2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 29Q134

School Name: P.S. 134 Hollis

Principal: Randi Posner-Marino
Comprehensive Educational Plan (CEP) Outline

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Section 6: Academic Intervention Services (AIS)

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Section 1: School Information Page

School Information

School Name: The Langston Hughes School PS134Q

School Number (DBN): 29Q134

BEDS Code: 342900010134

Grades Served: PreK - 5

School Address: 203-06 109 th Ave. Hollis NY 11412

Phone Number: 718 464 5544 Fax: 718 464 7779

School Contact Person: Alisa Howell Email Address: AHowell2@schools.nyc.gov

Principal: RandiPosner-Marino

UFT Chapter Leader: ColleenKobayashi

Parents’ Association President: KashaunWilliams

SLT Chairperson: RandiPosner-Marino

Title I Parent Representative (or Parent Advisory Council Chairperson): April Isaac

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 29 Superintendent: Beverly Mitchell

Superintendent’s Office Address: 90-11 191 Street Hollis, NY 11423

Superintendent’s Email Address: bmitche2@schools.nyc.gov

Phone Number: 718-217-7740 Fax: 718-217-7739

Field Support Center (FSC)

FSC: Queens South Executive Director: Marlene Wilks

2018-19 CEP
Executive Director’s Office Address: 82-01 Rockaway Blvd.

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

Phone Number: 718 281 3259  Fax: ____________________________
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randi Posner-Marin</td>
<td>*Principal or Designee</td>
</tr>
<tr>
<td>Colleen Kobayashi</td>
<td>*UFT Chapter Leader or Designee</td>
</tr>
<tr>
<td>Kashaun Williams</td>
<td>*PA/PTA President or Designated Co-President</td>
</tr>
<tr>
<td>William Berry</td>
<td>DC 37 Representative (staff), if applicable</td>
</tr>
<tr>
<td>April Isaac</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
</tr>
<tr>
<td></td>
<td>Member/CSA</td>
</tr>
<tr>
<td>Tosha Wellington</td>
<td>Member/Teacher</td>
</tr>
<tr>
<td>Cherise Parson</td>
<td>Member/Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Andreen Matthews</td>
<td>Member/Parent</td>
</tr>
<tr>
<td>Anna Maria Alleyne</td>
<td>Member/Parent</td>
</tr>
<tr>
<td>Blondy Henry-Byam</td>
<td>Member/Parent</td>
</tr>
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<td></td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</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?

<table>
<thead>
<tr>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Mission is to inspire all students to be adventurous learners; by providing a unique educational experience in a safe and nurturing environment. The entire school staff, families, and community organizations will collaborate to successfully build the elementary foundation that anchors a lifetime of success.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Langston Hughes school is an elementary school with 381 students from pre-kindergarten through grade 5. The school population comprises 76.64% Black, 15.75% Hispanic, 1.57% American Indian/Alaskan Native, .79% White, .26% Multiracial and 2.62% Asian students. The student body includes 11.81% English Language Learners and 18.9% Special Education students. Boys account for 52.23% of the students enrolled and girls account for 47.77%. The average attendance rate for the school year 2017 - 2018 was 91%. Our increasing ELL population will require additional support as it is a school focus to ensure that these students receive the instruction they need to achieve their academic goals.

Currently at 134, we have seen growth in the area of student progress with our lowest performing 1/3 in the area of Mathematics. We continue to work in closing the achievement gap for our students with special needs and English Language Learners. However, we still struggle with performance, identified in Framework for Great Schools element titled, Rigorous Instruction, with only 30% proficiency, scoring at levels 3 or 4 on the state ELA test and 18% scoring levels 3 and 4 on the state Math test. Our students have maintained an average of 93% passing rate in their core subjects. We are about to embark on our first year of PBIS and look forward to seeing an increase in supportive environment.

Collaborations/Partnerships

We have a Partnership with multiple organizations that help to enhance the educational experience our students receive.

Cross Island YMCA that provides after school care free of charge for parents. The YMCA offers after school care for approximately 170 students. Students in the program receive an afternoon meal, in addition to a variety of activities including: sports, art, drama, and academics.

NY Roadrunners that has facilitated our travelling fall & winter track teams. Students practice after school twice a week and attend borough and city wide competition.

NYU Dental School provides comprehensive monthly dental service through a collaboration with Zeta Phi Beta and Councilman I. Daneek Miller.

Adelphi University provides at-risk speech services to our 1st graders.

NYC “SWIM for Life” Provides free swimming lessons to our 2nd grade students. The program runs for ten weeks three times a year.

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

Currently at 134, we are working at moving our students with disabilities to a least restrictive environment. The 2017-2018 data shows that 56.3% of our special education population is in self-contained classes. Additionally, we have a referral rate of 3.7%. Both averages are above the city average.

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.
We experienced growth in the areas of writing and research. Our staff and students took great pride in our school-wide initiative. According to the New York City School Survey, we made the most progress this year in Strong Family and Community Ties with an increase of 18%. We have also shown progress in the area of Effective School Leadership with an increase of 4%.

A key area of focus this school year is writing through rigorous instruction. We believe that through the writing process we can further develop student learning in all subjects. Additionally, we will strengthen our teacher-team work to better analyze student data to enhance classroom instruction.
**School Demographics and Accountability Snapshot for 29Q134**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04,05</td>
<td>382</td>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>56</th>
<th># SETSS (ELA)</th>
<th>7</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>56</td>
<td># SETSS (Math)</td>
<td>6</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>43</td>
</tr>
</tbody>
</table>

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

| # Visual Arts | 19  | # Music | 19  | # Drama | 19  | # CTE | 19  |

**School Composition (2017-18)**

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>85.0%</th>
<th>% Attendance Rate</th>
<th>91.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>77.7%</td>
<td>% Reduced Lunch</td>
<td>5.8%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>11.0%</td>
<td>% Students with Disabilities</td>
<td>19.6%</td>
</tr>
</tbody>
</table>

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

| % American Indian or Alaska Native | 1.6% | % Black or African American | 77.2% |
| % Hispanic or Latino              | 18.2%| % Asian or Native Hawaiian/Pacific Islander | 4.2%  |
| % White                            | 0.5% | % Multi-Racial              | 1.8%  |

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

| 1.08 | # of Assistant Principals (2016-17) | 4 |

**% of Teachers with No Valid Teaching Certificate**

| 0% | % Teaching Out of Certification | 23% |

**% Teaching with Fewer Than 3 Years of Experience**

| 3% | Average Teacher Absences (2014-15) | 8.1 |

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

| ELA Performance at levels 3 & 4 | 31.9% | Mathematics Performance at levels 3 & 4 | 23.1% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 88% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

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

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

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

| Reward | No Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |
| Priority School | No | Focus Subgroups | N/A |

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

**Elementary/Middle School**

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

- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: NO
- Economically Disadvantaged: YES
- ALL STUDENTS: YES

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

- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: NO
- Economically Disadvantaged: YES
- ALL STUDENTS: NO

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

- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: NO
- Economically Disadvantaged: YES
- ALL STUDENTS: NO

**High School**

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

- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: NO
- Economically Disadvantaged: N/A

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

- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: NO
- Economically Disadvantaged: N/A

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

- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: NO
- 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

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

In reflection of our Math NYSSA we were able to identify gaps in instruction: For the third consecutive year, our Math performance data is in the bottom third of our peers. We will provide more time for teacher collaboration to share best practices, in addition to providing targeted instruction for students performing in the bottom and middle third of the data.

**Strengths**
- Highly qualified staff
- Comprehensive curriculum
- Flexible programming
- Professional development on student engagement & critical thinking.

**Needs**
- Materials, technology
- High expectations
- Rigor
- Instructional focus
- A shift in mindset to facilitate growth

#### 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, we will demonstrate 10% growth in students who meet grade level proficiency in mathematics as measured by using the i-Ready Mathematics Diagnostic Assessment.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th><strong>Target Group(s) Who will be targeted?</strong></th>
<th><strong>Timeline What is the start and end date?</strong></th>
<th><strong>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Math instruction utilizing the Universal Design for Learning where strategies implemented are geared towards a variety of learners.</td>
<td>All students</td>
<td>September 2018-June 2019 Daily</td>
</tr>
<tr>
<td>The writing process will be implemented as part of math instruction in our efforts to improve student retention.</td>
<td>All Students</td>
<td>September 2018-June 2019 Daily</td>
</tr>
<tr>
<td>We utilize the concept of a Professional Learning Community to drive the value in continued learning in math instruction.</td>
<td>All teacher</td>
<td>Weekly</td>
</tr>
<tr>
<td>Use of professional development committee to drive the quality of professional development based on a comprehensive review of the math curriculum needs in the building.</td>
<td>Teachers and administrators</td>
<td>October 2018-June 2019 Monthly</td>
</tr>
<tr>
<td>The RTI component of Go Math instruction will be used to bridge the gap for SWD's.</td>
<td>Targeted students as needed</td>
<td>September 2018-June 2019 6 week cycles</td>
</tr>
<tr>
<td>English Language Learner's component of Go Math instruction as needed.</td>
<td>Targeted ENL Students as needed</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

There are multiple school level teams that consist of staff and parents working together to inform families in regards to rigorous instruction and meeting the needs of their children:

- Behavior Incentive Team
- SIT team
- SBST
- Consultation Committee
- PTA Executive Board
- School Leadership Team
- Professional Development Committee
  - Parent Coordinator Workshops

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.

- Smart boards, computers, document cameras, curriculum materials, flexible programming, incentive materials, coaches, common planning periods. Four Saturday school days will be offered in the Spring.

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

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

Part 5 – Progress Monitoring

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

By February 2019, we will demonstrate 5% growth in students who meet grade level proficiency in mathematics as measured by using the i-Ready Mathematics Diagnostic Assessment.

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

- i-Ready Mathematics Diagnostic Assessment

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

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

Part 1 – Needs Assessment

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

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

Data from our schools 2018 Quality Review and 2017-18 School Quality Snapshots shows that safety was an area of concern for parents and staff members; in contrast to the data that shows parents feel that their students are being challenged by staff & students expressed that they feel safe and challenged as per the quality review interviews.

Strengths

- In reflection of our previous school year we began this school year with new initiatives in place.
- Removed the S.A.V.E room as a daily part of the school function
- Reinforced the Character Counts initiative by implementing a behavior incentive team
- Roll out of PBIS and Langston Loot
- Developed a school wide initiative to reduce the amount of physical altercations that occur
- Developed a better system of bringing staff, parents, and the community together.

Needs

- Resources & materials to support our behavior modification program
- Resources increase manpower by 1-2 persons during lunch periods
- Materials & Resources to facilitate parent workshops
- Materials & Resources to facilitate parent training

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, we will decrease the number of level 4 OORS incidents by 10% compared to the prior school year.
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline: What is the start and end date?</th>
<th>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>September 2018–June 2019</td>
<td>Guidance counselor, Administration, teacher</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>teachers</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018–June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>teachers</td>
<td>September 2018-June 2019 as needed</td>
<td>Administration</td>
</tr>
<tr>
<td>teachers</td>
<td>Ongoing</td>
<td>Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

During PTA meetings & Coffee, Cake & Conversation with the principal, we discuss school wide initiatives mentioned in the action plan above. We also utilize the Language Translation Unit and staff members to communicate with parents who do not speak English as a first language regarding behavioral expectations. The parent coordinator keeps this translated material available for parents.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff, character counts materials and positive behavior reinforcement materials (PBIS), trips and positive behavior celebrations. Professional development for staff about school wide implementation of the behavior modification program.

Per-session as needed

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

<table>
<thead>
<tr>
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<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, we will decrease the number of level 4 OORS incidents by 5% compared to the prior school year.

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

OOR incident level and infraction summary

**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.

In reflection of our MOSL/School Quality Data 2017-18 we were able to identify some areas that relate to teacher collaboration: Teachers must work more closely as collaborative grade level teams and vertical teams to build coherence in instruction.

Strengths

· Highly qualified staff
· Comprehensive curriculum
· Flexible programming
· Professional development on student engagement & critical thinking.

Needs

· Materials, technology
· High expectations
· Rigor
· Instructional focus
· A shift in mindset to facilitate growth

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, all students will have demonstrated improvement in the area of writing across the curriculum as evidenced by growth of one performance level as measured by the vertical teacher team analysis of Writing on Demand pieces.
### 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 pedagogical staff</td>
<td>September 2018-June 2019</td>
<td>Administration, Teaching staff</td>
</tr>
</tbody>
</table>

The school-wide Instructional Focus 2017-18 is "Writing Across all Subject Areas". We will utilize the "Reading Wonders" ELA curriculum (K-5) in addition to "Wonder Works" as support programs for students with disabilities. Use of the ENL component of Reading Wonders to support language acquisition.

Students will utilize the writing process continuously to produce standards based writing products. Pedagogues will employ the philosophy of the Universal Design For Learning (UDL) as part of their approach to instruction. Students with Disabilities and English Language Learners will receive support from licensed staff utilizing the same curriculum as their general education counterparts. Additional materials and resources will be utilized to impact student achievement.

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis in vertical teams of Writing on Demand Pieces three times a year.</td>
<td>Staff, Students, Administration</td>
<td>September 2018-June 2019</td>
<td>Administration, teachers</td>
</tr>
<tr>
<td>Professional Development in the areas of identifying and meeting the needs of these students are provided to staff on an ongoing basis.</td>
<td>Staff, Students, Administration</td>
<td>Oct 2018, Feb, May 2019</td>
<td>Administration, teachers</td>
</tr>
<tr>
<td>We share best practices at PTA &amp; SLT meetings. On an individual basis, parents are notified in writing to place emphasis on practices that should be mirrored at home or verbally during focus meetings when discussing improving student learning.</td>
<td>Staff, administration, P.C., parents</td>
<td>September 2018-June 2019</td>
<td>Administration, teachers</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

Parent workshops and letters home to communicate strategies and best practices.

Key personnel include the parent coordinator, IEP teacher and guidance counselor.

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.

Staff, support staff, smart boards, computers, document cameras, curriculum materials, consumable curriculum materials, flexible programming, character counts materials, incentive materials, athletic uniforms, coaches, common planning periods.

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

<table>
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</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, all students will have demonstrated improvement in the area of writing across the curriculum as evidenced by growth of half a performance level as measured by the vertical teacher team analysis of Writing on Demand pieces.

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

School created writing on demand rubric

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year. Strengths: Highly qualified staff, Comprehensive curriculum, Flexible programming, Professional development on student engagement &amp; critical thinking.</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. Needs: Professional Development in Danielson, intervisitations with highly effective teachers, a shift in mindset to facilitate growth, better use of the Hess DOK chart to promote higher order questioning, strategic grouping of students based on data.</td>
</tr>
</tbody>
</table>

In reflection of our 2017-2018 Advance data we were able to make some conjectures about our instruction: As teachers, we were able to have positive interactions with our students but needed to work towards students having more positive interactions with each other through rigorous discussion.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</th>
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</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–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.</td>
<td>By June 2019, there will be a .20 increase of the teacher ratings in the Danielson component of 3b as measured by MOTP reports in Advance.</td>
</tr>
</tbody>
</table>

2018-19 CEP
### 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>
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<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Ongoing Professional Development in the area of: Student Engagement, Questioning and Discussion techniques, Shifting Mindsets, Praising Effort, and being an active member of the Professional Learning Community.</td>
<td>All pedagogical staff</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>For outside the building professional development teachers provide feedback in response to our instructional focus.</td>
<td>All pedagogical staff</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Programming with a purpose: common preps on the grade. Built in focus group periods.</td>
<td>All pedagogical staff</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Building Capacity: Teachers are given autonomy on selection of practices.</td>
<td>All pedagogical staff</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>We implement initiatives to all groups as “school wide”. Therefore, we do not make exceptions for the expectations for the sub groups. Teachers are empowered to utilize additional areas of support to assist in achieving goals. Strategic grouping of ENL students with bilingual student to facilitate group discussions. Sentence starters and frames to support both ENL students and students with disabilities.</td>
<td>All pedagogical staff</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Parent workshops in addition to literature and verbal discussions at PTA, SLT, and intervention meetings.

Administration and teaching staff are key personnel.

### 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.

- Comprehensive curriculum
- Flexible Programming
- Highly Qualified Staff
- Instructional Focus

Per-session, per-diem opportunities are not utilized to achieve this goal

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

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### 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 of the teacher ratings in the Danielson component of 3b as measured by MOTP reports in Advance.

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

Advance reports

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the 2017-2018 School Quality Snapshot, 93% of parents responded positively about strong Family-community ties.

Strengths

We have successfully partnered with vendors, community based organizations, politicians, parents, and corporate sponsors to help provide the best educational experience possible to students.

- Cross Island YMCA
- NYU Dental Van
- Swim For Life
- Dancing Classrooms
- Zeta Phi Beta Sorority
- Resolution-A Funding to support technology
- School Mental Health/Thrive NYC
- LLCoolJ Jump & Ball Ball Drop
- Walgreens
- 103rd Precinct
- Adelphi Speech
- Forestdale Parenting classes

Needs

- Funding to facilitate school-based community events
- Parental training workshops
● Involving more parents in the school building
● Increasing participation at PTA and title I meetings
● Increase participation at parent workshops
● Establish ongoing communication with political representation

Part 2 – Annual Goal

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

By June 2019, we will have strengthened our community and family ties that will result in more support and resources for our students. This will be evidenced by a 3% increase in parents who agree or strongly agree with the school culture section of the NYC School Survey.
### Part 3a – Action Plan

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

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

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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>All neighborhood constituents</td>
<td>September 2018-June 2019</td>
<td>Administration, PTA, SLT, Parent Coordinator</td>
</tr>
<tr>
<td>All neighborhood constituents</td>
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</tr>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Administration, PTA, SLT, Parent Coordinator</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator, Administration</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Parent coordinator, Administration</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

Cross island YMCA after school care and summer camp. Adelphi University social interaction training.
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.

- Parent and Staff Volunteers
- Funding to facilitate special events
- NYCDOE Literature to help reinforce expectations for parents
- Funding to facilitate school trips

Per--session funds will facilitate: after school programs for academics, talent show, family sports night and athletic teams

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

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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, we will have strengthened our community and family ties that will result in more support and resources for our students. This will be evidenced by a 1.5% increase in parents who agree or strongly agree with the school culture section of the NYC School Survey.

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

School created survey based on the parent engagement section of the NYC School Survey.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Reading below grade level And/or below level 2 on NYS assessment</td>
<td>Intensive reading strategies through reading wonders, fundations, Imagine Learning, Max Scholar, SPIRE, or other resources</td>
<td>Small group</td>
<td>Grades 1-2 One period a week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grades 3-5 Two periods a week.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Performing below grade level on classroom assignments and school level assessments And/or scoring below level 2 on NYS assessment</td>
<td>Standards based practice and review utilizing McGraw hill’s products and various other math resources.</td>
<td>Small group</td>
<td>Grades 1-2 One period a week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grades 3-5 Two periods a week.</td>
</tr>
<tr>
<td>Science</td>
<td>Low performance on classroom assignments/assessments.</td>
<td>Scaffold planning to bridge the gap.</td>
<td>Focus instruction as part of whole class.</td>
<td>1-2 periods a week</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Low performance on classroom assignments/assessments.</td>
<td>Scaffold planning to bridge the gap.</td>
<td>Focus instruction as part of whole class.</td>
<td>1-2 periods a week</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Students that exhibit volatile behaviors as a result of ongoing emotional or circumstance issues.</td>
<td>Peer mediation, counseling sessions Individual or whole group</td>
<td>1-5 periods a week as per at-risk or IEP mandates</td>
<td></td>
</tr>
</tbody>
</table>
### 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:

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></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>20</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

For students in TH or in sudden crisis we provide assistance with: food, clothing, transportation, supplies, eyewear, academic support, or other methods of external support through our support affiliates.

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></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 (title I school)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The borough field support center provides support in verifying a potential hire’s eligibility. We follow those guidelines set forth by NYC and only hire those who are fully licensed for each respective assignment. Resumes of potential candidates are maintained on file.

Non-tenured staff receive mentorship from select tenured staff. All staff members are invited to participate in the school community in a variety of methods and settings providing opportunity for them to showcase special talents and abilities. We offer a variation of teams and social events geared toward staff appreciation and retention.

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).

We have established a system of staff going out to or researching topics set forth by our professional development committee and then presenting workshops to their peers. All staff members will have participated in every facet. Administration attends workshops offered by the network, NYC, or other entities as it pertains to leadership and school improvement.

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).
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.).

We work closely with the division of early childhood to ensure that we are providing the necessary workshops and skills training for parents; as well as providing an enriched curriculum to our students.

Parent workshops and student non attendance days in Spring facilitate sharing of Kindergarten: information, standards, & curriculum. Parents are invited to ask any questions are share any concerns.

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.

Monthly consultation committee meetings provide a forum for teachers to discuss their needs and/or concerns with: the building, classroom, safety, curriculum, protocols etc...

MOSL team consists of a team of teachers that collaborate to determine the most appropriate local measures for staff and students.

Professional development team meets monthly with administration to discuss and delineate the focus for professional development for the upcoming month.

Grade level teams meet monthly to discuss pacing and curriculum planning.

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 tough the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount (Refer to Galaxy for Indicate the amount contributed to Schoolwide pool.) | 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. |
Title I Part A (Basic) | Federal | $197,915.00 | X | 5A, 5B, 5C, 5D, 5E
Title II, Part A | Federal | $78,404.00 | X | [ ]
Title III, Part A | Federal | $11,200.00 | X | [ ]
Title III, Immigrant | Federal | 0 | [ ] | 5A, 5B, 5C, 5D, 5E
Tax Levy (FSF) | Local | $2,476,645.00 | X | 5A, 5B, 5C, 5D, 5E

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

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

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.


Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td><strong>PS 134Q PIP 2018-19</strong></td>
</tr>
</tbody>
</table>
| Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S 134 The Hollis School**, 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.

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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS 134 will support parents and families of Title I students by:</strong></td>
</tr>
<tr>
<td><strong>PS 134’s Parent Involvement Pledge 2018-19</strong></td>
</tr>
<tr>
<td><strong>How PS 134 Will Implement Required Parental Involvement Policy Components</strong></td>
</tr>
</tbody>
</table>
1. PS 134 will take the following actions to involve parents in the joint development of its school parental involvement plan: Parents will attend monthly PTA meetings, monthly executive board meetings, emergency meetings, social events: Monthly writing Celebrations, African Festival, and School Leadership Super Saturday Events.

2. PS 134 will take the following actions to involve parents in the process of school review and improvement by encouraging parent participation on the School Leadership Team, doing school walkthroughs, and reviewing data on the school.

3. PS 134 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by maintaining a list of translators available for parent meetings, translating home school documents, and surveying parents as to their best availability time for parent workshops, meetings, and student performances.

4. PS 134 will take the following actions to involve parents in an annual evaluation of the content and effectiveness of this parental involvement policy to improve school quality. The SLT will review yearly environment survey data, public school data, and reflect on the parent involvement activities that took place during the school year with close attention to parent participation. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

5. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary and with the involvement of parents its parental involvement policies.

6. PS 134 will build the school's and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities specifically described below:

   a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

   PS 134 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary with the involvement of parents its parental involvement policies.

7. PS 134 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities specifically described below: parent forums for grade specific standards, back to school night, workshops targeting specific grades with activities that can be done at home to support work done in schools.

   a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

      i. the State’s academic content standards

      ii. the State’s student academic achievement standards
iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.

b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology as appropriate to foster parental involvement.

c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: utilizing phone master for parent notification of events, mass mailings for special events, book bag letters for special events, and conduct home visits when necessary to encourage parent involvement activities/workshops/performances at the school.

d. The school will to the extent feasible and appropriate coordinate and integrate parental involvement programs and activities that encourage and support parents in fully participating in the education of their children.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

School-Parent Compact (SPC)

P.S. 134’s Parent Pledge

Parent/Guardian Responsibilities:

I ____________________________ hereby state that I will support my child’s education as an active parent member at PS 134Q by:

ü Monitoring my child’s attendance and ensuring that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.

ü Ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.

ü Checking and assisting my child in completing homework tasks, and have discussions about what was taught in class. I will also provide a quiet time and place for homework.

ü Making it the utmost priority to read to my child and/or discuss what my child is reading each day (for a minimum of 20 minutes).

ü Setting limits to the amount of time my child watches television, plays video games, or spends time on the internet.

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

ü Encouraging my child to be respectful; follow school rules & regulations and discuss this document with my child;
ü Volunteering in my child’s school or assist from my home as time permits.

ü Participating in the decisions relating to my child’s education.

ü Communicating 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.

ü Promptly responding to surveys, feedback forms and notices when requested.

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

ü Accepting the responsibility to make academic achievement my child’s main focus.

Signed X___________________________________________________ Date: / / 

As a 5th grade student at PS 134, I Pledge to:

Show Respect by being an active listener & following directions.

Be Trustworthy & Fair at all times whether an adult is present or not.

Be Responsible for what I say and do.

Show that I Care about others' feelings.

Be supportive of my peers and not hurt them.

Practice Citizenship by offering my time and effort when needed.

Be the hardest working student I can be.

· 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;
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 Every Student Succeeds Act (ESSA);

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

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

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

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**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.

P.S 134 The Hollis School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

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

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

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

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

**Provide parents reasonable access to staff by:**

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

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

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

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

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

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
· assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

· supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

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

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

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

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

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

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

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

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

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

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

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

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

· participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: ______

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

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
Part B: Direct Instruction Supplemental Program Information

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

Begin description here: 

The Title III program at PS 134Q has been designed to further develop language acquisition for non-English speaking students who are new to the United States, students who speak English as a New Language as well as students with interrupted formal education. Participating students from grades 3 and 4 in both general and Special Education will attend the program two days a week from 2:30P.M.-4:30P.M. for 10 sessions beginning in January. Participating students in the Title III program are children who are serviced through our English as a New Language (ENL) program during the regular school day. The focus of the program will be to provide individualized and small group instruction that will:

1. support language development
2. improve overall academic performance in literacy and the content areas of science and social studies
3. strengthen the home/school connection by providing assistance to parents so they are involved with the learning that takes place in school

Using the data from the New York State assessments, the New York State English as a Second Language Test (NYSESLAT), the NYSITELL and the child's academic history, students will be grouped according to their ability levels (Entering, Emerging, Transitioning, Expanding, Commanding), rather than by grade. Grouping the students in this way will allow the ENL teacher to help students further develop their use of English, prepare them for the NYSESLAT by providing practice with the types of questions they will encounter on each modality of the test (speaking, listening, reading, writing) and help them become familiar with the language of the state assessments. The ENL teacher will be able to work one to one or with small groups and focus on the areas of deficiency. Groups will be flexible which will allow students to move from one setting to another as they progress and master literacy skills.

Program Structure

The program will be structured to:
1. concentrate on instructional needs that will support students with limited English proficiency by addressing language development and academic performance.
2. engage the students in activities that will increase individual and school-wide performance in English.
3. focus on reading comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language and writing. While participating in the Title III program, students will receive ELA instruction through content areas. The students will receive direct instruction from the ENL teacher. The ENL teacher will provide instruction that supports language development and focus on developing and strengthening reading and writing skills. This structure will allow us to continue with an extensive ENL program (two hours for one day a week of the Title III After School Program).

The Common Core Learning Standards (CCLS) dictates the need to increase the level of expectation and instruction in literacy and writing. Providing more vocabulary development, building background knowledge and giving clear examples by modeling the process and strategies will help students make academic gains as well as strengthen their use of the English language. Our hopes are that these students will increase by one proficiency level on the NYSESLAT and make substantial gains on the NYSELA. The English language liaison from Queens South FSC will also be invited to present strategies to the ENL teacher that can be used to further develop the English Language Learners' use and understanding of English. Some of the online interactive materials used in the program will include Brain Pop ESL and Imagine Learning.
Part C: Professional Development
Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 

The approach to professional development is to provide classroom teachers as well as teachers working in the Title III program with the knowledge base that will support the work needed to help our ESL students with language development, content area subjects and to successfully achieve high standards on all assessments, including the NYSESLAT, the New York State assessments in English Language Arts, Mathematics and Science. Professional development for teachers is accomplished through the utilization of the BFSC liaison for English Language Learners. The professional development sessions given by the BFSC will be half day or for the entire school day, depending on need and topic. Academic support will come from specialists in literacy, mathematics, special education and early childhood, the utilization of special education data (SEIS), as well as school based pedagogues with specialty areas. For example: the IEP teacher, classroom teachers, speech teachers, the science cluster teacher. The schedule for professional development will be as followed: Teachers providing instruction for the Title III program will meet with colleagues during a common preparation period to accommodate the schedule of the presenters. The workshops will be 45 minutes long and take place throughout the year during the time designated for teacher professional development. Some of the topics for professional development may include: 1. Scaffolding for ENL instruction 2. Developing English Language Learners Reading and Writing Skills Using Non-Fiction Text 3. Using Technology to Meet the Language Needs of English Language Learners in the Classroom 4. Learning Science and Scientific Language Through Inquiry and Experimentation 5. Making content accessible to ELLs. Professional development will also be provided during school-wide professional development afternoons to discuss best practices for providing instruction in the classrooms. For example, all teachers are using the Reading Wonders program for literacy instruction. This program outlines differentiated instruction for English Language Learners. The program includes books for English Language Learners on different proficiency levels and the teachers are able to access supplementary materials on line for classroom instruction and practice. Take a Minute for ELL is a website for teachers to become familiar with strategies that can be used with the English Language Learners. In addition the ENL teacher and classroom teachers of ELLs will meet to interpret data and articulate the concerns of our ELL students, and the support and guidance that needs to be given in order to see evidence of increased academic rigor. A detailed agenda of each professional development workshop will be kept on file and teachers attending the workshops will be asked to sign in to confirm their attendance. Agendas and attendance will be kept in Room 326 with the ENL Coordinator.

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: ____

With the understanding that parent involvement is essential to the success of the school, parents are strongly encouraged to come to the school early in the school year to meet with their child's teachers and to become familiar with the school's expectations so they can be better equipped to supplement and advise their children at home. Parents are provided with a school calendar and are notified of upcoming events. Workshops are offered throughout the year and the parent coordinator works in conjunction with the school administrators, the ENL coordinator, the IEP teacher to outline workshop topics. The topics are decided based on the needs of the students and at the request of the parents. This year topics may include: "Test Taking Strategies in English Language Arts and Mathematics", "Math workshop", "Developing Good Reading habits at Home", "Homework Help", "Parenting and Nutrition". Parents and guardians will also be shown how to use technology to create practice work for their children to do at home. They will also be given the best educational websites to explore different genres and content area material and how to navigate the sites will be modeled for them. Using the resources offered, parents will be able to support the learning that takes place in school. Parents/Guardians of English Language Learners are encouraged to participate in all school activities and receive notices of parent workshops in English as well as their native language when applicable. At the beginning of each workshop, parents will be asked to sign in and records of their attendance will be kept with the parent coordinator. Agendas of the workshops will be provided to parents and translated as needed. Teachers and/or other staff members will be available to translate information and address any questions or concerns presented during workshops and meetings. Parents/guardians of ELLs will also participate in hands-on workshops, solving problems side by side with their children as teachers model "real life" activities that can be practiced at home. The tasks demonstrated will show how every day activities can be used to further develop language as well as reading and math skills.

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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Queens</td>
<td>The Langston Hughes School</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ms. R. Posner-Marino</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mr. Jason Akbar</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Ms. C. Lerebours</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Ms. K. Dey-Foy</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Ms. Floreal</td>
</tr>
<tr>
<td>Parent</td>
<td>Naveed Zafar</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Ms. D. Gulabchand</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Ms. K. Andreski</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Joshua Metz</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Beverly Mitchell</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.

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>314</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>42</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>13.38%</td>
</tr>
</tbody>
</table>

2018-19 CEP 52
A. ELL Programs

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

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></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>
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<td></td>
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</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>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>7</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
<td>0</td>
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<td>TBE</td>
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</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?
   - Literacy is assessed using TC assessments and writing on demand. Our literacy series, Reading Wonders, has an assessment component as well. The data shows that our students have deficits in both reading and writing skills. Knowledge of the specific strengths and weaknesses help teachers drive instruction and added support where needed. In addition, the ENL scaffolds provided as part of Reading Wonders has helped students narrow the gap. Our schoolwide instructional focus on writing across the curriculum also strengthens student writing. It is an expectation that all student writing will reflect the use of academic content vocabulary.

2. What structures do you have in place to support this effort?
   - K-2 classroom teachers will individually assess their students with TC assessments. Assessments are given three times a year. Additionally, there are out of classroom AIS periods in small groups and pre-mid-post tests for Go Math and Reading Wonders. Teachers will also analyze data from i-Ready in reading and math as well as data from Imagine Learning. I-Ready
assessments are given three times a year. Professional development is given to analyze and interpret this data to guide 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?
In order to evaluate the success of our program for ELLs, the ENL teacher collaborates with the content area and classroom teachers of these students regarding progress, curriculum, ENL methodologies, and testing concerns. Data is analyzed and used to further drive instruction. AYPs are evaluated based on the results of the NYSESLAT and other state standardized tests. Additionally, we analyze i-Ready assessments in Reading & Math as well as data from Imagine Learning.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Looking at the data, our instruction is geared toward developing the areas of weaknesses, specifically reading, writing and the academic language. Working with the students individually or in small groups a variety of materials and strategies are used to help the students develop their reading and writing skills. At the classroom level, instruction is differentiated. Additionally, there is an AIS component built in to Go Math, small group instruction in class with the ENL teacher, 1:1 instruction with the ENL teacher, at risk-speech, small group pull out AIS in 6-8 week cycles.

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 of our students at PS 134, including our ELLs, are assessed formatively on a daily basis, as well as summatively in all subject areas. Our ELLs are instructed in the Common Core Curriculum. Our literacy programs, Reading Wonders, and our Math Program, Go Math, have built-in intervention components for struggling ELLs. Additionally, students identified as at-risk receive small group instruction by a push in teacher as a Tier 2 intervention. At-risk speech is also available to all students as a Tier 2 intervention. Any Tier 2 interventions are on a 6-8 week cycle and student progress is reviewed bimonthly during PPT meetings. Additionally, ELLs who do not make movement on their TC assessment reading levels are also reviewed at PPT for possible RtI. School leadership and teachers use these assessment to identify the strengths and weaknesses of the students. They then use this data to guide instructional planning, differentiate lessons, set goals for students, and structure programs for students.

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).
Based on the modality breakdown of the NYSESLAT, our ELLs are more proficient in Listening and Speaking than in Reading. Additionally, the ENL teacher reviews the NYSITELL breakdown as well as reviews scores of those students that have taken the state ELA and Math tests. Students reading levels using TC Assessments as well as a review of the data from i-Ready in reading and math is also done three times a year. We also use the EDAT report to view data on multiple levels for our students as well as data from Imagine Learning.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The ENL coordinator, Ms. Lerebours, holds professional development at least one Monday each month to discuss the strengths and weaknesses of individual ENL students based on the NYSITELL, NYSESLAT, state tests, Imagine Learning data and i-Ready data. The ENL teachers also use their integrated teaching time as well as common planning time to work with other teachers in addressing the needs of their individual ENL students and adjusting the curriculum so that all students have access to the content. Once data is reviewed by stakeholders, it is also used to develop groups during the intervention periods that are programmed and/are use for pull-out services by the IEP teacher.

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.
      
      A fully licensed ENL teacher instructs ELLs in the freestanding program for our Entering and Emerging students. Entering and Emerging students both receive 180 minutes of stand alone instruction and 180 minutes of integrated instruction a week. Transitioning students and Expanding students receive integrated ENL for 180 minutes a week. Commanding students receive 90 minutes of integrated ENL a week for two years after they have tested out. All ELLs are grouped heterogenously in a class per grade as to facilitate programming and give extra support when needed.
   
   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)?**
   
   ELLs receive a combination of integrated and stand alone services (depending on the level of the student) Monday-Friday for the required number of minutes by the ENL teacher, who is fully certified. English is the only language of instruction, as we do not have any Bilingual or Dual Language Programs at our school. Entering students receive 180 minutes of stand alone ENL and 180 minutes of integrated ENL per week. Emerging students receive 180 minutes of integrated ENL and 180 minutes of stand alone ENL per week. Transitioning students receive 180 minutes of integrated ENL. If needed, Transitioning students will receive flexible scheduling and receive up to 90 minutes of their instruction in stand alone ENL. Expanding students receive 180 minutes of integrated ENL per week. Commanding or Proficient students receive 90 minutes of integrated ENL per week for an additional two years.

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.**
   
   To help students meet grade level standards in English and Language arts many materials, instructional approaches and strategies are used. Some of the approaches and strategies include, but are not limited to scaffolding to support student learning in the content areas, providing background knowledge sometimes with native language support to allow ELLs to tie new information to something familiar, using audio and visual support, providing cross content application of concepts and providing multiple opportunities to reinforce key vocabulary and concepts. The school uses a comprehensive reading program, Reading Wonders, with an ENL component that develops literacy skills through read-alouds, guided reading, phonics instruction, grammar and modeled and shared writing. Differentiation is an important component of this program that enable students at various proficiency levels to succeed. We also use Fundations and Starfall for struggling readers and Imagine Learning for individualized instruction and enrichment. We use "Go Math" for our math program which also offers a Spanish translation. I-Ready is our individualized enrichment math and reading program.

4. **How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?**
   
   Students are not evaluated in their home language. However students who speak Spanish can take their math assessment in Spanish. For ELLs on the testing grades, translated versions of the math and science tests are made available to students who desire to take the tests in their available home language. Additionally, ELLs are provided translated glossaries and word for word dictionaries.
5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
   
a) PS 134Q is a Pre-k - 5 school, therefore our SIFE population is limited. They then receive additional services such as 2 or 3 extra reading periods a week during AIS and we use Fundations to improve the basics skills and we provide native language support as needed.
   b) For newcomers and developing ELLs we provide students with supplemental instruction in literacy through the Title III program. Students have access to web-based programs which provide a hosts of activities to assist students as they develop their language and literacy skills.
   c) Our long term ELLs are usually students with IEPs. They receive vigorous academic intervention, are grouped according to their abilities and are monitored regularly to assess their academic and social growth.
   d) The plan for former ELLs is to monitor their academic performance and social growth. The ENL teacher will continue to service them 90 minutes a week for up to two years, maintain discussion with their classroom teacher, encourage them to participate in the Title III program and make academic resources available to them.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   The strategies and methodologies used to teach the ELLs in the general population remain the same for the ELL-SWDs. However, grouping and differentiated instruction allows for more flexibilities and for accommodating the different learning styles, therefore ensuring that we meet the diverse needs of the ELL-SWDs. Level appropriate books and content area materials are carefully chosen and activities are tailored to the ELL-SWDs skills and abilities. Modified classwork which involves the use of a variety of modifications and adaptations allows students to have access to academic content areas and thus accelerates English Language development.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   Scheduling for the ELL-SWDs can be a challenging task as many ELL-SWDs need not only ENL services but also many other services such as Speech, OT, PT. Therefore flexibility is crucial in trying to meet the IEP mandates. Working with other related service providers, the ENL teacher along with the classroom teacher work cooperatively to minimize classroom disruption while maximizing instruction and support to help the ELL-SWDs achieve their annual IEP goals. As much as possible, ELL-SWDs are mainstreamed and work cooperatively in heterogenous groups with other ELLs.

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.
   All intervention services are offered in English. Intervention includes an extra period with the ENL teacher, AIS, at risk speech, at risk counseling, Title III program and RTI.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   This year, we will be continuing our second year of implementing Imagine Learning. Imagine Learning is a program offered throughout District 29 for ELLs and focuses on literacy and language development. We are now assessing whole school using TC assessments. We also are doing i-Ready in Reading and Math in grades K-5. Three additional teachers have been trained in Spire, an at risk small group intensive reading program for students reading below level L.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
English Language Learners have access to every program and services available to other students. They have an opportunity to attend the Saturday Test Prep, they can join the basketball team, track team, cheerleading team or any other academic or athletic programs and activities held in the school. They are welcomed to join the YMCA after school program and Title III program. If eligible, they can also receive 5:1 AIS services.

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.

To help students meet the Common Core Learning Standards in English Language Arts, PS 134Q uses many materials, methods, and strategies. Some of them include Smartboards and laptops, Reading Wonders with an ENL component, Imagine Learning, Fundations, i-Ready and Spire. Students also have access to laptops and different websites such as Starfall, ABCya and My Library. Our Literacy and Math programs also have a built-in ELL component.

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

Native language support is without a doubt essential to the newcomers. As stated above, the ELLs are placed in monolingual classrooms but are usually paired with students with the same background. They sometimes receive extra HL support through the services of an educational assistant who speak the same language. The math program comes with a Spanish translation which is often used for the Spanish speaking newcomers. For students who speak a language other than Spanish, an educational assistant or a classmate is used for support. For low incidence languages such as Yoruba, Nepali and some Arabic dialects, students are encouraged to use bilingual dictionaries for support. Cooperative learning allows the newcomers to communicate in their native language while learning social language, and then transitioning into academic language. This allows students to be grouped with other students who are familiar with the specific native language and have a higher level of English proficiency.

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

Required services, instruction, support, and resources correspond to the ages and grade levels of our ELLs. Dual language books, glossaries, and dictionaries, hands-on manipulatives, audio/visual materials, and computer programs that are available to our ELLs are age and grade level appropriate.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

N/A

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In March and April early registration is conducted for parents of incoming students for the following September. The ENL teacher meets with the parents of potential ELLs and offers suggestions to get their child prepared for school. Whenever possible, materials are offered to the parents in their native language. Translators are contacted through the translation services if necessary. New ELLs who register throughout the year are assigned a buddy who speaks their language to assist the newcomer in getting acclimated. Additionally, our parent coordinator offers workshops for our entire school community to attend.

17. What language electives are offered to ELLs?

N/A at the elementary level

18. For schools with dual language programs:

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

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

c. How is each language separated for instruction?
d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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### Professional Development and Support for School Staff

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

   The Professional Development Plan emphasizes the Common Core Curriculum as it relates to our ELLs. Classroom teachers in all grades have common prep periods so that professional development, planning, and gathering of data can take place. Professional development of ELL personnel also takes place during our Monday afternoon PD time and on Professional Development days. The ENL teacher and classroom teachers of ELLs are also encouraged to attend the many Common Core workshops pertaining to ELLs offered by the Department of Education throughout the year. Additionally, the ENL coordinator has a monthly meeting on Monday afternoon to train whole staff in ENL strategies. This includes administration, common branch teachers, paraprofessionals, guidance counselor, social worker, school psychologist, content teachers, special education teachers, the occupational therapist, speech therapists, parent coordinator and secretaries. Our ENL teachers attend workshops and webinars offered by our Borough Field Support Center. Additionally, they attend professional development offered by the Department of English Language Learners. She then turnkeys this information to our integrated ENL teachers as well as the rest of our staff through professional learning communities.

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.

   Teachers attend 15% of total hours of ELL training for language acquisition and best practices for ICT and integrated ENL. This training is offered through various workshops given by the New York City Department of Education as well as during professional learning times on Monday afternoons. The school's approach to professional development is informed by a theory of actions and results. Additionally, the school maintains a professional development calendar that ensures professional development aligned to the citywide instructional expectations, positive student outcomes for all students and a comprehensive data driven teaching and learning program. Furthermore, teachers may attend any outside professional development at their discretion and are required to turn key the latest information to all teachers. The ENL teacher also attends professional development workshops and webinars through our Borough Field Support Center. Records of attendance are kept by the ENL Coordinator, Ms. Lerebours, in room 326.

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### 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?

   Parents are encouraged to schedule individual meetings with their child’s teacher to discuss any concern they may have regarding their child’s education. Teachers make accommodations for an in-house translator(i.e., an educational assistant or teacher) or use an over-the-phone interpreter.

   The school also provides an annual meeting with parents of ELLs. Letters are sent home in the parent’s preferred home language indicating time and place of the meeting. Bilingual staff as well as content area teachers are available during this meeting. If parents are unable to attend this meeting, a phone call is placed through the Language Translation Unit, if applicable, to discuss the goals of the ENL program, their child’s language development progress, their child’s NYSESLAT results and language development needs in the content area.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement is an important aspect of the school culture. We encourage parents of all backgrounds to attend all meetings and activities offered at the school. A wide variety of workshops is offered to parents and the parent coordinator in conjunction with the school administration, the faculty and the PTA decide on topics based on the needs of the school and/or the request of the parents. Workshops are designed to address the needs of the school community including the new immigrant parent. Translators are always available. Parents come out in large numbers to participate in Movie Night, Family Sports Night, Father’s Basketball, Health Fair, and many more.

**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.

N/A
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, Randi Posner-Marino, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** The Langston Hughes School  
**School DBN:** 29Q134

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>Randi Posner-Marino</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jason Akbar</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Doreen Gulabchand</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Carla Lerebours</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Naveed Zafar</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Katherine Andreski</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ms. Floreal</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Kean Dey-Foy</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Beverly Mitchell</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Joshua Metz</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>FSC</td>
<td></td>
<td></td>
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<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>1/1/01</td>
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</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 29Q134  **School Name:** The Langston Hughes  **Superintendent:** Beverly Mitchel

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>Carla</td>
<td>Lerebours</td>
<td>ENL Coordinator</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   During registration, parents completed the Home Identification Language Survey (HLIS), on which they indicate their preferred language of communication. This form is completed in the language of their choice. On the student’s Emergency Contact Card, the language of preference will be noted and added to the ATS record. The ENL coordinator analyzes the data in order to identify the home languages. Then, the data is organized on a spreadsheet by language and grade. The data is then shared with the staff for communication, translation, and interpretation with the parents.

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>1</td>
<td>0.3</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Bengali</td>
<td>6</td>
<td>1.81</td>
<td>6</td>
<td>1.81</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>1.21</td>
<td>4</td>
<td>1.21</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>16</td>
<td>4.83</td>
<td>16</td>
<td>4.83</td>
</tr>
<tr>
<td>English</td>
<td>274</td>
<td>82.78</td>
<td>272</td>
<td>82.18</td>
</tr>
<tr>
<td>Spanish</td>
<td>30</td>
<td>9.06</td>
<td>32</td>
<td>9.67</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school translates the following materials for dissemination to families: Entitlement letters, Program Selection Form, Continuation Letters, non-eligibility letters, Title III after-school program letters, Parent/Teacher Conference Letters, Parent Workshop information, Open School Night, NYSESLAT Schedule. In addition, the following documents will be translated before sending to parents: The ELA and Math testing dates, a general overview of the curriculum per grade, and all correspondence from the school administration.</td>
<td>Continuation and non-eligibility letters 9/5/18 and ongoing</td>
<td>Translation of many of these documents are available through DELLS. Those documents that are not are translated by our ENL teacher who is fluent in French and Haitian Creole. Additional languages are spoken by paraprofessionals and other teaching staff in the building who assist in translating documents. For other low incidence languages, we will use the DOE vendor, The Big Word. The ENL coordinator keeps a list of dates when important documents need to be disseminated. Copies of these documents are kept on file in room 326. The translation unit is used for any documents where someone is not available to translate and the parents’</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Within 10 days of admittance,</strong></td>
<td></td>
<td>During these meetings, the ENL teacher is available who speaks</td>
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<tr>
<td>The ELL parents are invited to</td>
<td></td>
<td>Haitian Creole and French. Additional staff members are also</td>
</tr>
<tr>
<td>a meeting for an initial</td>
<td></td>
<td>available who are fluent in those languages as well as Spanish,</td>
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<tr>
<td>orientation. The ENL teacher,</td>
<td></td>
<td>Urdu, Punjabi, Arabic, Bengali, Italian &amp; Hindi. Should we</td>
</tr>
<tr>
<td>with the assistance of the video</td>
<td></td>
<td>receive students over the school year whose language is not</td>
</tr>
<tr>
<td>from DELLS, informs them about</td>
<td></td>
<td>represented at the school, the over-the-phone interpretation</td>
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<td>the three choices of different</td>
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<td>service is utilized.</td>
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<td>programs for ELLs. When necessary</td>
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<tr>
<td>the parents of ELLs/SWDs are</td>
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<td></td>
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<tr>
<td>invited to meet with our</td>
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<td>guidance counselor and the SBST</td>
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<td>team to create individualized</td>
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<td>educational plans and instruction</td>
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<td>for the students. Parents</td>
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<td>are invited to attend the Back-</td>
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<td>to-School night in addition to</td>
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<td>all Parent-Teacher Conferences</td>
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<td>scheduled during the academic</td>
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<td>school year to discuss goals and</td>
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<td>academic progress. Parents are</td>
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<td>contacted throughout the school</td>
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<td>year as the need arises.</td>
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<td>Additionally, the ENL Coordinator</td>
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<td>has an annual meeting of all</td>
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<td>parents of ELLs where curriculum</td>
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<td>and individual student goals are</td>
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<td>discussed. We also leverage</td>
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<td>expertise of parents for low</td>
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<td>incidence languages (Wolof, Yoruba,</td>
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<td>Igbo).</td>
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<td>Parent orientation-ongoing</td>
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<td>throughout the year but within</td>
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<td>10 days of student admittance.</td>
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<td>Open School night/Curriculum</td>
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<td>night 9/17/18</td>
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<td>Parent/Teacher conferences 11/15/</td>
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<td>18, 3/14/19, 5/15/19.</td>
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<td>Annual ELL Parent meeting 9/18/18</td>
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<td>and ongoing on an individual</td>
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<td>basis as needed.</td>
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During Parent Engagement Tuesdays, teachers work with the ENL teacher and other school-based interpreters to facilitate conversations with parents on academic and socio-emotional topics.

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

Our school utilizes School Messenger to notify families in the event of a school emergency in English as well as Haitian Creole, Spanish and French. Additional staff members are used to call our Arabic, Urdu and Punjabi families.

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.

During opening staff conferences in September, all staff members sign for and receive a copy of Chancellor's Regulation A-663. They are made aware of which staff members may assist them in the translation of documents in specific home languages. They also receive the phone number to the Translation Unit for assistance in communication with families and are reminded of the location signage and the Parent’s Guide to Language Access. The Parent Coordinator is also available to assist staff with language needs.

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.)

As per Section VII of Chancellor's Regulation A-663, parents whose home language is one of the identified covered languages receive the Bill of Parent Rights and Responsibilities upon registration. There is a welcome poster at the security desk as well as posted on the parent coordinator's door. Additionally, the Parent's Guide to Language Access is available in the main office and with the Parent Coordinator.
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?

To gather feedback from parents, we will conduct a parent survey in the language of their choice to solicit their concerns around the quality and availability of our translation and interpretation services. We will also use formal and informal meetings such as Parent Teacher Conferences, PTA meetings and annual ELL parent meetings to gather feedback and input from the parents.