2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 29Q147
School Name: PS/MS 147 RONALD McNAIR
Principal: AFUA HILL
School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

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

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Ronald McNair-PS/MS 147</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>29Q147</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>342900010147</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PK-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>218-01 116th Avenue</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-528-2420</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-723-7819</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Afua Hill</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Ahill4@schools.nyc.gov">Ahill4@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Afua Hill</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Kris Sieminski</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Prentiss Parker</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Stacey Bond Elie</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>JohnJames</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### District Information

| Geographical District: | 29 |
| Superintendent: | Beverly Mitchell |
| Superintendent’s Office Address: | 90-11 191st Street Room 122 |
| Superintendent’s Email Address: | Bmitche2@schools.nyc.gov |
| Phone Number: | 718-217-7740 |
| Fax: | 718-217-7739 |

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>Afua Hill</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Kris Sieminski</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Denise Williams</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>John James</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td></td>
<td></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>
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<tr>
<td></td>
<td></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>Axe Owens</td>
<td>CBO-NYJT Middle School</td>
<td></td>
</tr>
<tr>
<td>Nadene Webb</td>
<td>Teacher, Special Education</td>
<td></td>
</tr>
<tr>
<td>Sandra Njibe</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</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>Kevin Sancho</td>
<td>Staff, Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>John James</td>
<td>Parent, Elementary</td>
<td></td>
</tr>
<tr>
<td>Angela Persaud</td>
<td>Parent, Elementary</td>
<td></td>
</tr>
<tr>
<td>Prentiss Parker</td>
<td>Parent, Middle School</td>
<td></td>
</tr>
<tr>
<td>Fredlen Pluviose</td>
<td>Parent, Elementary</td>
<td></td>
</tr>
<tr>
<td>Cherisse King</td>
<td>Parent, Elementary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) 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.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th><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.</th>
</tr>
</thead>
<tbody>
<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>

### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

#### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 2017-18 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. Structures 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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** 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 7:** 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: SCEP Overview

1. What is your school’s mission statement?

Ronald McNair –PS/MS 147 Vision and Mission

The staff of the Ronald McNair School provides our students with a nurturing learning environment and a rigorous curriculum. We are committed to providing educational experiences that will enable students to meet or exceed the standards through tasks which require critical thinking, encourage a collaborative approach and lead students to become independent learners.

We are committed to knowing students as individuals and providing instructional approaches which meet the social emotional and academic needs of every student. We will provide instruction in core subject areas with a specific focus of writing development.

We believe the arts are an important component in the educational process and will provide students with a standards based approach to learning the arts.

We set high expectations of all stakeholders to work together to achieve our instructional goals. Academic excellence and good character are essential for developing successful students ready for college and future careers.

To fulfill our Vision and accomplish our Mission, it is essential that we know our students. We do this in several ways:

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 147 has close ties to its school community. We have a partnership with New York Junior Tennis League. New York Junior Tennis League provides an after-school and summer program for students in grades 6-8. In addition to learning how to play tennis, students learn other sports, dance, theater arts skills, and receive homework assistance.
Our students are our ambassadors to the community. Students in grades 3-8 participate in Student Council. Students lead school wide and community events through our outreach efforts. We continually increase our partnerships within the community. Our school band, chorus, Rockets Step Team, Rocket Competitive Team performed and interacted with the participants of the Alpha Phi Alpha Senior Citizen Center, the Cambria Heights Community Church, the Cambria Heights Public Library, Community Parades and other venues.

Meeting the social emotional needs of students is a large part of our school's culture. We have worked with Morningside Center to train our staff on Restorative Practices. Our students in Grades 6-8 participate in weekly Restorative Circles. Our elementary teachers have been trained in Sandford Harmony and use it daily. These programs help students and teachers to cultivate strong, healthy classroom relationships.

The population of PS/MS 147 is approximately 590 students comprised of the following:

1. English Language Learners: 4%
2. Students with IEPs: 13%;
3. Asian: 1%
4. Black: 94%
5. Hispanic: 3%
6. White: 1%

About 68% of the student population are free lunch eligible. There are a total of 35 children in temporary housing.

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

Students with disabilities (SWD) in Grades 3-6 and Grade 8 scored below the City average on the NYS ELA. Students with disabilities in Grades 3-8 scored below the City average on the NYS Math. Students in self contained classes need support in meeting the standards in ELA and Mathematics.

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 we have made the most progress with building a supportive environment for our students and staff. We believe the classroom must support the social and emotional growth of students while promoting high academic expectations.

We have done extensive work around creating a Supportive Environment. We believe the classroom must support the social and emotional growth of all students so we can make academic progress. Our staff has been trained to support the social emotional needs of students using Brain Power, Restorative Practice and Sanford Harmony.
An area of focus for the 2017-18 school year will is to Engage Students in learning. We believe engagement in learning happens when learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. We are using the professional literature (Rigor is Not a Four Letter Word) to come to a common understanding of what rigor is and what rigor looks like for all students.

Another area of focus is for students with disabilities to make academic gains. An analysis of test data indicates that our SWDs in self-contained classes in Grades 3-8 have not made proficient gains.

Our instructional focus for 2017-2018: Students will communicate their knowledge of new learning by engaging in speaking, listening and writing tasks in all subject areas, in order to provide evidence of their learning in discussions and various written tasks. Resulting in the improvement of the quality of student writing across all content areas.
### School Demographics and Accountability Snapshot for 29Q147

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Configuration</td>
<td>593</td>
<td>No</td>
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<tr>
<td>PK,0K,01,02,03,04, 05,06,07,08</td>
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</tr>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>78</td>
<td>19</td>
<td>31</td>
</tr>
</tbody>
</table>

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

- # Arts: N/A
- # Music: N/A
- # Dance: N/A
- # CTE: N/A
- # Integrated Collaborative Teaching (Math): N/A
- # SETSS (Math): N/A

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

- ELA Performance at levels 3 & 4: 30.9%
- Mathematics Performance at levels 3 & 4: 17.3%
- Science Performance at levels 3 & 4 (4th Grade): 69%
- Science Performance at levels 3 & 4 (8th Grade): 10%

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

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

#### 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
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A

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2018-19 SCEP-FL
| Economically Disadvantaged | N/A | ALL STUDENTS | 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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>x</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>]</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
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</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
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</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
   - 8th Grade student writing has surpassed the NYC 8th Grade average by 6.3% on the 2017 NYS ELA Test
   - Students in Grades K-5 made an average of 30.8% growth by the EOY NYC ELA Performance Task Assessment
   - Students in Grades 6-8 made an average of 25.5% growth by the EOY NYC ELA Performance Task Assessment
   - Students in Grades K-5 made an average of 38.2% growth by the EOY NYC Math Performance Task Assessment
   - Students in Grades 6-8 made an average of 37.8% growth by the EOY NYC Math Performance Task Assessment

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.
   - Advance data Indicates a need for improving Domain 1:Planning and Preparation and Domain 3: instruction
   - The average teacher rating in Engaging students in Learning was 2.31 (Developing)
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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 there will be a minimum of a 4 level increase in the independent reading level on the EOY TCRWP Running record for all students as measured by the Running Records Assessment Pro.
### 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>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish school-wide protocols for administering BOY and EOY TCRWP Running Records.</td>
<td>Students</td>
<td>2018-10-01 to 2019-06-01</td>
<td>Administrators</td>
</tr>
<tr>
<td>10 week ELA and Math after school program provided extended support for students</td>
<td>ENL Immigrants</td>
<td>January 2019 to March 2019</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Engage in Professional Learning Cycles</td>
<td>Students in grades K-8</td>
<td>4 times per year</td>
<td>Teachers</td>
</tr>
<tr>
<td>Plan grade-wide comprehensive units of study and lesson plans</td>
<td>SWD</td>
<td>'September 2018</td>
<td>Service Providers</td>
</tr>
<tr>
<td>Examine student comprehension and writing using the Tuning Protocol</td>
<td>ELL’s</td>
<td>'January 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td></td>
<td>High, Middle and low performing students</td>
<td>'April/May 2019</td>
<td></td>
</tr>
<tr>
<td>Engage in inquiry work to monitor student progress</td>
<td>Students in grades K-8</td>
<td>2018-10-01 to 2019-06-01</td>
<td>Teacher Teams</td>
</tr>
<tr>
<td>Share instructional practices to support, High-Middle-Low performing students</td>
<td>Students in grades K-8</td>
<td>2018-10-01 to 2019-06-01</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

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

<table>
<thead>
<tr>
<th>Share results of assessments with students and parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Progress Reports (3 times per year) Teachers complete and distribute to students</td>
</tr>
<tr>
<td>• Parent engagement (Every Tuesday) Teachers meet with parents and provide parent workshops; Guidance Counselor; School Based Support Staff; Administration</td>
</tr>
<tr>
<td>• Parent Teacher Conferences (Student Led Conferences Fall and Spring) Teachers; Guidance Counselor; School Based Support Staff; Administration</td>
</tr>
<tr>
<td>• Conduct Parent Workshops (Monthly) Parent Coordinator and Teachers</td>
</tr>
</tbody>
</table>

### Part 4 – Budget and Resource Alignment

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

| Per Session/Per Diem Coverages for training |
| Purchase Teacher's College Reading and Writing Project Running Records |

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

| × | Tax Levy | × | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I 1003(a) | Title III | PTA Funded | SIG Grant | School Achievement Funding | Other |

### Part 5 – Progress Monitoring

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

By February 2019, there will be a minimum of a 2 level increase in the independent reading level on the EOY TCRWP Running record for all students as measured by the Running Records Assessment Pro.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>X</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td></td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td></td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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?

Strengths

- The Learning Environment Survey indicated 88% of the school community had positive responses in the area of supportive environment. Indicating that we are above the city’s average by 14%.
- The Learning Environment Survey indicated 95% of students had positive responses in the area of supportive environment (My teachers want me to become better thinkers, not just memorize things)
- Teachers administer interest inventories in September to learn students strengths, learning styles and areas to support
- Student government for grades 3-8
- Student clubs; Math, Science, Spanish, Journalism, Theater Arts, Chess
- Partnership with School Mental Health Consultation

Needs

- A research based framework to support the social emotional needs of students
- Engaging all stakeholders

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
</tr>
<tr>
<td>By June 2019, there will be a 10% decrease in the number of occurrences as measured by the OORS reporting system.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| *Teachers*  
*Students* | October 2018-June 2019 | Administrators and teachers will implement and monitor. |

*Implementation of a horizontal teacher team with a focus on the social emotional development for the school community.*  
*This team will adapt a research based framework to modify to fit the schools needs. There will also be a focus on teaching students conflict resolution skills.*

| Students will participate in PBIS celebrations based on positive interactions in the school community | Students | September 2018-June 2019 | School community  
Administrators  
Teachers  
Students  
Parents |

| Implementation of student government representing students in grades 3-8. Members will focus on having student voice evident in school events/activities and conflict resolution. They will also be engaged in getting the school body involved in volunteerism. | Students in grades K-8 | October 2018-June 2019 | *Student Government advisers*  
* Administrators  
Parents |

| Parents | October 2018-June 2019 | *Parent coordinator* |
Use Parent Engagement Sessions to provide workshops and information sessions for parents as indicated by the Title 1 Parent Involvement Policy, and current parent surveys.

Continue providing anti-bullying presentations and assemblies for all students. Display Respect for All posters. Respond immediately to reports of bullying.

<table>
<thead>
<tr>
<th>My Brother’s Keeper: Male Mentoring Program</th>
<th>Students</th>
<th>October 2018-June 2019</th>
<th>Guidance Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parents</td>
<td></td>
<td></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.

Provide Parent workshops in Anti-Bullying, PBIS and other topics as needed.

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.

Sonar Cloud service, workshops for parents, Learning Leader training and Per Diem/ Per Session

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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, there will be a 5% decrease in the number of occurrences as measured by the OORS reporting system

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

DORS reporting system

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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>x</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>]</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>]</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>]</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

Strengths

- Common preps
- Vertical Teams: Curriculum Team, Social Emotional Team, School Environment Team
- Horizontal Teacher Teams: Grade wide and Content Area
- Mentoring
- Professional Learning Cycles
- Inter-class visitations

Needs

- 

This element was an area of celebration for our school. The teachers continue to grow with their preference for the allocation of professional learning time to collaborative teacher/paraprofessional team work. After collaboratively reviewing student data, staff found different inquiries and formed their teams comprised of teachers on grade,
## Part 2 – Annual Goal

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

By June 2019, teacher practice in Engaging Students in Learning (Danielson 3c) will increase 0.5 as measured by the Danielson Framework for Teaching and Learning.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Teachers | Oct. 2018-Jun 2019  
On Mondays and Tuesdays | * Administration will read minutes provided by teacher teams to provide feedback and resources that support their inquiry focus.  
* Administration will use the professional development calendar to ensure time is used for teacher team work. |
| * Implementation of teacher vertical teams that will focus on analyzing student work and developing strategies to support student writing across content areas.  
* Professional learning session time will be allocated to turn-key information that members of the vertical team have obtained from out of building professional development sessions. | Teachers  
Service Providers | | *

| * Develop and implement the building preparation schedule to provide at least 3 common prep period for the grade or department to plan and collaborate.  
* Service providers are expected to participate in grade / department meetings to discuss SWD's, ENL's | Teachers  
Service Providers | September 2018-June 2019  
Daily | * Administration will sit in during the common prep to ensure time is used for teacher team work.  
* Review of the teams minutes and agendas |
| * Teacher teams will schedule meetings with parents and guardians during parent engagement and prep periods if necessary.  
* Parent workshops, newsletters, Class Dojo and other forms of communication will be established to support communication between the school and home community. | Parents | September 2018 - June 2019 | * Teachers will monitor communication via Parent logs  
* Administration will monitor via parent logs, sign in sheets |
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.

We will host parent workshops and chat and chew to engage parents and families.

Part 4 – Budget and Resource Alignment

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

Common preps will be structured in the master schedule for teachers to collaborate and plan. Monday professional learning time will be used for teachers and paraprofessionals to participate in planning, and professional development.

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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, there will be an increase of 0.3 of a level increase for Danielson rubric 3c as measured by Advance evaluation system.

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

Component 3c in Advance System

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>[ ]</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>[ ]</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

**Strengths**

* Feedback is given in a timely manner and tied into the vision
* As a school community we developed our vision by identifying the immediate needs of the school community
* School Teams collaborate around school vision and it is is embedded in their goals.
* Administration collaborates with all members of the school community and shares the vision and goals via parent workshops, monthly letters, professional development sessions and feedback sessions.
Needs

* Based on Advance data we need to support staff in domains for 1E and 3C.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 teachers organizing and facilitating professional development will increase by 10% as measured by the facilitators listed on our professional development plan.
### 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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Cycles of observations-</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collecting data on teacher practice and student outcomes.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administration will meet staff to provide progress monitoring feedback Administration's progress monitoring includes data from meetings with staff and informal staff surveys.</td>
</tr>
<tr>
<td>2. Timely and specific feedback with a focus on school vision and goals.</td>
<td>* Provide opportunities for inter visitations and PD’s with a focus on SWD, ENL and other needs. * Continue feedback conversations with teachers using the Danielson Framework for Teaching and Learning Rubric. * Support from service providers on teacher teams</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Nurture the professional growth of teachers.</td>
<td>1. Continue to development of teacher leads teams. 2. Provide opportunities for leadership within the school. 3. Encourage and support staff to apply feedback sessions into their teaching 4. Match teachers to Borough Field Support Center Professional Learning opportunities to maximize teacher growth and development. 5. Recognize and celebrate staff accomplishments</td>
<td>Administration’s progress monitoring includes data from meetings with staff and informal staff surveys.</td>
<td></td>
</tr>
</tbody>
</table>
* Teachers will organize and lead Professional Development on topics such as ICT instruction, student engagement and differentiation

* Teachers will share best practices

* Learning Leaders support within the classroom

* Parent workshops that connect / support student learning

* Principal Breakfast with parents to collaborate and share school initiatives

* Principals address at PTA meetings

| N/A |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops to offer support for families, students and individuals.

### 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.

Professional learning sessions allocated to support teacher needs. Provide professional development resources that support teacher growth, and purchase of instructional materials that support inquiry research. Provide substitute teacher coverage to support teacher attendance at workshops.

#### Part 4b

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

| X | X | || || || || || |
|---|---|---|---|---|---|---|---|---|---|
| Tax Levy | Title I SWP | Title I 1003(a) | Title III | PTA Funded | SIG Grant | 21st Century | School Achievement Funding | Other |

#### Part 5 – Progress Monitoring

#### Part 5a

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

By February 2019 a 5% increase in staff members organizing and facilitating professional development during Monday's PD menu as measured by professional development sign in sheets.

#### Part 5b

Indicate the specific instrument of measure that is used to assess progress.
<table>
<thead>
<tr>
<th>Professional Development Agendas; Power Point Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Part 5c.</strong> In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>x</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td></td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td></td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

The preliminary results of the Quality Review, the Framework for Great Schools Report 2015, and other relevant data indicates that this is an area for improvement.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 parent participation will increase by 10% in school based parent activities as measured by Parent Sign-In logs.
## 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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a shared understanding of parent involvement. Clearly define ways that parents can support their children meet NYS, NYC, and school-wide expectations for academic and social behaviors. Work collaboratively with teachers and SLT to plan effective parent engagement activities. Continue and expand college and career readiness program. All students, including SwDs and ELLs will set college and career goals and will engage in a monthly career and/or college focus, Provide professional development for teachers and paraprofessionals to increase the effectiveness of motivating and engaging reluctant learners. The Creole Academic Support Teacher Team inquiry work focused on identifying the challenges facing our ELL students from Haiti and to identify strategies that support students and families. Expand our ties in the community by outreach to local businesses and CBOs.</td>
<td>Parents, teachers</td>
<td>September 2018-June 2019</td>
<td>SLT, Teachers, Administration, Guidance Counselor</td>
</tr>
<tr>
<td>Parents, teachers</td>
<td>September 2018-June 2019</td>
<td>SLT, Teachers, Administration, Guidance Counselor</td>
<td></td>
</tr>
<tr>
<td>Haitian - Creole ELLs Parents Teachers</td>
<td>September 2018-June 2019</td>
<td>Teachers, ENL Teacher, Administration</td>
<td></td>
</tr>
<tr>
<td>School Leadership Team</td>
<td>September 2018-June 2019</td>
<td>SLT will monitor progress of team outreach efforts.</td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

- New York Junior Tennis League

### 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.

Professional learning sessions allocated to behavior management.

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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</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>Title I 1003(a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019 parent participation will increase by 5% in school based parent activities as measured by Parent Sign-In logs.

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

Use the attendance sheets from parent engagement activities to monitor the number of parents attending sessions.

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

**(Required for All Schools)**

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students in the lowest third of the city/school; Students who attended summer school</td>
<td>Direct instruction in foundational comprehension skills; repeated readings, interactive writings, guided reading</td>
<td>Small group. One-to-one, and peer tutoring</td>
<td>During the school day, afterschool, and Saturday</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students in the lowest third of the city/school; Students who attended summer school</td>
<td>Direct instruction in foundational math skills</td>
<td>Small group. One-to-one, and peer tutoring</td>
<td>During the school day, afterschool, and Saturday</td>
</tr>
<tr>
<td>Science</td>
<td>Students who scored in the lowest third of the school on the NYS Grade 4 Science Test; students failing Grade 7 level Science</td>
<td>Direct instruction; Scaffolded instruction for current units of study, providing multiple entry points to struggling students to ensure access to science curriculum</td>
<td>Small group. One-to-one, and peer tutoring</td>
<td>During the school day, afterschool, and Saturday</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students failing grade 7 level Social Studies</td>
<td>Direct instruction; Scaffold instruction for current units of study, providing multiple entry points to struggling students to ensure access to Social Studies curriculum</td>
<td>Small group. One-to-one, and peer tutoring</td>
<td>During the school day, afterschool, and Saturday</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Recommendation for at-risk services from SAT, Crisis Intervention Team, Administrative Team, request from parents</td>
<td>Counseling</td>
<td>One-to-one counseling</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)**


### Part A: FOR TITLE I SCHOOLS

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.)

   | We currently service 8 Students in Temporary Housing. |

2. Please describe the services you are planning to provide to the STH population.

   Students in Temporary Housing will be provided the following:
   - school supplies
   - school uniforms
   - Parents will be provided parent workshops on how to support their children at home
   - OPT busing or metrocards
   - Breakfast/Lunch

### Part B: FOR NON-TITLE I SCHOOLS

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).

   | NA |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

We have comprised a school based hiring committee which includes teachers, paraprofessionals and administrators.

We attend citywide hiring fairs and display information about our school (Posters, Brochures, etc.)

Our partnership with Queens College allows student teachers to complete their program and interview with our committee for future teaching positions.

The hiring committee reviews resumes and conducts interviews using a hiring questions and rubrics to rank responses.

The Field Support HR Director is notified of our candidate selection. The HR Director verifies NYS certification, and begins the hiring process.

The Principal works closely with the HR Director to ensure teacher licenses and teaching assignments are aligned.

The following strategies are used to recruit, retain, and support highly qualified teachers:
Recruitment:

Work closely with Borough HR Director to staff vacancies

Use Central Office Talent and Recruitment Pre-Screened Candidates Lists

Participate in Central Office Hiring Fairs to interview and recruit qualified staff

Interview HQT candidates from the Open Market Transfer System and the Absent Teacher Reserve Pool

Establish a rigorous interview protocol that includes criteria for the selection of new staff, including a demonstration lesson

Verification of NYS certification/licensing

Feedback from students participating in the demonstration lesson.

Retention and Support:

Provide teachers with a teacher resource room which includes professional resources to promote instructional shifts to meet NYS Common Core Learning Standards

Conduct ongoing observation cycles using the Danielson’s Framework for Teaching and Advance to provide teacher with specific feedback to improve instructional practices leading to an improvement of student achievement

Provide professional learning opportunities to support the school’s instructional focus and the instructional shifts

Provides mentors for new teachers

Differentiate PD based on data from observation cycles and teacher self-selected areas of development around the 8 contractual components from Danielson’s Framework for Teaching.

Develop teacher leaders (Model Teachers) to further the pedagogical work needed to improve student achievement

Carefully match teacher talents to school needs

Our New Teacher Cohort meets monthly to support 1st, 2nd and new teachers to our school community

2b. High Quality and Ongoing Professional Development

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

Our comprehensive professional development program is designed to provide all staff with the training, resources, and support needed to meet 2017-2018 CEP and the 2017-2018 Ronald McNair-PS/MS 147 school-wide instructional focus. Professional development will focus on the following areas:
● Developing and deepening a shared understanding of the Framework for Great Schools and the Learning Cycle

● Danielson’s Framework for Teaching Components

→ 1a-Demonstrating Knowledge of Content and Pedagogy

→ **1e-Designing Coherent Instruction**

→ 2a-Creating an Environment of Respect and Rapport

→ 2d-Managing Student Behavior

→ **3b-Using Questioning and Discussion Techniques**

→ **3c-Engaging Students in Learning**

→ **3d-Using Assessment in Instruction**

→ 4e-Growing and Developing Professionally

School-wide focus on **highlighted components** of the Framework for Teaching and Learning to improve student achievement.

Use the Measures of Teaching Practice, (MOTP) and Measures of Student Learning, (MOSL) to increase student achievement.

Special Education Professional Learning Team will continue refining their design of quality IEP’s, will continue to receive monthly professional development, from the school’s Special Education Liaison, to ensure compliance with SE mandates.

Using of the DOE recommended CCLS-aligned instructional resources: Go Math, Ready Gen, Codex, and CMP3 to increase student achievement and additional resources as needed.

Monthly District professional development for the following staff: Special Education Liaison, Teacher Leads, Principals, Assistant Principals, Guidance Counselor, Social Worker, School Psychologist.

Monthly training for the Pre-Kindergarten teachers and paraprofessionals

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**Part 3: TA Schools Only**

3a. **Use of Program Resources**

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

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3b. **TA Coordination with the Regular Program**
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

Central manages enrollment for Pre-Kindergarten, PK, and Kindergarten. When we receive notification of student seat offers, we begin our information series that includes Open House events to provide information about our Pre-Kindergarten and Kindergarten programs, expectations for student achievement and academic and personal behaviors that will build a foundation to support college and career readiness work.

Local universal Pre-Kindergarten providers work closely with Borough Support staff and school staff to evaluate students who need early intervention for academic or social emotional needs. The Pre-K social worker works closely with school staff and parents to recommend and provide early intervention services.

The teachers of Pre-Kindergarten, (PK), will work collaboratively to develop PK CCLS aligned units of study that provides rigorous instruction and develops the social emotional skills needed to succeed in school. The teachers of PK implements the school-wide instruction focus and monitors progress through various assessments.

PK students and their parents are invited to PK Open House events, PK Orientation, and parent workshops. All parents are invited and encouraged to attend parent involvement workshops. The PK social worker also works with school staff to provide family events and parent workshops during the school year.

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.

Several assessments are needed to gain a clear understanding students performance levels.

School-wide assessments are selected by the school Curriculum team and MOSL committee.

Classroom assessments are created collaboratively by teacher teams to align with current units of study from Go Math, CMP3, Ready Gen, and Codex. Go Math, CMP3, Ready Gen, and Codex were selected through teacher discussion and consensus.

Teachers also have Schoolnet as a resource for instructional and assessment materials.
Administrators, Curriculum team members and MOSL committee members attended professional development sessions. The MOSL committee and Curriculum team members submit their recommendations to the Principal and shared their work process and decisions with the staff.

During professional learning sessions, teachers work collaboratively to analyze NYC Performance assessment results and use the results to purposely plan to improve instruction. Teachers also analyze student work collaboratively to build an understanding of their students and to provide appropriate interventions to close student achievement gaps and provide enrichment.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. **On the chart below,** indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$281,722.00</td>
<td>X</td>
<td>Section 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Section 5B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sections 5C</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Section 5D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Section 5E</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$0</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$113,181</td>
<td>X</td>
<td>Section 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Section 5B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sections 5C</td>
</tr>
</tbody>
</table>

1. Galaxy system reports the allocations in separate accounting codes.

2. 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.
### Explanation/Background:

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

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

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

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

### Table:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Section 5D</th>
<th>Section 5E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title III, Part A</strong></td>
<td>Federal</td>
<td>$0</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Title III, Immigrant</strong></td>
<td>Federal</td>
<td>$3,766</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Tax Levy (FSF)</strong></td>
<td>Local</td>
<td>$3,620,835.00</td>
<td>X</td>
<td>Section 8</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Section 5B</td>
<td>Sections 5C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section 5D</td>
<td>Section 5E</td>
</tr>
</tbody>
</table>

2 The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
• **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

• **Title I Priority and Focus School Improvement Funding**: To 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.

• **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **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, including Title I 1003(g) SIG funds**: 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.

---

**Parent and Family Engagement Policy**

**Ronald McNair Parent Involvement Policy (PIP)**

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. Ronald McNair-PS/MS 147, 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**

[Ronald McNair-PS/MS 147] 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 (Haitian/Creole and Spanish) that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

**Parental Involvement and School Quality**
PS/MS 147’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.

**Encouraging School-Level Parental Involvement**
In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the PS/MS 147 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 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 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., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

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-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.
Ronald McNair-PS/MS 147 School-Parent Compact

[Ronald McNair-PS/MS 147], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

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

*Provide general support to parents by:*

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

### II. Parent/Guardian Responsibilities

#### 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

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronald McNair School</td>
<td>29Q147</td>
</tr>
</tbody>
</table>

This school is (check one):

- [x] conceptually consolidated (skip part E below)
- [ ] NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: ___

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

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

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

3
1
2

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

Begin description here:

The supplemental ESL program will be designed to support English Language acquisition skills to support student work with the DOE 2014-2015 instructional expectations for CCLS in Mathematics, i.e., model with Mathematics and/or support students to construct viable arguments and critique the reasoning of others. The program is designed to provide ELLs with two levels of access to the task that are required for the 2014-2015 school year: language access and content access. The program will use research based strategies and techniques to provide explicit instruction to introduce essential vocabulary and language functions. The program will serve the following sub-groups: ELLs (0-3 years), ELLs (4-6 years) and long term ELLs (completed 6 years) in grades K through 8. There will be a total of 30 ELLs in our program. The Saturday ESL program is scheduled to begin January 2014 and will run until April 2015 from 9:00am until 12:00pm. English will be the language of instruction. One ESL certified teacher and two content teachers (ELA and Math) will provide instruction using various teaching techniques. Some of the teaching strategies that the teachers will be using are the following: interactive lessons with hands-on activities and cooperative learning, integration of language skills, thinking skills, and content knowledge and providing encouragement of creativity and discovery of new things. Teachers will ensure that they are using BICS to carry on basic conversation, understanding speakers. We will use CALP so that the students succeed in their academic classrooms. This includes problem solving, inferring, analyzing, synthesizing, and predicting. The program will use purchased research-based instructional materials that support the common core focus for 2014-2015. Materials that will be use are as follows: National Geographic Reach for Beginners and low-Intermediate ELLs. This program will assist in learning academic vocabulary, focus on reading and writing strategies and help teachers to have a better selection of reading passages. The program English At Your Command will be used for the high-Intermediate/Advanced ELLs. This program will focus on how to use visual tools and graphic organizers, vocabulary guides for choosing the right words and a highly visual guide to grammar usage. Also, Continents's New York ELLS will be used to help prepare students for the NYSESLAT in K-8. One certified teacher will provide instruction for the Beginner/low-Intermediate group and the other certified teachers will provide instruction for the high-Intermediate/Advanced group in content areas. The ESL teacher will co-teach 90 minutes with the Beginner/low-Intermediate group then co-teach 90 minutes with the high-Intermediate/Advanced group.
Part C: Professional Development

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

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

Begin description here: 

To assist students in developing proficiency in mathematics and literacy, teachers will continue to receive training in the use of CCLS standards during weekly PD sessions, developing and scoring tasks. The ESL teacher along with an administrator will continue to receive Network training on topics such as: using linguistic frames to improve oral language and building academic language through informational texts. The ESL teacher will use the knowledge of the NYSITELL or NYSESLAT to differentiate the instructions as needed according to their scores. The students will be grouped according to the levels in which they were identified by the respective exams. Beginning, Intermediate and Advanced will be grouped for leveled needed instructions. A pre-test will be given at the beginning of the program and a post test will be administered at the end of the program. Each three to four weeks, the students will be assessed to determine possible growth. Professional Development will be provided for teachers by the Assistant Principal and/or ESL teacher. The professional development will occur on Mondays during the time allocated after school and a half an hour on Saturdays after the program ends. The certified ESL teacher who will be conducting the Saturday Academy will be present for the professional development. Some of the topics that will be addressed are as follows:
- Learn specialized strategies to differentiate instruction for English Language Learners at a variety of proficiency levels
- Understand the affective needs of newcomer ELLs and learn strategies to address their needs
- Develop an understanding of the specific language and literacy needs of a newcomer English Language Learner.

Part D: Parental Engagement Activities

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

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

Begin description here: 

Parents will be notified in writing about all Saturday Academy events. The Assistant Principal/Supervisor of the Saturday Academy will translate all documents and will be available for translation assistance during all parent activities. Parent orientation for the Saturday ESL program will be held on Monday December 15, 2014. The teachers who will be running the program will be presenting an overview to the parents that will last approximately one hour. The outside organization HAUP (Haitian American United for Progress) will be present to assist
**Part D: Parental Engagement Activities**

Parents with support programs within the community that they may utilize. April 18, 2015 will be set aside for a culminating activity which parents will be invited with their children to participate. This will be facilitated by Assistant Principal and/or ESL teacher. All parental engagement activities will center around helping parents understand the 2014-2015 instructional focus in mathematics and literacy. Some of the topics/dates that will be addressed:

- Family Math Night (January 22, 2015)
- Parent tour of the school given by the Assistant Principal (January 10, 2015)
- How to help your child with homework assistance? (March 24, 2015)
- HAUP will present adult learning opportunities. (February 7, 2015)
- How is my child doing in school? (February 28, 2015)

We will use the CFN and DOE staff to provide/advise parent engagement activities. Notification of these meetings will be translated into the home languages of the families participating. Translation will be available through staff members who speak the languages of our students as well as parent volunteers.

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $_____</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>_____</td>
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<tr>
<td>(schools must account for fringe benefits)</td>
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<tr>
<td>- Per session</td>
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<td>- Per diem</td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>- High quality staff</td>
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<tr>
<td>and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>- Must be supplemental.</td>
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<tr>
<td>- Additional curricula,</td>
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<tr>
<td>instructional materials.</td>
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<tr>
<td>- Must be clearly listed.</td>
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<tr>
<td>Educational Software</td>
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<td>Travel</td>
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<tr>
<td>Other</td>
<td>_____</td>
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</tbody>
</table>
**Part E: Budget**

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

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

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>select one</td>
<td>147</td>
</tr>
</tbody>
</table>

School Name: The Ronald McNair School

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>
<th>Coach</th>
<th>School Counselor</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afua Hill</td>
<td>La Keisha Riggins</td>
<td>NA</td>
<td>Julie Mullen</td>
<td>Mandy Fink</td>
<td>NA</td>
<td>NA</td>
<td>Lashaun Smith</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<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>
<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>
<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>1</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in school (excluding pre-K) | 587 | Total number of ELLs | 25 | ELLs as share of total student population (%) | 4.26%

### Part II: ELL Demographics

#### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>Check all that apply</th>
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</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>11</td>
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<tr>
<td>12</td>
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</tbody>
</table>

This school offers (check all that apply):

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

If yes, indicate language(s):

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

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>TBE</td>
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</table>

### Part III: Assessment Analysis

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

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

   We currently use Fountas and Pinnell to assess literacy skills using pre-tests and post-tests. Data gathered from these assessments allows us to assign students to the reading level based on their abilities. The assessments also allows us to evaluate the strengths and weaknesses students have in a specific skill and then design our instruction to their needs. We also use the Go Math Unit pre-tests and post-tests to assess math skills of all students in grades K-2. All students participate in the fall and spring MoSL in ELA and Math to help access growth and weaknesses in that subject area.

2. What structures do you have in place to support this effort?
All ELL’s are in the same class on a grade. The ENL teacher pushes in the classroom to support students with class work and pulls students out to work on individual skills. The ENL Teacher uses scores from Fountas and Pinnell, Baseline and Benchmark assessments to help drive instruction.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
NYC performance Tasks, Content area baseline assessments and benchmarks.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The ENL teacher analyzed the data from assessments and provides small groups instruction to students.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
Provide all staff with professional development on using data to drive instruction, implement interventions, and create Title III plans for ELL students. Within the Title III plan ELL students participate in an afterschool and Saturday intervention program.

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].
NYSITELL and NYSESLAT scores as well as other relevant data(begining, middle and end of year Performance Task) will help us make adjustments to the ELL program.
The use of the ELL Data Analysis Tool gives us a detailed analysis of the NYSESLAT.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The ENL teacher will review the data and meet with all teachers who service ELL students. We provide those staff members with professional development on using this data to drive instruction, implement necessary interventions and readjust Title III plans as needed.

---

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 two different types of ENL programs offered at PS/MS 147 are the following:
      Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.
      Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL. We want all the students to be comfortable in their instructional groups as they learn English. In order to ensure that our ENL program is a success we incorporate two different models:
Push-in model: an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

Pull-out model: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ENL teachers need to plan carefully with general education teachers to ensure curricular alignment and continuity of instruction.

b. TBE program. *If applicable.*
NA

c. DL program. *If applicable.*
NA

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)?

   All ELL students in our building either receive 360 minutes (entering), 360 minutes (emerging) or 180 minutes (transitioning and expanding). Each period is 45 minutes long. The entering students have eight 45 minute blocks per week (180 integrated). The emerging students have eight 45 minute blocks per week (180 minutes integrated). The transitioning and expanding students have four 45 minute blocks (transitioning 90 minutes integrated and expanding 180 integrated). The ENL teacher designs the schedule to ensure that all students receive their allotted time.

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.

   Students are primarily taught in English in all program models. The ENL teacher uses ENL methodologies to ensure understanding and success with content material. The ENL teacher pushes into classrooms to help support content areas and align instruction to the CCLS standards. The ENL teacher tries to incorporate prior knowledge and connections to the student(s) native language to foster language development.

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

   N/A: At this time we do not have a Bilingual program at PS/MS 147.

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

   The focus when working with SIFE is to close the gap these students have, by assessing their level of knowledge and working to bring them to grade level performance standards. Instruction is focused on extending the students' vocabulary and understanding through the four modalities of listening, speaking, reading and writing in the content areas. In addition to the mandated weekly minutes, SIFE have the opportunity to join our after school programs/Saturday programs that is designed especially for their needs. When working with newcomers, we build on their prior knowledge while acquiring English as their new language. An important component is assisting these students in understanding the new culture while honoring their cultural identities. When working with the students who have received ENL services for over four years, we focus specifically on those skills they are lacking. By analyzing data (classroom assessments and local and state data) from a variety of sources, we are able to identify the specific standards and skills the students need to improve. Using item analysis we are able to use differentiated instruction to focus on those skills. Long term ELLs are offered extra support through the Title III program. The Title III program provides instruction in Math, ELA, Social Studies and ENL. The program is monitored by the certified ENL
teacher and the administrator of ELLs. Former ELLs are also welcomed to attend these programs to help strengthen their skills. Former ELLs receive .5 unit of study per week of integrated ENL in ELA/Content Area, or other approved Former ELL services for additional years. All of our ELLs and former ELLs receive testing accommodations for all classroom, city and state exams. They are provided a separate location, time and half, translated copy of the test when applicable and word-for-word glossaries.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The materials that are provided to classroom teachers to support their ELL-SWD students are laptops and desktops with specialized programs installed and additional books purchased to deepen their knowledge of English. The ELL population uses the same programs/text books/materials that the rest of our school population uses because they are required to take the same formative and summative tests. Our school offers the Wilson program and Fundations for struggling students and students with IEPs.

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?
The ELL-SWDs IEP is followed closely to provide the services they are entitled to and accomplish the goals on the IEP. When able, ELL-SWDs are placed in ICT classes so they can interact as much as possible with non-disabled peers. Criteria used to place these students in this setting are based on their strengths and weaknesses. Through articulation between the licensed ENL teacher and classroom teacher the planning for the student is collaboratively done. The ENL teacher will either push in or pull out based on the ELL-SWDs needs to differentiate instruction. ELL-SWDs also receive RTI and AIS services.

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.
PS/MS 147 offers a variety of intervention programs in all content areas. All services are provided in English. The intervention services the building provides are available for our ELL population who may benefit from it. Programs such as AIS, RTI, and the Learning Leaders programs target students who are performing below grade level or are just approaching grade level. ELLs receive services in these subgroups by the ENL teacher using ENL strategies tailored to their specific needs. Other programs such as the after school and Saturday programs in both Math and ELA target those students who are at or above grade level. ELLs that are at or above grade level are welcomed to join those programs as well.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We are considering having a After School Program and a Saturday ENL program for the upcoming school year contingent upon funding. We believe those students, who take advantage of the programs are able to perform better in the classroom and state tests.

10. If you had a bilingual program, what was the reason you closed it?
N/A: No bilingual program.

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 offered all the services that are offered to all monolingual students in the school. We encourage all of our students to participate in all school activities during or after the school day (example: clubs and sports). Parents are sent translations of letters sent in English in order to participate in all activities done within the school. We also use the phone messenger system to send recorded messages in the home language whenever necessary. Parents are also encouraged to approach bilingual staff in our school if they do not understand something in English.
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.

We use technology to support our ELLs. We have purchased the National Geographic Reach program that has an online interactive program for our ELL students by proficiency levels. The ENL program has laptops specifically for the program and the students also have access to laptop carts in each classroom. Our teachers use smart boards to help engage student learning and to provide visualization support.

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

We currently do not have a Dual Language or Transitional Bilingual program at this time. The ENL program offers glossaries in different subject areas, peer tutoring among students, buddy system for many of the newcomers and teachers who are able to speak the home language of the students. We also use staff members or the Translation and Interpretation Unit for language support with parents and students.

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

All ELL students are invited to all school activities that are appropriate for the age and corresponding grade level.

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

PS/MS 147 has a co-location with D75 PS/811. We do not share staff or resources at this time.

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 encourage that our ELLs participate in all activities our school community offers. The parent coordinator and our teachers ensure that all activities that the school has throughout the year includes the ELLs by sending out invitations to the parents (in their preferred language). The parent coordinator distributes a monthly calendar that has all school events for that given month listed. Also monthly PTA meetings are run by staff members and parents where important events and upcoming news is discussed.

17. What language electives are offered to ELLs?

At the middle school level we offer Spanish as a foreign language.

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: We do not have a Dual Language program at PS/MS 147 at this time.

---

**Professional Development and Support for School Staff**

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

Professional development is provided to teachers of ELLs throughout the year. When possible, the ENL teacher attends professional development sessions that are provided through the Office of ELLs. A minimum of fifteen percent of the required...
Professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, best practices for co-teaching strategies and integrating language and content instruction for ELLs.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

PS/MS 147 meets the professional development requirements as per CR PART 154 by dedicating workshops on language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Some topics that will be addressed are the following: What is different about an IEP from an English Language Learner, Language Difference or Learning Disability, Co-teaching and Collaboration, Maximizing Learning Opportunities for English Language Learners and Building Academic Literacy for ELLs. Attendance and agendas are distributed at all professional development workshops and are kept on file with the ENL teacher and the Assistant Principal.

**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?

PS/MS 147 provides annual individual meetings with parents of ELL students to discuss goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas. The elementary and middle school conducts their meetings and ensure that all content areas are present including the ENL teacher. An interpreter/translator (a staff member) is present so communication between the parent/guardian and staff is clear. If a staff member is not present for translation the interpretation unit is called. The time and date are at the discretion of the teacher and parent/guardian. Attendance records are kept for each annual individual meeting. One staff member is assigned to take notes about all topics addressed and distribute to the rest of the content teachers and/or service providers at the conclusion of the meeting. To request an annual individual meeting a letter or phone call is made to the parent/guardian.

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

Increasing parental involvement is one of our main foci at PS/MS 147. Parents are updated on a regular basis about their child’s progress in school through quarterly student progress reports. During their visits parents are informed on what assessments were given and how their child has performed. Communications with our ELL parents and involvement are done many different ways. Notices are sent out to inform and invite them to take part in school functions. These notices are sent home via the students with a translated version in the language of choice filled out in the HLIS. The parent coordinator Mr. Pressey also implements the use of the school messenger that is able to connect all our ELL parents through phone, text or e-mail in any language. Moving forward we would like to have workshops offered in Haitian Creole to parents more frequently. The needs of the parents are evaluated on a regular basis. At PS/MS 147 we strive to keep the door of communication open.

**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.
**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, Afua Hill, 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.
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

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<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Afua Hill</td>
<td>Principal</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>La Keisha Riggins</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>James Pressey</td>
<td>Parent Coordinator</td>
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<td>1/1/01</td>
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<tr>
<td>Mandy Fink</td>
<td>ENL/Bilingual Teacher</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Parent</td>
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<td>1/1/01</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<td></td>
<td>School Counselor</td>
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<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 29Q147  School Name: PS/MS 147 Ronald McNair  Superintendent: Beverly Mitchel

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

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

We use the UPPG screen in ATS to determine parents' translation needs. This information from Part III of the Home Language Survey determines what language the parent or guardian would like to communicate or receive information. The parent coordinator also requests that the parent/guardian fill out a parent survey for preferred language of communication. We also have Emergency Contact Cards (blue cards) printed from the DOE website to retrieve pertinent information from parents/guardians. Teachers meet with parents to determine appropriate translation needs.
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>
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<tr>
<td>Arabic</td>
<td>2</td>
<td>.33</td>
<td>2</td>
<td>.33</td>
</tr>
<tr>
<td>French</td>
<td>13</td>
<td>2.15</td>
<td>13</td>
<td>2.15</td>
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<td>.83</td>
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<td>.83</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>.17</td>
<td>1</td>
<td>.17</td>
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</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>-Student Led- Parent-Teacher Conference Packets</td>
<td>Twice a year Spring and Fall</td>
<td>The parent coordinator will have documents translated for necessary families as they are completed.</td>
</tr>
<tr>
<td>Monthly Calendar</td>
<td>Monthly</td>
<td>The parent coordinator will have documents translated for necessary families as they are completed.</td>
</tr>
<tr>
<td>Parent Handbook</td>
<td>September</td>
<td>The parent coordinator will have documents translated for necessary families as they are completed.</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conference</td>
<td>Fall/Winter/Spring</td>
<td>Translation and interpretation services will be conducted in a timely manner prior to the event date.</td>
</tr>
<tr>
<td>Meet the Teacher Curriculum Night</td>
<td>September 2017</td>
<td>Translation and interpretation services will be conducted in a timely manner prior to the event date.</td>
</tr>
<tr>
<td>Parental Involvement Tuesdays</td>
<td>Every Tuesday 2017-2018</td>
<td>Translation and interpretation services will be conducted in a timely manner prior to the event date. Bilingual staff members will provide workshops and translation support.</td>
</tr>
<tr>
<td>Literacy Night</td>
<td>Fall 2017</td>
<td>Translation and interpretation services will be conducted in a timely manner prior to the event date. Bilingual staff members will provide translation support.</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.

Sonar Cloud is a messaging system we use to communicate via text message with families.

**Part C: Training Staff on Policies and Procedure**

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

Chancellor's Regulation A-663 will be reviewed and distributed to all staff during September 2017 opening conferences.

**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..)
The majority of our parents who do not speak English speak Haitian Creole. Notices are provided in Haitian Creole and English. We utilize our bilingual staff members to engage in meetings. We use the translated notifications that the Department of Education provides. We will utilize the translation services whenever necessary or when our staff is not able to provide service. PS/MS 147 fulfills the Chancellor’s Regulations by providing parents a copy of the Bill of Rights and Responsibilities whose primary language is routinely translated by the Department of Education. Also we post in all primary entrance locations that we have interpretation services available.

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?

We will have a parent survey to gather feedback from our parents/guardians of the quality and availability of services. Our parent coordinator and ENL teacher will design the survey. Recommendations/changes will be brought to cabinet meetings for discussion.