiting for additional funding to hire an extra certified ENL teacher in order to fulfill CR Part-154 requirements. We want to ensure that all of our ELLs and FELLs are receiving the mandated amount of ENL instruction.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Maritza Williams Jones, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maritza Williams Jones</td>
<td>Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Yassine Aggoub</td>
<td>Assistant Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Cynthia Lapsley</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Marci Lisnitzer</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Afeena Afiz</td>
<td>Parent</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Thomas Heaton</td>
<td>School Counselor</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Mary Barton</td>
<td>Superintendent</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Marie Rousseau</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q124  School Name: Osmond A. Church  Superintendent: Mary Barton

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>Yassin</td>
<td>Aggoub</td>
<td>Assistant Principal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   AT PS/MS 124Q, we use a variety of methodologies to assess language preferences of the parent community for both written and oral communications. We use Part III of the Home Language Identification Survey (HLIS), ATS Reports, and Emergency Contact cards.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>11</td>
<td>0.78</td>
<td>11</td>
<td>0.78</td>
</tr>
</tbody>
</table>
Punjabi  86  6.1  89  6.32
Bengali  2  0.14  3  0.21
Hindi  2  0.14  3  0.21
Haitian Creole  0  0  1  0.07
Italian  0  0  1  0.07
Oneida  1  0.07  0  0
Russian  1  0.07  1  0.07
Urdu  9  0.64  10  0.71
Ukrainian  1  0.07  1  0.07
Spanish  106  7.52  111  7.88
English  1190  84.46  1178  83.61

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences announcements</td>
<td>Sept/Nov/Mar/May</td>
<td>We use DOE Intranet template(s) for covered languages; we use school-based personal and/or translation vendor Big Word for non-covered languages when needed.</td>
</tr>
<tr>
<td>After-school program information</td>
<td>October</td>
<td>We use bilingual school-based personal/ Translation and Interpretation Unit</td>
</tr>
</tbody>
</table>

2018-19 CEP
New York State testing dates | March | We use DOE Intranet template(s) for covered languages and school-based personal
General overview of student curriculum | September/ Parent-Engagement Time | We use bilingual school-based personal

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conferences</td>
<td>September</td>
<td>Big Word</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>November</td>
<td>Big Word</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>March</td>
<td>Big Word</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>May</td>
<td>Big Word</td>
</tr>
</tbody>
</table>

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

In an event of an emergency, school staff such as parent coordinator, administrators, teachers and guidance counselors will reach limited-English families via over-the-phone interpretation services. Bilingual staff will also be utilized to translate to some of our limited-English parents when appropriate.

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.

LAC will conduct a Professional development with all staff members to ensure that every staff member is aware of the goals of CR A-663 and the resources that are available to meet compliance. The parent coordinator as well as the ENL teachers will be trained on the policies and procedures governing ways in which we communicate with our limited-English families.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)
At PS/MS 124, we have the "Multilingual Welcome Poster" posted at the Main Entrance. "Language ID Guides are located at the Main Office. The parent coordinator is equipped and utilizes "I Speak..." card with parents. The Big Word interpreters will be requested to attend PTA meetings and School Wide function in order to translate for our limited-English parents.

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Conduct an annual survey using Language Line to survey parents about language assistance provided during the school year.