2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 27Q146
School Name: P.S. 146 HOWARD BEACH
Principal: MARY KEEGAN
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name</th>
<th>The Howard Beach School</th>
<th>School Number (DBN): 27Q146</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code</td>
<td>342700010146</td>
<td></td>
</tr>
<tr>
<td>Grades Served</td>
<td>3-K - 8</td>
<td></td>
</tr>
<tr>
<td>School Address</td>
<td>98-01 159 Avenue</td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td>(718) 659-3140</td>
<td>Fax: (718) 641-0901</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Mary Keegan</td>
<td>Email Address: <a href="mailto:mkeegan@schools.nyc.gov">mkeegan@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Mary Keegan</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>Eileen Bohan-Perini</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>Lana Kern</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>Veronica Boucher</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>CBO Representative</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District</th>
<th>27</th>
<th>Superintendent: Jennifer Carreon Ambert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address</td>
<td>8201 Rockaway Blvd. Ozone Park, NY 11416</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td><a href="mailto:jambert@schools.nyc.gov">jambert@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td>(718) 642-5770</td>
<td>Fax: (718) 348-2994</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)

| FSC: Queens South            | Executive Director: Marlene Wilks                          |                                               |
Executive Director's Office Address: 8201 Rockaway Blvd. Ozone Park, NY 11416

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

Phone Number: 718-642-5839

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Keegan</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Eileen Bohan-Perini</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lana Kern</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Sugrue</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Meredith Yeoman</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Veronica Boucher</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Elizabeth Ippolito</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Barbara Vann</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Brina Ciaramella</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Rosa Capone</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<td></td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. /M.S. 146Q, The Howard Beach School, takes pride in being a neighborhood school that is a “second home” for our students. Our goal is to develop the “whole child” both academically and socially. Our staff takes great pride in knowing their students and watching them grow from elementary through middle school.</td>
</tr>
<tr>
<td>The mission of P.S./M.S. 146Q is to encourage a desire for learning, academic excellence, and respect for one another. Our Instructional Focus is to engage students in challenging written and oral tasks that deepen their understanding</td>
</tr>
</tbody>
</table>

2018-19 CEP 9
and demonstrate their knowledge across all content areas. In addition, we are focused on improving students overall conceptualization of Mathematics standards.

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

PS/MS 146Q, The Howard Beach School, is a community school of 621 students from 3K to Grade 8. 53% of our students identify as white, 38.59% are Hispanic, 5.14% are Asian, 1.45% are Black, 1.29% are American Indian or Alaskan Native. Of these students, 20.58% receive special education services. Our students with an IEP, receive services in the following ways:

- 4 self contained classes (K/1/2 bridge, grade 3, grade 4, and a 5/6 bridge)
- 9 ICT classes (K-8)
- pull out/push in providers for related services and SETSS

We strongly encourage student attendance and we have a variety of systems in place to maintain an attendance rate of 94%.

The Instructional Focus for the 2018-2019 School Year is to engage students in challenging written and oral tasks that deepen their understanding and demonstrate their knowledge across all content areas. This instructional focus is the core of the Professional Learning Plan. Teachers in grades K-5 implement the Writing Revolution and utilize the 6 + 1 Traits of Writing Rubric. In grades 6-8 we also implement the Writing Revolution across content areas, so writing is aligned to the instructional practices in all grades. Foundational skills have been built and established through professional learning, lead teachers and teacher teams. Writing rubrics are established and utilized by teachers in all subject areas in Kindergarten through grade 8. Student progress is monitored by the use of beginning, middle and end of the year writing prompts. Teachers analyze and utilize data to determine instructional next steps. To support continued implementation of 6 + 1 Writing Traits Rubric, teachers utilize a writing code with students, share best practices and adjust curriculum maps according to data. The Writing Revolution in grades 6-8 incorporates the inquiry cycle into the writing research of Judith Hochman and provides a scaffolded approach for developing both student writing and critical thinking skills as well as inquiry based learning among staff members. During teacher team meetings, teachers from all content areas meet to evaluate and determine areas of focus and develop next steps and strategies to help student achieve mastery of the writing skill. Teachers modified existing rubrics to incorporate the targeted Writing Revolution skill.

As a Computer Science for All School, professional learning is provided to staff by our library media specialist with a focus on incorporating technology as part of the daily learning in our classrooms. Our Teacher leaders have provided professional learning opportunities to aide in teacher understanding of educational Internet tools. As a result, the school has established school wide initiatives for the utilization technology in the classroom and at home. Parents are able to utilize and monitor all academic technological programs. We utilize Mathletics and First in Math to reinforce math fluency and target individual needs based on mathematical standards. Max Scholar is used in school and at home to advance individual learning needs in reading.

We believe that teacher collaboration is essential for student success. The Teacher Teams at The Howard Beach School meet weekly to plan and design instruction that meets the individualized needs of each learner. Teams focus on analyzing student work and inquiry based curriculum development across all subject areas. Inquiry focuses on closing the gaps in learning identified by the utilization of a protocol and establishing a strategic action plan for student improvement. Curriculum maps are modified based upon the identified gaps in learning. Throughout the course of the year, teams adjust curriculum maps based upon formative and summative data as well as the professional learning experiences provided within the school by colleagues and consultants. They will continue this practice during the 2018-2019 school year.
Thanks to our local Council Member, Eric Ulrich, P.S. /M.S. 146Q will once again partner with the Intrepid Sea, Air and Space Museum to provide our fourth grade students with a CASA (Cultural After School Adventure) program in which they learn all about life aboard the Intrepid and make three Saturday trips to the Intrepid Air and Space Museum. Other after school programs include the New York Edge program for grades K-5 and the Boys and Girls Club for grades 6-8. PS 146Q is also an Urban Advantage School. Urban Advantage is a partnership between the New York City Department of Education and several cultural institutions in the city that focus on improving scientific research projects, teacher knowledge of science content and pedagogy as well as strengthening instructional practices.

Parent involvement is an important part of our school community. Outreach and opportunities for parents to be involved with their child’s social, emotional and academic growth are of the utmost importance. We have established an open door policy for parents to be involved in multiple aspects of their child’s school career. Parent workshops are provided by our Parent Coordinator, staff members and outside facilitators to allow parents to be up to date on what is happening both in our school and the world around them. Workshops include information about our writing program, bullying, introduction to state testing and orientations for pre-kindergarten, kindergarten and middle school. In the 2018-2019 school year we will continue with student led conferences which allows students to take responsibility for their learning and makes parents aware of their child’s personal academic goals. Additionally, we will continue with Sanford Harmony for grades K-4 and Overcoming Obstacles in grades 6-8. This year we will be piloting Restorative Circles in grades 5. All of these programs offer academic, social and emotional growth promoted by staff within the school to develop stronger social connections among students, and foster positive peer relationships that will enable students to thrive at school, at home, and as they grow into adulthood. Teachers in grade 5-8 are using Engrade to inform parents on how students are progressing throughout the school year. Engrade is an online grading system that allows parents to view and monitor their child’s progress in all subject areas including details such as attendance, participation, projects and missed assignments. For the 2018-2019 school year we will continue to use the Parent Square APP to improve communication with families. This allows families to access the most current school information right from their cell phones. These systems contribute to improvement in the home/school connection.

A positive school culture at The Howard Beach School is essential. We continually strive to put the needs of our students first in order to develop the “whole child.”

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

Students with special needs make up 20.5% of the student population at PS 146Q. To address the needs of these students Teachers and school leaders meet to analyze student work to identify challenges and standards of concern. Station Teaching has been implemented in the Integrated Collaborative Teaching (ICT) classrooms. Inter-class visitations are provided to staff member to support the implementation of station teaching. This program targets the specific needs of Special Education students to assist in meeting Individualized Education Plan (IEP) goals and benefits all learners within the classroom. All grades implement lessons using various resources such as Engage NY to meet the needs of all learners. Our SETSS program is designed to support students using specially designed instruction, such as Wilson, in a General Education classroom. This “push in” program supports students in achieving their IEP (Individual Education Plan) goals within their least restrictive environment. To provide our self contained middle school students with the junior high school experience we have departmentalized our Bridge 6/7 12:1:1 class, so students have the opportunity to work with various special education teachers focused on specific content areas.

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.

Over the past year progress has been made in the area of collaborative teachers. Teacher Teams meet weekly and analyze student data to modify instruction and curriculum maps based upon the identified needs of their students. Lead teachers guide teams through established protocols to identify instructional gaps. To sustain and continue growth in writing and establish a clear path for teacher pedagogy the Professional Learning committee will include lead teachers in the areas of ELA and math who will work directly with administration to establish a plan based on student outcomes and teacher input.
### School Demographics and Accountability Snapshot for 27Q146

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>678</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Learner Programs (2018-19)</strong></td>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
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<tr>
<td><strong>Special Education Programs/Number of Students (2015-16)</strong></td>
<td># Special Classes (ELA)</td>
<td>27</td>
<td># SETSS (ELA)</td>
<td>28</td>
<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td></td>
<td># Special Classes (Math)</td>
<td>29</td>
<td># SETSS (Math)</td>
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<td># Integrated Collaborative Teaching (Math)</td>
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<td># Visual Arts</td>
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<td># Music</td>
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<td># Foreign Language</td>
<td>5</td>
<td># Dance</td>
<td>16</td>
<td># CTE</td>
<td></td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

| % Title 1 Population | 47.0% | % Attendance Rate | 88.8% |
| % Free Lunch | 38.6% | % Reduced Lunch | 8.0% |
| % Limited English Proficient | 1.9% | % Students with Disabilities | 22.1% |

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

| % American Indian or Alaska Native | 0.9% | % Black or African American | 2.7% |
| % Hispanic or Latino | 38.6% | % Asian or Native Hawaiian/Pacific Islander | 4.3% |
| % White | 54.0% | % Multi-Racial | 1.0% |

#### Personnel (2015-16)

| Years Principal Assigned to School (2016-19) | 5.19 | # of Assistant Principals (2016-17) | 4 |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 12% |
| % Teaching with Fewer Than 3 Years of Experience | 2% | Average Teacher Absences (2014-15) | 6.6 |

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

- **Eligible for Local Assistance Plan**: 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
  - Hispanic or Latino: N/A
  - White: Yes
  - Students with Disabilities: NO
  - Economically Disadvantaged: YES

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

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

#### High School

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

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

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

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

Part 1 – Needs Assessment

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

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

PS/MS 146Q conducted a comprehensive assessment of our school’s academic program in response to the Framework for Great Schools – Rigorous Instruction. This assessment was conducted by analyzing student benchmark data from the beginning, middle and end of the school year as well as a review of findings from Advance Data.

Based on the analysis of the BOY, MOY and EOY Assessment in math conducted in June 2018, Students in grades K-8 showed growth from the BOY to EOY.

N.Y.S 2018 Math Exam results indicate a 10% increase in the number of students proficient.

Observations conducted in math during the 2017-2018 school year indicated a need for the utilization of additional resources in conjunction with the core program.

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, 100% of math teachers teacher teams will modify curriculum maps to reflect the Next Generation NYS Standards and engage students in challenging tasks as evidenced by a 10% increase in student achievement on core program assessments from the Beginning of Year (BOY) to the End of Year (EOY).
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8 students</td>
<td>September 2018 - June 2019</td>
<td>Middle School Assistant Principal and the Grade 8 math teacher</td>
</tr>
<tr>
<td>Students in grades 3-8</td>
<td>January 2019 - April 2019</td>
<td>Principal and grade level teachers participating in Extended Learning</td>
</tr>
<tr>
<td>Students in Grade 8</td>
<td>May 2019 - June 2019</td>
<td>Algebra 1 Teacher</td>
</tr>
<tr>
<td>Students identified based on the previous years growth percentile and beginning of the year assessment data (lowest third)</td>
<td>October 2018 - June 2019</td>
<td>Selected teachers who provide mathematics instruction and grade level supervisors</td>
</tr>
<tr>
<td>Teacher Teams</td>
<td>Sept. 2018 through June 2019</td>
<td>K-4 grade level teachers and team leader</td>
</tr>
<tr>
<td>Students in grades K-8</td>
<td>Sept. 2018 - June 2019</td>
<td>All teachers of mathematics instruction, technology teacher,</td>
</tr>
</tbody>
</table>

**To increase academic expectations for students, PS 146Q will administer the NYS Algebra Regents to 100% of the grade 8 students.** The core program will now be Algebra 1. This will be shared with parents and students at start of the 2018-2019 school year. Extended learning will take place after-school in the spring to provide additional support to students in need.

**To support students in the expectations set for math we will implement and Extended Learning Program.**

**To support students in the Algebra 1 Regents there we will implement an Algebra 1 Boot Camp.**

Station teaching will be utilized in all ICT classrooms to ensure that IEP goals are met and that student needs in the classroom are addressed. Tier 2 interventions will be administered to all at-risk students. Parents will be notified of assessment results and interventions being offered to their child. Communication with families will be ongoing.

Teacher Teams will meet bi-weekly for a minimum of 80 minutes to assess grade specific student work in math aligned to the Next Generation Standards. Teams will utilize a protocol to identify strategy effectiveness based on student performance and next steps needed to modify lessons and curriculum maps. During this time teachers will also identify students who meet criteria for Tier 2 support and share best practices through reflection and data analysis. Teachers will use Engage NY modules to in conjunction with their Go Math Lessons in order to enhance their instruction and increase conceptualization.

Software programs will be available to all students throughout the school to assist with overall improvement of concepts and math facts. These programs include Mathletics; a program with diagnostic, formative and summative assessments to determine

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2018-19 CEP
student progress against curriculum standards, Go Math Academy; a supplemental online resource for students and their families to use together at home as extra practice to help them succeed at math and online Go Math resources, MYHRW, First in Math and Think Central. These programs are accessible during the school day as well as at home. Parents are provided with login information and a step by step guide to navigate and monitor their child's progress.

Ongoing Professional Learning will be provided to all teachers through the following:

- Inter-class visitations
- Inter-school visitations
- Cross content teacher team meeting to incorporate writing during math instruction.
- Ongoing professional learning to incorporate technology to enhance mathematics instruction in the classroom.
- Algebra for All grades 5-8

Observations will be conducted on all grade levels during mathematics instruction and teacher will be provided timely and specific feedback to support instruction decisions aligned to the Next Generation Math Standards.

3b – Parent and Family Engagement

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

The school will engage families and support their understanding of Rigorous instruction by sharing the grade level expectation during Parent Teacher Conferences on 9/20/18, 11/15/18, 3/14/19 and 5/16/19. Teachers will conduct student led conferences 10/2018-5/2019 in order for students to share with their families their own progress in comparison to grade expectations, their established goals for improvement and how these goals can be supported at home. Classroom teachers and content specialists will implement and the grade level supervisors will oversee it.

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.

Utilizing Tax Levy funds and Algebra For All Grant received in January 2019.

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

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

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

By February 2019, middle of year Go Math assessments will be administered and assessment results will be analyzed during teacher teams in grades K-8 to determine Math progress for all students with a minimum increase of 10% from the beginning of year assessment.

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

Go Math MOY 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?

Based upon our yearly OORS summary report of time and location of most frequent incidents, we determined that there is a need to address our overall student support system and school aides’ behavior management during the three lunch/recess periods. Additionally, our Framework for Great School Report indicates an need for social emotional learning to build trust between students and staff.

**Part 2 – Annual Goal**

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

By June 2019, 100% of teachers will participate in professional development in social emotional learning (SEL) on incorporating SEL strategies and implementing character development courses in grades K-8 as evidenced by a 5% decrease in the number of level 3 incidents in OORS.
### 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) 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>The Social Emotional Learning Team will build a foundation for social emotional learning in the school by providing professional development to staff members in SEL.</td>
<td>All staff members</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>Time will be scheduled during the school day to incorporate SEL courses: Sanford Harmony (K-4) and Overcoming Obstacles (7-8).</td>
<td>Students</td>
<td>Sept. 2018- June 2019</td>
</tr>
<tr>
<td>Restorative Circles will be piloted by trained staff members in grades 5 and 6.</td>
<td>Students</td>
<td>Sept. 2018- June 2019</td>
</tr>
<tr>
<td>Staff members will be trained and certified in Restorative Circles.</td>
<td>Staff</td>
<td>July 2018</td>
</tr>
<tr>
<td>Ongoing Professional Learning Opportunities will be provided on the topic of &quot;De-escalation Techniques&quot; by trained staff members.</td>
<td>Selected staff members</td>
<td>Nov. 2018 - June 2019</td>
</tr>
<tr>
<td>TCIS training for 1 paraprofessional for certification.</td>
<td>1 Paraprofessional</td>
<td>March 2019</td>
</tr>
<tr>
<td>School aides will receive ongoing training in proactive behavior management and de-escalation techniques including the reinforcement of systems and structures for student arrival, engagement, and dismissal during recess periods.</td>
<td>School aide staff</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>Staff will receive Chancellor's Regulations A-420, A-421, and A-443 and mandated training to reinforce the techniques and strategies used to address the needs of targeted Tier II and Tier III students.</td>
<td>All staff</td>
<td>Sept.-Oct 2018</td>
</tr>
<tr>
<td>Plan to support grade 5 students with SEL to ensure a smooth transition to MS.</td>
<td>Grade 5 students</td>
<td>March 2019-June 2019</td>
</tr>
<tr>
<td>Parents will be made aware of all SEL special event days and activities via the school calendar, website and APP.</td>
<td>Parents</td>
<td>Sept. 2018-</td>
</tr>
<tr>
<td>Middle school students will participate in Elevate Education's growth mindset seminar. Students will be shown steps to identify their limiting academic beliefs and raise expectations, while learning strategies such as short and medium goal setting. Student will learn to set realistic, achievable academic goals and increase them over time to build confidence and self-efficacy. A parent session will be held at the start of the school year in order for them to reinforce what is happening at school.</td>
<td>Students/Parents</td>
<td>October 2018-May 2019</td>
</tr>
<tr>
<td>Positive student behavior will be recognized via shout out by teachers and peers, through student of the month assemblies, soaring student awards and honor roll.</td>
<td>Parents/students</td>
<td>Sept. 2018-June 2019</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. |
| The September “Meet the Staff” night and Parent Engagement Tuesdays will be utilized for the purpose of sharing the SEL Goals and the Citywide Code of Conduct. Parents will be provided a parent handbook which will outline all expectations and the acknowledgements for adherence to behavioral and academic norms. |

### 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.

| Tax levy funding will be utilized to support per-session activities associated with SEL and to allocate time for the character development classes. PTA funds will be used to incorporated Elevate Education seminars and activities. |
| Sanford Harmony and Overcoming Obstacles materials are free. The FSC will be providing training to staff on Restorative Circles. |

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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, the administration and the SEL team will assess the progress being made by reviewing the percentage of level 3 incidents in OORS as compared to the same time last year (2018). Where necessary, modifications will be made to ensure a 5% decrease by June 2019. |

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
The SEL Team will analyze data looking at a comparison of the number and types of incidents utilizing OORS data from January 2018 and January 2019.

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

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS/MS 146Q conducted a comprehensive assessment of our school's academic program in response to the Framework for Great Schools - Collaborative Teachers. This assessment was conducted by analyzing student performance data from the BOY to EOU of the 2017-2018 school year, feedback provided during visits by the Superintendent and the Principal Leadership Facilitator, a review of Teacher Team minutes and the NYC School Survey. Samples of student written work analyzed during Teacher Team meetings as well as feedback from teacher surveys indicate the need to continue the instructional focus on writing.</td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 100% of teacher teams will collaborate bi-weekly to analyze written student work across content areas to ensure inquiry driven instruction is provided in all classrooms across the grades as evidenced by a 10% increase in students meeting and/or exceeding the standards in writing utilizing the 6+1 Traits of Writing Rubric for grades K-5 and the Writing Assessment Rubric for grades 6-8.</td>
</tr>
</tbody>
</table>
## 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>Teacher Teams will</td>
<td></td>
<td>Administration, Lead Teachers</td>
</tr>
<tr>
<td>- Collect assessment data and align questions to standards in order to analyze areas of strengths and weaknesses.</td>
<td>Sept. 2018-June 2019</td>
<td></td>
</tr>
<tr>
<td>- Utilize assessment data to inform classroom instruction, pacing, groupings, activities, RTI small group instruction and review.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teachers will share data on Google Docs in order for other teachers on the grade to have access for the purposes of looking at grade trends, determining AIS support and share best practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teams will analyze writing samples that meet CCLS by utilizing grade appropriate rubrics. Teams will provide specific feedback on student work analyzed to clarify next steps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90% of teachers will participate in Teacher Rounds and each team will collaborate to establish a problem of practice connected to writing and the instructional focus. Instructional rounds will be used to enhance teachers’ pedagogical skills and develop a culture of collaboration. The purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The benefit is in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection.</td>
<td>Teacher November 2018 - June 2019</td>
<td>Administration, Model Teacher, Lead Teacher, IEP Teacher</td>
</tr>
<tr>
<td>The IEP teacher will meet with all teacher teams monthly to share strategies and scaffolds to support for SWD and at-risk students; such as, academic vocabulary and strategies to support special designed instruction. This will allow students to reinforce concepts and answer questions and explain their thinking.</td>
<td>Teachers November 2018- June 2019</td>
<td>Administration, IEP Teacher</td>
</tr>
<tr>
<td>AIS will be provided by a licensed Reading Teacher to provide general education students identified as the lowest third explicit instruction on the reciprocity of reading and writing to support writing provided by classroom teachers.</td>
<td>Lowest Third in grades 1-5 October 2018- June 2019</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Expectations for writing will be shared with parents at open school night.</td>
<td>Families Sept. 2018</td>
<td>Classroom Teachers</td>
</tr>
</tbody>
</table>
Student Led conferences will be conducted two times per year for each student. Students will receive guidance from a teacher facilitator in order to share their goals, progress made and what they will be working on to improve their writing.

Student BOY, MOY and EOY writing assessments and feedback provided will be shared with parents.

<table>
<thead>
<tr>
<th>Families</th>
<th>Oct. 2018-May 2019</th>
<th>Teacher Facilitators</th>
</tr>
</thead>
</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.

Tuesday parent engagement session will be utilized to conduct parent workshops on school-wide expectations. In addition, student led conferences will be held at this time in order for families to understand their child's progress in comparison to grade expectations, to establish goals for improvement and discuss how these goals can be supported at home.

Part 4 – Budget and Resource Alignment

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

Tax Levy Funds will be utilized to support materials needed and to pay per-diem for teacher coverage during Teacher Rounds. Time will be allocated for Teacher Team meetings and Teacher Round debrief.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, 100% of our ELA teachers will engage in bi-weekly collaborative professional learning opportunities to analyze student work, revise curriculum and refine assessments to enhance the level of instruction as evidenced by a 5% increase in students meeting and exceeding the CCCLS for writing utilizing the 6+1 Writing Traits Rubric and the NYC Performance Assessment Rubric on mid year writing samples.

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

6+1 Writing Traits Rubric and the NYC Performance Assessment 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

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.

- June 2018 Advance data identified components 3b and 3c as areas with the lowest average rating. Component 4e has the lowest overall rating.
- 89% of observations in 4e: Growing and Developing Professionally were rated Effective / Highly Effective with 3.1 as the average rating.
- 92% of observations in 3b: Using Questioning and Discussion Techniques were rated Effective / Highly Effective; of which 3.0 was the average rating.
- 94% of observations in 3c: Engaging Students in Learning were rated Effective / Highly Effective; of which 3.0 was the average rating.

Part 2 – Annual Goal

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

By June 2019, the administrative team will use Advance Data to determine teacher strengths and challenges in order to develop opportunities internal and external professional learning opportunities to foster a deeper understanding of their professional practice as evidenced by a 5% increase in the total observations being rated highly effective/effective in component 4e: Growing and Developing Professionally.
### 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>Target Group(s)</th>
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<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>
</tbody>
</table>

The administrative team will review Advance data from June 2018 and throughout the 2018-2019 school-year to determine which components from Danielson’s Framework for Effective Teaching are strengths and challenges across grades in order to differentiate and modify professional learning activities based on teacher needs.

Administration will discuss at Cabinet meetings the effectiveness of feedback to teachers. Administration will reflect on the impact their feedback had on student learning. Trends of teacher effectiveness in the Self-Contained and ICT classroom will be analyzed; administration will each select three students with disabilities to track progress throughout the year. Analysis will include effectiveness of feedback and next steps to students; and examination of effectiveness of strategies and scaffolds to enhance student learning will be reviewed.

Professional learning activities will be planned and scheduled for Monday as per the UFT Contract. Tuesday professional learning activities will be provided based on teacher need. Teacher Teams will focus on designing rigorous instruction with the assistance of an educational consultant.

In order to strengthen teacher practice Instructional Rounds will be implemented across all content areas. Teams will establish a problem of practice connected to writing and the instructional focus. Teacher will provide one another with specific feedback

Inter-class and inter-school professional learning opportunities will be made available to teachers based on need determined by observations utilizing Danielson’s Framework for Effective Teaching as well as by teacher request for additional support.

Bi-Monthly workshops will be offered to parents on learning strategies to support their child/children at home. Excerpts from upcoming units will be used as models for parents. Rationale for rigorous questioning of complex texts will be explained as keeping students on the pathway for College and Career success.

| Teachers | Sept. 2018 – June 2019 | Administration |
| Teachers | Nov. 2018 - May 2019 | Teacher facilitators, Administration |
| Teachers | Sept. 2018 – June 2019 | Administration |
| Families | Sept. 2018 – June 2019 | Teacher Teams |
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.

The September "Meet the Staff" night will include information for parents about the instructional focus for the school and all supports that will be provided to teachers and students in order to achieve this goal. Throughout the school year, parent workshops will be conducted to provide families with the support needed to help their child at home.

Part 4 – Budget and Resource Alignment

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

Teacher leaders, Model Teacher and administration will work together to develop plan for implementation. Planning will be conducted in the summer of 2019. Tax levy funds will be utilized to support the Model Teacher position and also for per-diem to pay for coverage of teachers when Rounds are being conducted. Schedule will be implemented for professional learning activities that take place during the school day.

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

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

Part 5 – Progress Monitoring

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

By February 2019, the administrative team will use Advance Data to develop opportunities for teachers to participate in internal and external professional learning to develop a deeper understanding of their professional practice as evidenced by 5% increase in the total observations being rated highly effective in component 4e: Growing and Developing Professionally.

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

Measure of teacher practice as per the Danielson Framework for Effective Teaching.

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

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

Part 1 – Needs Assessment

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

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

Based on the New York City (NYC) School Survey 2018 Report, 67% of PS 146Q parents participated in the survey. This was a 9% decrease in the number of participants from the 2017 survey for PS 146Q.

Attendance taken at family events indicates that PS 146Q has low attendance at academic related workshops being offered to parents that are done on a larger scale with multiple grades. Individual teacher and grade level workshops provided to parents have a larger participation rate.

Parent engagement activities that are community oriented have a high rate of participation. These include events sponsored by the school, PTA and/or after school programs.

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, the school will develop a more comprehensive plan to increase parent participation at student led conferences as indicated by a 5% increase on the Great Schools Report in the area of “Parent Involvement in Schools.”
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
- Lead Teachers  
- PTA cabinet  
- School Administrators |
- School Administrators |
| Teachers and Parents in Grades K-8 | September 2018-June 2019 | - Teachers of Grades K-8 |

Work collaboratively with the PTA to share a calendar of student led events to increase parent participation.

Teachers collaborate during professional periods to plan grade and school-wide parent events that will invite parents to celebrate in school-wide celebrations of work. These events can include the following:

- Literacy Night  
- Science Night  
- Math Game Night  
- Back to school Night  
- Grade Expectation Workshops

Parent communication will be enhanced through the use of the Parent Square APP, Class Dojo and the school website. This will allow parents to monitor various facets of the school day in multiple languages for non-English speakers and as an application on their smart phones. Features include the following:

- Important announcements and updates  
- Student led conference schedules  
- Private instant messaging for immediate communication  
- Behavior management
- Attendance tracking
- Student incentives
- Field Trips
- Celebrations
- School events
- District meetings
- PTA meetings

The Sanford Harmony Project will provide our school with tools to strengthen classroom communities by helping each child understand and appreciate diversity in others.

- Promotes harmonious peer-to-peer relationships
- Establishes trust and encourages connection and empathy
- Helps to reduce teasing, bullying, and aggression
- Includes materials for parent communication

Expansion of school-wide APP, Parent Square, to provide parents with updated info via their cell phone using text, posts and email.

Student of the Month and Soaring Student celebrations will be moved to evenings and will be held during the monthly PTA meeting in order to encourage more parent participation.

### 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.

Boys and Girls Club, Sports and Arts in School Foundation and the Cultural After School Adventures Program.

### 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.

Tax levy funds

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

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

By February 2019, PS 146Q will share evidence of addressing the needs of families through the utilization and analysis of a school designed mid-year parent survey with at least 70% parent participation and by providing a state of the school address to inform all stakeholders of progress being made to meet school-wide goals.

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

Parent Survey

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Fountas and Pinnell Level NYS ELA Exam</td>
<td>AIS Reading Teacher Scholastic Guided Reading Fundations Orton Gillingham</td>
<td>Small Group Individual Small Group Individual</td>
<td>During the School Day During the School Day During and after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>NYS Math Exam BOY Baseline assessments</td>
<td>Mathletics I Ready Online Math</td>
<td>Individual</td>
<td>During and after the School Day After school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Based on the Academic Policy Guide, students that score below a level 2 on the NYS Assessments will receive AIS.</td>
<td>Through AIS students will be exposed to additional science informational texts. The content will be targeted through literacy and math activities aligned to the CCLS.</td>
<td>AIS are delivered using both push in and pull out model to support small groups.</td>
<td>AIS provided during the school day four to five times a week for at least 30 minute sessions.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Based on the Academic Policy Guide, students that score below a level 2 on the NYS Assessments will receive AIS.</td>
<td>Teachers will utilize content specific text for close reading activities.</td>
<td>AIS are delivered using both push in and pull out model to support small groups.</td>
<td>AIS provided during the school day four to five times a week for at least 30 minute sessions.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>The guidance counselor provides support services to meet the needs of students, coordinates a plan for prevention and intervention programs and refers students for services as needed. School psychologist and school social worker provide support and crisis intervention for students in need.</td>
<td>Assemblies, classroom lessons, and provides teachers with strategies as needed.</td>
<td>Individual and small group.</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)

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

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>11</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>11</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>
AIS services for identified students, at-risk counseling, school supplies and uniforms as needed.

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.

$7,806.00
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

Indicate with an “X” your school’s Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

n/a

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).

n/a

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a
Part 4: SWP Schools Only

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

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

n/a

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.

n/a

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[]</td>
<td>![Annex](Column A) Verify with an (X)</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>![Annex](Column B) Section Reference(s)</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>![Annex](Column A) Verify with an (X)</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[]</td>
<td>![Annex](Column B) Section Reference(s)</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[]</td>
<td>![Annex](Column A) Verify with an (X)</td>
</tr>
</tbody>
</table>

Explanations/Background:

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

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

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

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 146Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

PS/MS 146Q will support parents and families of Title I students by:

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

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### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

PS/MS 146Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

● volunteer in my child’s school or assist from my home as time permits;
● participate, as appropriate, in the decisions relating to my child’s education;

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

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

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

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

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

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

### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
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>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>The Howard Beach School</td>
<td>146</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Keegan</td>
<td>Mitchell Katcher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Margaret Spaziani</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilma Rodriguez</td>
<td>Romeyra Rodriguez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Coleen Mainieri</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Caballero</td>
<td>Pierre Galvez</td>
</tr>
</tbody>
</table>

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

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>704</td>
<td>24</td>
<td>3.41%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

![Grade Check Boxes]

This school offers (check all that apply):

- Transitional bilingual education program (TBE): Yes/No
  - If yes, indicate language(s): N/A

- Dual language program (DL): Yes/No
  - If yes, indicate language(s): N/A

- Freestanding ENL: Yes/No

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

![Bilingual Program Breakdown Table]

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?

   We use Fountas and Pinnell, guided reading group conferences, and individual running records for early literacy skills evaluations. Fountas and Pinnell is a one-on-one assessment tool that measures a student’s progress in fluency and comprehension in reading. It is primarily used to gauge a student’s independent and instructional reading levels and to assign students to targeted guided reading groups. This current year, 12 of our 15 ENL’s who are in grades 1-6 are reading below grade level according to Fountas and Pinnell assessments. In correlation with the results on the NYSESLAT, these assessments further our conclusion that reading and writing are the modalities which we need to support the most regarding our ENLs. This information allows the teachers of our ENL students to differentiate their lessons and activities in order to meet the needs of these students.

2. What structures do you have in place to support this effort?
The administration has implemented a schedule that mandates that each student is administered a Fountas and Pinnell assessment three times per year to measure progress. This data is posted on the school's Google docs page for teacher reference. In conjunction with our student population's overall performance on E.L.A. formative and summative assessments, the administration has revised the school's instructional focus to increase the attention given to writing skills across the curricula. Close reading strategies will continue to be utilized in every class and research-based writing programs are being implemented on all grade levels. These initiatives will serve our ENL population as well as our entire learning community.

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? Throughout the school year, we monitor the assessment results of our ENL students inside and outside of the ENL classroom using assessment tools such as Item Analysis tools provided by NYS. The E.N.L. teacher communicates with the classroom teachers about how her students are progressing in class and if the strategies she is providing them with are being utilized and if they are successful. We also review our NYS exam results to monitor how our ENL population is achieving and to determine which areas need the most attention. We also monitor the year-to-year progress of our ENL population based upon the NYSESLAT results. The collection of this data allows to evaluate the success of our program. Although we do not serve enough E.N.L. students to qualify for meeting AYP, we study our E.N.L. data as a sub-group of our student population and measure its success against other sub-groups.

4. What structures do you have in place to address interventions once the summative data has been gathered? In order to analyze the data from the summative and baseline/benchmark assessments, our Teacher Teams on each grade meet weekly and and are programmed once per month to review the data for progress and to revise instructional strategies to address apparent learning and teaching gaps in instruction. Strategies are implemented in classrooms for 3 to four weeks and the results are discussed at a Teacher Team meeting during the following month to assess the outcomes of the strategies. We also have a reading/writing consultant who visits monthly with our teacher teams to introduce and assist in the implementation of the most current strategies to improve student achievement.

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.] As with the rest of the school population, our ENL students are administered baseline assessments and Fountas and Pinnell reading assessments to determine whether they are a Tier 1, Tier 2, or Tier 3 RTI student. Once a determination is made, the instructional plan is devised for each Tier and AIS recommendations are implemented. We take into consideration the following applicable factors on a student-to-student basis:
   - Number of years of instruction in a bilingual education or English as a new language program
   - English and home language literacy
   - Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
   - English and home language literacy needs of long-term ENLs
   - Results on the annual English language proficiency assessment exam
   - Bilingual education or English as a second language teacher recommendation
   - Content area teacher recommendation
   - Parent or guardian request
   - Sample of student work in English and, if possible, in the home language
   - Bilingual educational evaluation, if the student has or is suspected of having a disability
   Assessment of progress within the RTI program consists of our Teacher Teams looking at student work to recognize trends and gaps in learning and to modify the instruction to address those learning gaps. The formative assessments are in the forms of written assignments, teacher-student conferences, and oral presentations.

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].] On Grade 2, one student achieved a Commanding level. Three students remained on the Expanding level, one progressed from Transitioning to Expanding, one SWD advanced from Entering to Transitioning and one SWD advanced from Emerging to Transitioning. On Grade 3, our student remained on the Expanding level, but advanced significantly within each of the four
modalities. On Grade 4, one student achieved a Commanding Level. One student remained on the Expanding Level and one SWD progressed from Entering to Transitioning. On Grade 5, our student achieved a Commanding Level. On Grade 6, one student achieved a Commanding Level. One student progressed from Transitioning to Expanding. We also use the data from the NYS Exams to inform us of our ELLs’ progress and to make informed decisions about our E.N.L. program going forward.

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

   Upon receiving the results of the most current NYSESLAT, the assistant principal and E.N.L. teacher meet and discuss if, and how, our expectations for our E.N.L. students were met based upon the results. After determining which of the modalities each individual student needs support in, decisions are made on curriculum, materials, strategies, and mapping for the upcoming school year in the E.N.L. classroom. Classroom teachers of the students are also informed of each student’s needs and the E.N.L. teacher provides support to the teachers so that the student needs can be addressed throughout the school day.

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### Part IV: ELL Programming

#### Programming and Scheduling Information

1. **How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).**

   a. **Freestanding ENL program.**
      
      The ENL Model utilized is a combination of push-in and pull-out for most of our students. Whenever possible, our E.L.L.s on the same grade are programmed in the same class section to allow for push-in teaching. Integrated ENL is implemented through a pull-out and push-in approach, based on the needs of the student. The ENL teacher is dually certified in both Common Branch and ENL, therefore she provides both stand alone and integrated ENL to all ENL students. Currently, our ENL classes are grouped heterogeneously ranging no more than 2 grade bands and no more than two proficiency levels apart. For students who have tested proficient within the past two years, the E.N.L. teacher provides the required 90 minutes of instruction in a push-in capacity.

   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)?**

      Students at the "Entering" level receive two units of study per week which totals 360 minutes. One of the two units is E.N.L. and the other unit is E.N.L./E.L.A. "Emerging" level students receive two units of study per week; 1 unit of study in E.N.L., 1 unit of study in E.N.L./E.L.A. "Transitioning" level students receive 1 unit of study per week; .5 unit of study in stand alone E.N.L. and .5 unit of study in E.N.L./E.L.A. "Expanding" level students receive 1 unit of study per week in E.N.L./E.L.A. or other content areas. "Commanding" level students receive .5 unit of study per week of integrated E.N.L. in E.L.A. or other content areas.

3. **Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.**
The instructional approach used to meet the needs of our ENL students is the Workshop Model. This approach encompasses various strategies and techniques for ENLs. Scaffolding and differentiated instructional techniques are used extensively. We utilize explicit modeling techniques and students are guided through a task and emulate by example. Within the content areas, vocabulary is emphasized through the use of word wall words and Total Physical Response strategies. Students are encouraged to make personal connections to new subject matter using their knowledge and experiences. Conceptualization is incorporated through the use of stories, poems and graphic organizers. Cultural awareness and socialization are an important component of our daily focus. The ENL students are exposed to a multi-sensory approach that promotes literacy through integrated instructional techniques. Emphasis has been placed on incorporating balanced literacy into the curriculum stressing reading, writing and word work and moving from teacher support to student independence ("To, With and By"). All instructional techniques are used in conjunction with NYSED academic standards. Within the classroom, bilingual dictionaries are readily available to assist our students with content area vocabulary and our newest curricula in ELA and Math provide translated documents on-line for them to use when necessary. In order to provide content area support, our E.N.L. teacher uses subject-specific texts and activities in the E.N.L. classroom.

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

For our "Entering" level ENLs, our ENL teacher, Jessica Callaghan, presents her assessments in both English and the home languages of the students. For the rest of our students in our Freestanding ENL program, all assessments are administered in English. When necessary and permitted by the state, translated versions of state exams are provided to our E.N.L. students.

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

Although we currently do not have a SIFE population, our plan in the case a new registrant would be to identify the proficiency level of the student and to program the student for the mandated hours of E.N.L. classes. We would also have the E.N.L. teacher work closely with the subject area teachers to ensure that the necessary supports are in place throughout the school day. We would also engage our guidance counselor to support the SIFE student(s) in dealing with any socialization, emotional challenges. Newcomers receive differentiated instruction using various techniques across all proficiency levels. Most ENLs in this group require a multi-sensory approach for instruction. The four modalities are incorporated and align with standards-based instruction. Again, the E.N.L. teacher works closely with the subject area teachers to ensure that the necessary supports are in place throughout the school day. Newcomers can participate in all programs available including Fundations and other Periodic Assessments. Additionally, students who will be mandated to take state examinations receive testing preparations in content area in class as well as ENL instruction.

ENLs who are receiving service for four to six years and long-term ENLs continue in the various programs that are offered until they attain proficiency. More content area instruction is necessary to facilitate academic growth and language development. Strong emphasis is always on reading and writing skills, based upon the trends in results of the most current NYSESLAT. Analysis of the NYSESLAT as well as the State ELA and Math examinations determines individual needs for each student to attain proficiency.

Former-ELLs receive .5 unit of study via a push-in model and continue to receive their testing accommodations.

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?

ENL-SWD Instructional Strategies. Differentiated instruction with below, on, and above grade-level fiction and non-fiction texts are utilized within the ENL classroom to provide access to academic content areas. In order to accelerate English language development, tasks are scaffolded to reinforce learned English skills as well as to introduce and practice higher order skills. The ENL teacher has access to texts and other materials being used in her students' subject area classrooms and supports that learning with cross-curriculum reading assignments and interdisciplinary tasks. All texts and materials utilized are common core aligned and meet the standards of each specific subject area. Additionally, our E.N.L. teacher assigns reading and writing content-area-based projects in science and social studies that support their grade level curricula. To ensure that all of our
E.N.L.-S.W.D. receive all of their mandated services as per their I.E.P., the programming of these students are completed by a team whose specific goal is to ensure just that. All classroom teachers and related service providers have access to SESIS and monitor their own students' I.E.P. to ensure that all accommodations are provided.

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?
As often as possible the E.N.L. teacher pushes in to the ELL-SWD classroom to align their training with the work being done in the classroom. She also contributes to the lessons so that all students in the classroom may benefit from the strategies being implemented. Communication between the E.N.L. and Special education teacher(s), as well as with the para-professionals assigned to these students occurs on a regular basis to put in place a concentrated support system to assist the student in achieving English proficiency with respect to their I.E.P. goals. Additionally, ELL-SWD are mainstreamed into General education classes as often as possible to afford them the opportunity to increase their proficiency in these subject areas and therefore improve their English proficiency. At each Annual and Mandated Three-Year Review, the possibility of initiating or increasing the number of mainstreamed periods and subjects are part of the discussion.

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.
ENLs participate in targeted intervention programs which include Response to Intervention curriculum, Fundations (ELA), and Academic Intervention Services services in ELA. We also utilize MYon Reading and Mathletics computer programs as academic interventions. These intervention services are offered in English. Primarily, students who achieve lower than a Performance Level of 3 on the NYS ELA or Math exams are targeted for these intervention services.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
As a school, we utilize the ELA curricula (ReadyGen and Codex) at the elementary and middle school levels, respectively. Along with this, our teaching practices are aligned to the Common Core Learning Standards and therefore, our preparation for the NYSESLAT will be current and appropriate. We are also expanding our A.I.S. program to reach more of our student population. The ENL teacher will also support former ELL's by providing them with academic support as they transition into their English proficient classrooms. Additionally, the computer program Languagenut, a language learning software, was purchased for the ENL classroom to support the needs of ELL's at all levels both at school and at home. As stated earlier, we also programmed our same grade students into the same class section so that more of a push-in approach by our E.N.L. teacher can be utilized.

10. If you had a bilingual program, what was the reason you closed it?
Not Applicable

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to academic programs, after-school programs, social development programs such as student advisory, CHAMPS, Foreign language class and club, Drama club, Technology, ARTS, Regents and any other existing programs or programs that we may initiate for our students. Funding is via Fair Student Funding for after school programs and Saturday Academy. Our C.B.O.s Boys and Girls Club of Metro Queens and SASF provide academic assistance to all students who join.

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.
Avenue/Hampton Brown and High Point/Hampton Brown are used in teaching ELA and content areas through ENL methodologies and techniques which aid in the development of all four modalities. The use of high interest level libraries, Big Books and listening centers support ENL instruction. Read-Alouds, shared reading and guided reading are instructional strategies that are consistently used to encourage and support listening skills and reading and writing responses. For content area instructional resources, we utilize Common Core aligned, high interest texts differentiated based on student reading levels and interest. Regarding classroom technology assets, all classrooms are equipped with Smart Boards and internet
access to utilize a vast array of on-line instructional support, such as the language learning software Languagenut and Brainpop ESL. We also utilize myON reading and Mathletics computer programs as academic interventions.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   In our E.N.L. program model Native Language support is provided through the use of bi-lingual dictionaries/testing materials and glossaries. When needed, native language speaking para-professionals support our overall instructional efforts.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Our E.L.L.s on the same grade are programmed in the same class section to allow for push-in teaching. Integrated ENL is implemented through a pull-out and push-in approach, based on the needs of the student. Our ENL classes are grouped heterogeneously ranging no more than 2 grade bands and no more than two proficiency levels apart. All content and materials used to advance language development in appropriate to age and grade level. "Entering" and "Emerging" level students are provided with multi-scaffolded lessons. The level of assistance gradually diminishes as the level of proficiency of each student increases.

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?
   Not applicable

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).
   We assist newly enrolled students before the beginning of the school year by parent outreach, via our translation services provided on our school web site and parent coordinator, a student orientation and school visit and "Open House" where 2-3 books are provided free to the student to read over the summer. Students who enroll during the year are immersed into their content-area classes and immediately begin attending their mandated ENL service periods. Classroom teachers are apprised of the student’s levels by the ENL teacher and provide supports and strategies as necessary. Parents are invited to attend a parent orientation session, where the ENL program is discussed and information regarding school happenings is shared. On Parent Engagement Tuesdays throughout the year, E.N.L. parents are invited to meet with our E.N>L. teacher to discuss their child's progress.

17. What language electives are offered to ELLs?
   Our grades 6-8 students, E.N.L. students included, are all programmed for Spanish as a LOTE class.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   N/A

---

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   Our ENL Teacher, Ms. Callaghan, attends monthly professional development sessions provided by our Borough Support Center ENL Liaison. Some examples of the type of professional development sessions attended include, analyzing data to further assist ELL’s at various levels, ELL’s and RTI, implementing the Common Core Standards in the ENL classroom, preparing students for
2018-19 CEP

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher sets up individual appointments throughout the year with each ELL’s parent/guardian to discuss the student’s language development progress, language proficiency assessments and language development needs in content areas. The meetings are offered during the school day or during the designated time allotted for parent outreach on Tuesdays. If translation services are needed, the ENL teacher works with the parent coordinator to set up an appointment for a translator.

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.

To support our staff in assisting our ELLs in transitioning from elementary to middle school and from middle school to high school, we offer professional development on assessing students for R.T.I. on all grade levels, on the academic, social, and emotional growth differences between elementary and middle school students, as well as on ways to develop independence and responsibility in preparation for high school. Our advisory program benefits our students as well as our staff in learning and sharing about the challenges facing students in and outside of school at the middle school age level. Professional Development on the Common Core Learning Standards also prepares our staff to best prepare our students for the transition to the next grade level. Guidance Counselors receive professional development via our Network and our ESL Teacher regarding ELL transitions.

We provide the minimum 15 percent of professional development requirements for all staff through our PD Plan throughout the year. Our Supervisors and ENL teacher provide this support which is research-based and turnkey strategies from our Borough Support Center PD and NYCDOE Resources. Specific and differentiated learning strategies in ELA, Math, Social Studies and Science are presented via PD, Study Groups and Teacher Team collaborative meetings. All personnel also engage in PD that presents various strategies to aid in assisting ELL’s in the mainstream classroom. PD’s include topics such as language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners, ReadyGen and Codex curriculum training focusing on differentiation strategies, Depth of Knowledge, Questioning skills with special focus of components 3b, 3c, and 3d in Danielson, and strategies provided by the ENL teacher to classroom teachers on effective methods to help ELL’s succeed with the Common Core Standards. The ENL teacher receives 50 percent of professional development hours in ELL specific PD by attending offerings by the city. All teachers keep record of their attendance at these PD’s by maintaining an attendance log or keeping the agendas for each PD that they attend.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher sets up individual appointments throughout the year with each ELL’s parent/guardian to discuss the student’s language development progress, language proficiency assessments and language development needs in content areas. The meetings are offered during the school day or during the designated time allotted for parent outreach on Tuesdays. If translation services are needed, the ENL teacher works with the parent coordinator to set up an appointment for a translator.
from a DOE approved vendor "The Big Word" to be present. The N.Y.C.D.O.E. Translation and Interpretation Unit is also used when necessary. The ENL teacher ensures attendance records and parent contact forms from the meetings are signed and stored.

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

All parents and guardians are actively involved in our school via our School Leadership Team (SLT), Parent-Teacher Association (PTA), “Meet the Teacher Night”, Parent-Conferences, liaison with our Parent Coordinator, Open School Week, school trips and family activities and monthly parent information sessions. Our DOE Web Site and independent school-run eCHALK Web Site supports our high level of parent involvement and can be translated into 53 languages. Annual Learning Environment Survey data confirms that our parents are actively involved in all aspects of our school community. Parents and guardians of ELLs are involved in the above and an annual ELL Parent Outreach and Information session which is held in the fall of each year. Due to the importance of parent involvement, the Principal and Assistant Principals take an active role in planning and conducting activities. Our school Parent Coordinator is the direct liaison to parents. Additionally, the ENL teacher ensures that parents are aware of events and activities in the school by sending home a monthly newsletter, translated into the appropriate language, to keep all ELL parents up to date on school happenings and what their child in learning in the ESL classroom. The monthly newsletter also includes a "teacher tip" section where the ENL teacher provides a strategy, technique, website or article that ELL parents can use to help their children at home.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

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

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

**School Name:** The Howard Beach School  
**School DBN:** 27Q146

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>Mary Keegan</td>
<td>Principal</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Mitchell Katcher</td>
<td>Assistant Principal</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Coleen Mainieri</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Jessica Guando</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Romeyra Rodriguez</td>
<td>Parent</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Wilma Rodriguez/Spanish</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mary Barton</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Pierre Galvez</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q146 School Name: The Howard Beach School Superintendent: Mary Barton

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

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

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

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

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

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

Initially, at the time of registration, our Pupil Personnel Secretary, Christine Armao, asks the parents/guardians of the new student(s) in which language they would like to receive verbal and written communications from the school. We also refer to the Home Language Survey on which it states in Part III in which language the parents/guardians prefer to receive written and verbal communication. It is also entered into ATS for informational purposes. We refer to the RCPL and RAPL ATS reports for further information about parent home language preferences. We also ask parents and guardians to answer that question on our school's Blue Emergency cards so that when any adult is contacting the home, they know which language is needed for communication. Our school's website containing all pertinent information translates into all the languages used by the families of our students. Additionally, school notices and documents are translated into appropriate languages and academic reports such as progress reports and academic/behavior monitoring sheets are also translated. During our PTA meetings and Open School activities, translators are scheduled to attend and are available to attend meetings.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>854</td>
<td>94.16%</td>
<td>856</td>
<td>94.38%</td>
</tr>
<tr>
<td>Spanish</td>
<td>35</td>
<td>3.86%</td>
<td>34</td>
<td>3.75%</td>
</tr>
<tr>
<td>Bengali</td>
<td>2</td>
<td>0.22%</td>
<td>2</td>
<td>0.22%</td>
</tr>
<tr>
<td>Chinese</td>
<td>7</td>
<td>0.77%</td>
<td>6</td>
<td>0.66%</td>
</tr>
<tr>
<td>Dari/Farsi/Persian</td>
<td>1</td>
<td>0.12%</td>
<td>1</td>
<td>0.11%</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>0.11%</td>
<td>1</td>
<td>0.11%</td>
</tr>
<tr>
<td>Polish</td>
<td>5</td>
<td>0.72%</td>
<td>4</td>
<td>0.44%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2</td>
<td>0.22%</td>
<td>2</td>
<td>0.22%</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>Introductory Teacher Letters</td>
<td>9/12/2018</td>
<td>Letters are reviewed by a bi-lingual staff member</td>
</tr>
<tr>
<td>Student of the Month celebration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PTA meetings

Parent/Teacher nights.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td>9/13/2018</td>
<td></td>
</tr>
<tr>
<td>11/15/2018</td>
<td></td>
</tr>
<tr>
<td>3/14/2019</td>
<td></td>
</tr>
<tr>
<td>5/15/2019</td>
<td></td>
</tr>
</tbody>
</table>

or parent volunteer for accuracy. The Big Word Interpretation Services, LISolutions and the translation and interpretation unit provide translation services.

The Big Word Interpretation Services, LISolutions and the translation and interpretation unit provide translation services.

The Big Word Interpretation Services, LISolutions and the translation and interpretation unit provide translation services.
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>Meet the Teacher Night: Sept. 13, 2018</td>
<td>9/13/2018</td>
<td>The Big Word Interpretation Services, LiSolutions and the translation and interpretation unit provide translation services for direct access over the phone interpretation.</td>
</tr>
<tr>
<td>High School Application Night: September 19, 2017</td>
<td>9/08/2017</td>
<td>Parent Volunteer and direct access over the phone interpretation.</td>
</tr>
<tr>
<td>Parent-Teacher Conference: November 15, 2018</td>
<td>11/15/2018</td>
<td>Parent Volunteer and direct access over the phone interpretation.</td>
</tr>
<tr>
<td>Parent-teacher Conference: March 14, 2019</td>
<td></td>
<td>Parent Volunteer and direct access over the phone interpretation.</td>
</tr>
<tr>
<td>Family Engagement Night: May 15, 2019</td>
<td>03/14/2019</td>
<td>The Big Word Interpretation Services and direct access over the phone interpretation.</td>
</tr>
<tr>
<td>Parent Engagement Tuesdays</td>
<td>05/15/2019</td>
<td>The Big Word Interpretation Services and direct access over the phone interpretation.</td>
</tr>
<tr>
<td></td>
<td>Ongoing</td>
<td>The Big Word Interpretation Services and direct access over the phone interpretation.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Parent Square translates to parents' home language.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The LAC will share Chancellor's regulation A-663 with all staff members on September 4, 2018 as well as resources such as, DOE Direct Access Over the Phone Interpretation. PD will be provided to all staff members.

Part D: Providing Notice of Language Assistance Services

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

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

A Welcome Poster is displayed in the main lobby upon entrance to the building. Language ID Guides are posted on the Safety Agents desk and on the Main Office counter. The Parents' Bill of Rights and the Parents' Guide to Language Access are available via a link on our school website. A hard copy in English and Spanish of the Parents' Bill of Rights is available in the Main Office of the school.

**Part E: Monitoring Provision of Language Services**

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

Each year we distribute the NYC Learning Environment Survey and review its data for feedback on our quality of service to our parents with translation needs. Our Parent Coordinator ensures that all parents receive the services they need and request if they are satisfied or if additional assistance is needed. Our E.N.L. teacher, Ms. Callaghan asks each parent/guardian of our E.L.L.s if they received and understood the information provided to them in their preferred language. Administrators verify with parents if they received the translation services they needed during conferences and meetings.