2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 25Q184
School Name: P.S. 184 FLUSHING MANOR
Principal: ANNA DIMILTA
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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Section 6: Academic Intervention Services (AIS)

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School Information

School Name: Flushing Manor School
School Number (DBN): 25Q184

BEDS Code: 34250010184

Grades Served: Pre-K through 5

School Address: 163-15 21st Road Whitestone, NY 11357

Phone Number: 718 352-7800 718 352 0311

School Contact Person: Anna Dimilta
Email Address: adimilta@schools.nyc.gov

Principal: Anna Dimilta

UFT Chapter Leader: AnaMaria Blanco

Parents’ Association President: Patricia Salamone

Jovan Rashford

SLT Chairperson: Grace Lee-Sim

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 25
Superintendent: Danielle DiMango

Superintendent’s Office Address: 30-48 Linden Place
Superintendent’s Email Address: ddimango@schools.nyc.gov

Phone Number: 718 281-7605 718 281-7519
Fax:
Field Support Center (FSC)

Queens North

FSC: ____________________________

Executive Director:

Executive Director’s Office Address:

Executive Director’s Email Address:

Executive Director’s Email Address:

Phone Number: ____________________________

Fax: ____________________________
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Dimilta</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>BariDahan</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jovan Rashford</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Grace Lee-Sim</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Carol Li</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Maria Abruzzino</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Joe Lalley</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Eleni Bournis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Sevasti Panagiotopulos</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Aikaterini Alexaki</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Antonella Golia</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ana Maria Blanco</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

**The Quality Review and the Framework for Great Schools**

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 184 is a dedicated community of life-long learners. Students, staff and families work and support one another in accomplishing the rigorous challenge of preparing all students for college and career. By connecting curriculum and standards to authentic, real life experiences and circumstances, we engage, nurture and challenge students, while simultaneously highlighting individual strengths and talents. Our students will make a variety of positive contributions to the modern world around them. They will ultimately become Learners for life, for Life!</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 184Q, the Flushing Manor School, is located in Whitestone, Queens. This Pre-K-5 elementary school serves a population of approximately 520 students from culturally diverse backgrounds. The school serves as an integral part of community life for the students and their families. The school has a warm and welcoming atmosphere for student’s, family members and staff and it prides itself on its unique family like environment. Pride in the students’ accomplishments is evident in the prominently displayed student work throughout the building and through a variety of school-wide celebrations that are ongoing throughout the school year. The student body consists of 46.1% white students, 37.4 % Asian students, 14.6 % Hispanic students and 1.3% multiracial. Approximately 13.4% of the students are Special Education with Individualized Education Plans (IEPs). All students with IEPs receive the full continuum of services as needed, with a Self-Contained small class in the lower grades, Integrated Co-Teaching (ICT) across all grades, and a combination push in/pull out Special Education Teacher Support program as needed across grades (SETSS program). There is also a continuum of related services such as speech and language, occupational and/or physical therapy and counseling provided as needed. English Language Learners make up 8.3% of the total student population, they receive mandated services according to the most recent requirements of Language Allocation Policy. One full time ENL staff member is supported by 2 additional staff members holding both the common branch and ENL certifications. Only 34.2% of our students qualify for free lunch.

Despite a small budget, due to limited school size and non-title I status, P.S. 184 prioritizes enrichment and the arts. We continue to have a full time visual arts teacher who serves all K-5 classes. Our students are provided with dance instruction across all grades. Dancing Classrooms works with our grade 5 students and City Center works with our grade K-4 students. Both programs foster a sense of respect and pride and improve self-esteem for our students. Students learn how to treat each other as equals, learn respect, and take great pride in their performances throughout the year. Our students also participate in a choral music cluster program as well as theater opportunities and music appreciation through classroom exposure. We strongly believe in providing opportunities for all of our students to shine. Interest based centers are set up in early grade classrooms and a cycle of Renzulli based enrichment clusters for grade 4 and 5 students occurs every Spring. Our Parent Teacher Association (PTA) contributes to approximately 2/3 of our Arts Residency budget and 100% of our enrichment cluster budget to enhance the quality and duration of these programs. The PTA also provides a variety of funding for classroom and school needs including supplies and technology. Support from the community has also come from grants from the City Council and Flushing Town Hall, a cultural arts center in our area. Local politicians support our school by consistently providing funds as well as capital projects such as an auditorium upgrade and more recently a security camera system. We also continue to implement the PE works initiative providing students with the mandated physical education instruction provided by a licensed physical education teacher and Move to Improve programming for all staff.

Based on parent, teacher and student feedback, the thing that stands out most about our school is that we are a unique community of learners. All stakeholders communicate constantly and are responsive to one another, always acting in the best interest of the children, even when it means going above and beyond. We work together in order to make sure that each person, whether child or adult, is reaching his or her maximum potential and feels comfortable enough to take risks that result in new learning. As our motto states we are truly “Learners: for Life, for Life!”

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

17% of our population are students with disabilities (SWD) and 9% of our students are ENL students.
Our most recent Grade 3-5 data for our subgroups is as follows:

- Our ENL subgroup contains only 9 students in ELA and 11 students in math. Specifically, in math 63.64% of ENL students performed at levels 3 and 4, a 26.14 % increase. In ELA however, only 11% performed at level 3 and 4. We continue to put in supports to address the needs of this unique population of learners as measured by NYS standards.

- Our SWD subgroup contains 44 students in math and 43 in ELA. In ELA, only 20% performed at level 3 and 4 combined but in math 36.91% performed at level 3 and 4 combined. Though performance was not as strong as the general education students however progress was higher for this group, 100% of students made growth.

- Our Hispanic subgroup contains 26 students in ELA and 24 in math. 50% of the students performed at level 3 and 4 combined in ELA and 50% of the students performed at level 3 and 4 combined in Math.
  
  - Progress for these subgroups of students continues to be measured by a variety of indicators including state exam results, F&P levels, Go Math Assessments and movement toward meeting IEP goals. Providing a holistic approach to balance academic and social emotional support is critical for these students. School initiatives such as school wide enrichment and authentic learning allow for individual strengths to be identified and highlighted, resulting in opportunities outside academics.

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

- According to the Framework for Great Schools report released in June of 2018, we have scored 4.34 or higher out of 4.99 points in all six areas including Rigorous Instruction, Supportive Environment, Teacher Collaboration, Family and Community Ties, Effective Leadership and Trust. With 93% parents and 100% of teachers responding, our school survey responses from parents and teachers are very positive. We proudly continue to set goals in all of the Framework Areas despite our remarkable performance. We know that excellence is sustainable only when consistency and hard work are applied.

- Our Quality Review data (March 2015) indicated our school was Well-Developed in four out of five indicators including Curriculum, Assessment, High Expectations, and Teacher Teams. Curriculum was our area of celebration. Only Teacher Pedagogy was rated as proficient and was deemed as an area of focus. This year we continue to focus on improving pedagogy through the focused use of summative and formative assessment data in literacy to further drive instruction.

- We are a school in good standing. NYS ELA and Math data indicate growth as well as strong performance. Specifically, in ELA, 65.7% of students are at levels 3 and 4 and in math, 78.8% are at level 3 and 4. Gains were .6% in ELA and 6.1% in math.

- Advance data shows 1/3 of our teachers are highly effective in their classroom teaching practices (MOTP) and all teachers are either effective or highly effective overall. We continue to grow as a school community by engaging in the Learning Partner Program this year we have been selected to be a host school working in a quadrant with three other district schools. Our model teachers provide support and professional learning opportunities for our teachers as well as for those in our partner schools.

Our instructional focus this year involves designing and planning engaging mathematics lessons to support all learners in being successful in open ended real world problems that will serve to prepare students for success on the Algebra regents. Using a child centered inquiry based approach, teachers will address the needs of students at various levels and seek to improve performance in math problem solving for all students. To that end, we will be examining closely the progress students are making during daily math instruction as well as over time. Lessons will include embedded opportunities for self and peer assessment and close teacher monitoring. We will also continue to implement the research based methods of Grant Wiggins in the field of transfer of learning as they apply to mathematical problem solving.
While embarking on this focus, we will continue to celebrate students’ high quality work and individual strengths through curriculum celebrations, and Student Recognition Assemblies. We will also continue the successful implementation of the Renzulli Enrichment model by engaging our grade 4 and 5 students in spring enrichment cluster cycles.
### School Demographics and Accountability Snapshot for 25Q184

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04,05</td>
<td>514</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

#### 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>N/A</td>
<td>26</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>22</td>
<td>49</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

#### Foreign Language |

<table>
<thead>
<tr>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
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</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.0%</td>
<td>40.3%</td>
<td>9.5%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.2%</td>
<td>44.4%</td>
<td>1.9%</td>
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</table>

<table>
<thead>
<tr>
<th>% White</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.5%</td>
<td>5.8%</td>
<td>1.9%</td>
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</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th># of Assistant Principals (2016-17)</th>
</tr>
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<tbody>
<tr>
<td>4.75</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
<th>Average Teacher Absences (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>6%</td>
<td>5.8</td>
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#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>69.6%</th>
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<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>98%</td>
</tr>
<tr>
<td>ELA Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>69.6%</td>
</tr>
<tr>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>72.7%</td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>98%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>US History Performance at Levels 3 &amp; 4</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
</tr>
<tr>
<td>Regent Diploma w/ Advanced Designation</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Recognition</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority School</th>
<th>Focus School Identified by a Focus District</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Science (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
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<td>White</td>
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<tr>
<td>Students with Disabilities</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

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

Most Recent Quality Review Data 2015:

- Curriculum was area of celebration
- Assessment High Expectations and Teacher Teams were also rated Well-Developed
- Teacher Pedagogy was Proficient indicating a focus area

Framework for Great Schools Report out of a range of 4.99 possible points, the following scores were attained:

- Indicated Rigorous Instruction was 4.57
- Collaborative Teachers was 4.85
- Supportive Environment was not yet available
- Effective School Leadership was 4.90
- Strong Family and Community Ties 4.34
- Trust 4.85

Though improvement in all Framework Elements was shown, a score of 4.34 in Strong Family and Community Ties was still the lowest score making this a focus area that will be incorporated in all other areas of framework action planning.

School Survey Data indicated the following:

- Improvement in most areas of framework except for Collaborative Teachers dropping from a 4.98 to a 96

Most Recent NYS Exam Data yielded reward school identification:

School wide Summary includes the following
By Grade:
In Grade 3, 68% of students scored a 3 or 4 on the ELA and 68% of students scored a 3 or 4 in Math.
In Grade 4, 72.7% of students scored a 3 or 4 on the ELA and 73% of students scored a 3 or 4 in Math.
In Grade 5, 68% of students scored a 3 or 4 on the ELA and 75.8 of students scored a 3 or 4 in Math.

Growth by grade:
In grade 4, 73% of students made gains of 50% or higher on the ELA and 47% made gains of 75% or higher.
In grade 4, 65% of students made gains of 50% or higher on the Math Exam and 30% made gains of 75% or higher.

*Grade 4 shows more growth made on ELA than Math.*

In grade 5, 59% of students made gains of 50% or higher on the ELA and 47% made gains of 75% or higher. In grade 5, 74% of students made gains of 50% or higher on the Math Exam and 42% made gains of 75% or higher.

PPO End of Year Feedback indicates the following:

Teacher Team rated as proficient and could benefit from the use of protocols.

---

Part 2 – Annual Goal

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

By June 2019, 100% of teachers will implement exploratory math practices on a regular basis designed to deepen student’s conceptual understanding and problem solving skills as measured by a 5% increase in possible points earned on the constructed response questions of the NYS Math Exam as per June Instructional Report data.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
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<table>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
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</tbody>
</table>

Administrators and teachers will participate in professional learning in balanced mathematics lesson design and Algebra for All Training with the support of Generation Ready and Bank street professional services. Topics

Additionally, school wide Professional Learning in the following areas will take place:

- Balanced Mathematics/8 mathematical processes
- Math planning using mentor text The Math Workshop Book
- Authentic mathematics and its impact on Transfer of learning
- Formative Assessment in math and its impact on student achievement
- Rigorous adjustments to the use of Thinking Maps protocols and uses for post year 3 implementation in mathematical problem solving
- Danielson Framework- designing coherent instruction, engaging students, and questioning during feedback and the use of assessment in mathematics
- Analysis of data to focus instruction across classrooms and grade levels and school
- Renzulli Enrichment Model supporting critical thinking and mathematical connections

<table>
<thead>
<tr>
<th>Model Principal, Model Assistant Principal, and all Pedagogical staff</th>
</tr>
</thead>
</table>

| Sept -June (ongoing) Monday afternoons and PROSE Data Days, Chancellor’s days, (LPP) dates |

| Model Principal, Model Assistant Principal, Model Teachers, Technology Support Teacher, Data Specialists, NYC DOE, FSC and District Training specialists |

| Bank Street Early Grade Math Support |
Additional computer based software will be implemented. Programs such as First in Math, I-Ready Math, Think Central and Brain-Pop will be used to assess and target SWD, ENL or Response to Intervention (RtI) students, as well as bottom third students in math. Staff training in making the most effective use of these resources will be ongoing.

Administrators, model teachers and lead teachers and other designated staff will participate in professional learning and support meetings provided by the DOE, Field Support Center ((FSC) and District as well as Learning Partner Program (LPP) Meetings and visitations with partner schools emphasizing the use and impact of assessment, feedback during exploratory math instruction. Specifically identified staff will attend training in specific balanced mathematics study and Algebra for All Training.

In addition, staff members will select professional development time block led by administrators to focus on grade specific PL. As per PROSE plan status. This will be done in a trusting collaborative manner.

Collaboration in a trusting manner will continue with ongoing reflection and revision of math curriculum maps and units of study in grades K-5 that will emphasize the use of a combination
of exploration, guided group strategy based lessons and station teaching for upcoming lessons in math.

LPP Model teachers will work with teachers in:

- Encouraging classroom visitations with feedback during math lessons
- Understanding and implementing curriculum changes that will impact student learning in mathematics
- Formative assessments designed to gain knowledge of students and support student progress in mathematical reasoning and problem solving.

-New and returning teachers will engage in mentoring activities and collaborative planning in Danielson Framework, and authentic learning approaches, with a combination of FSC support staff and trustworthy colleagues.

-Core Inquiry and Grade Level Inquiry teams will conduct action research reflecting on teacher practice in implementation of formative assessment and feedback in mathematics designed to raise student outcomes by providing and using rubric and checklist based comments without grades.
Other math and problem solving boosting programs will continue to be implemented and are described below.

-Math Mondays-STAR Period used to support a cycle back approach to grade level standards based mathematics in relation to school wide data from beginning of the year and end of unit standards based results.

-Literacy and Math Interest-based learning centers providing early literacy and math experiences in an engaging manner while the classroom teacher addresses the needs of struggling students.
- **Title III ELL Saturday Literacy Program** will take place to support ELL students in attaining English speaking, listening, reading and writing skills in an interesting and engaging way. Support for writing Mathematics problem solving using a focus on vocabulary will be emphasized.

- 54 ENL students K-5
  - IEP, ENL selected Model Principal, Model Assistant Principal, classroom tea
  - ENL/IEP teachers

<table>
<thead>
<tr>
<th>Oct-May</th>
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<tbody>
<tr>
<td>Model Assistant Principal, ENL Teacher, Common Branch Teacher</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.

To increase parent **involvement** and engagement, parent workshops will be offered across all grade levels and subject areas. These workshops will take place in the form of interactive parent child classroom activities and celebrations. Other workshops specific to special populations will be provided by parent coordinator, the guidance counselor and administrators as well as outside providers. These sessions will be audience specific and needs based. The workshops
will include at home suggestions, as well as information about school and district level initiatives. A minimum of five grade specific workshops will be offered to each grade level.

• Ongoing communication will continue through parent letters, telephone calls as well as through email and the school website will continue.

**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.

- Model Principal, Model Assistant Principal, Model Teachers, Technology Integrator, All Teachers, Paraprofessionals, Materials such as: Leveled texts, Supplemental texts to support Ready Gen Resource, Computers Software programs—Imagine Learning, Reading Tracker, Reading A-Z, Brain-Pop

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
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<tbody>
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</table>

**Part 5 – Progress Monitoring**

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

The data from the first and second NYC performance assessment administrations will be compared and analyzed for growth during the first half of the year. Approximately 80% of students will demonstrate an increase in math problem solving performance. Additional steps will be identified for inquiry and implementation.

Mid-year (February) review of NYC performance Math task data shows improvement in each class (over 50%)

5c. 84% of students demonstrated improvement on the middle of the year assessment task. Work will continue with those students who did not make progress through small group instruction.

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

NYC Performance Assessment in Math Beginning of the year and mid-year administration

5c. 84% of students demonstrated improvement on the middle of the year assessment task. Work will continue with those students who did not make progress through small group instruction.

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

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

Part 1 – Needs Assessment

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

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

Quality Review:

High Expectations: Well Developed which includes parent communication

Framework for Great Schools Report:

Supportive Environment was 4.45 out of 4.99

School Survey Results:

96% in Supportive Environment from a score of 99% last year

88% of parents responded to the survey from a previous 85%

Teachers and parents feel the students are safe and teachers respond to their needs. Students respond well to adult guidance and school wide initiatives supporting social-emotional growth such as reward systems. Parents of students with special needs indicate less sense of satisfaction.

PPO Feedback - Create systems for monitoring teacher teams

Focus Area is to provide opportunities for success for all students by identifying strengths and areas of interest across grades and content areas and communicating these opportunities to the parent community.

Part 2 – Annual Goal

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

By June 2019, 100% of students will participate in a variety of school-wide positive behavior interventions and supports along with multicultural and diversity embracing activities designed to foster tolerance, respect and empathy.
for all, resulting in improvement in student relationships as measured by a 20% reduction in level 3, 4 and 5 infractions.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All pedagogical staff including K-5 Teachers | Sept 2018-June 2019  
Monday afternoons and Chancellor's days-ongoing | Model Principal, Model Assistant Principal, Guidance Counselor, Model Teacher |

**Professional Learning for teachers including:**

- Implicit Bias Training
- The Growth Mindset
- Supporting At-Risk students
- Renzulli School-Wide Enrichment Model
- Interest based center development in math and science
- Inclusivity and empathy training

**Administration and Guidance Team will provide continued support for teachers by providing professional development and follow-up support in the following areas:**

- Autism
- Behavior defiance disorder
- Managing behavior of all students/PRIM-Pre Referral Intervention Manual
- Habits of Mind
- “Beautiful Me” character education program

|  | Classroom teachers, cluster teachers support teachers | Sept 2018 - June 2019 | Administrators, Guidance Counselor, Model Teacher SEL Committee Members |
|  | K-5 Students |  | Administrators, K-5 Classroom teachers |
|  | Lead Teachers and Cluster teachers and | Sept 2018-June 2019 |  |
- “Kindness Counts” Program
- RFA/Anti Bullying Training
- Just Say Hi Program

To build on and continue existing social emotional support systems in the following ways that foster culture:

- Teachers will support students by identifying features of the growth mindset.
- Teachers will help students find ways to share thoughts and feelings about their own cultures in a context of mutual respect.
- Teachers will expose students to read-alouds and classroom lessons on Kindness and Respect and Diversity.
- Teachers will continue to develop habits of mind in their students and their connection to the growth mindset.
- School Aides and support staff will implement the Rocket Reward Program.

- Students will be given the opportunity to collectively participate in the Student Government G.O. through the voting of class representatives, suggesting and participating in spirit days and new student initiatives such as collecting plastic bottles for recycling and collecting Toys for Tots and Food Drive and this year support for natural disaster relief efforts.

<table>
<thead>
<tr>
<th>Groups</th>
<th>3-5 students (expanded from grade 4-5 in previous years)</th>
<th>October 2018-June 2019</th>
<th>Model Principal, Model Assistant Principal, Parent Coordinator, Student Council Facilitator (teacher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 CEP</td>
<td>Pre-K-5 Students and Families</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Students and parents will be asked to fill out interest and opinion surveys which take into consideration the students’ perspectives, about the growth mindset as well as feelings toward mathematics including exploratory work and problem solving.

Other activities that support the growth of the whole child outside of academics are designed to foster empathy among students and foster positive friendships among a variety of students include the following:

**School wide Enrichment**

- **Literacy and Math Interest-based learning centers** providing early experiences in literacy and math in an engaging manner while the classroom teacher addresses the needs of struggling students and provides resources that highlight diverse cultures and perspectives around the world.

- **Renzulli School wide Enrichment Clusters**

  teachers and children in the upper grades will select and participate in interest-based clusters allowing them to discover talents outside of academic areas. Students will work in collaboration with students of same interests ensuring mixed ethnicities discovering commonalities. We will extend these enrichment opportunities to the lower grades by incorporating the Independent Investigation Method (IIM) and interest based centers whereby students are also grouped by interests.

<table>
<thead>
<tr>
<th>Pre-K-5 students and families</th>
<th>February 2019 and May 2019</th>
<th>Model Principal, Model Assistant Principal, Guidance Counselors, All Classroom Teachers, PTA Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Parent Coordinator, Guidance Counselors, Teachers</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parents and grandparents will be invited to celebrations highlighting our Just Say Hi initiative in a targeted effort to share school wide vision for excellence and equity across cultures and diverse groups and respectful relationships with others.</td>
</tr>
</tbody>
</table>

2018-19 CEP
● Parental outreach events will include scheduled in school visits around the kindness counts and anti-bullying initiatives.

● Parents are invited to special classroom academic celebrations (a minimum of 5 per year) designed to highlight and display student work and share information about the current curriculum and cultural connections. These celebrations will emphasize the growth mindset in math as well as mindfulness.

● Parents will be able to access information on the school’s website containing information pertaining to school events, policies, as well as, pages devoted to each grade with information regarding the implementation of school wide visionand offerings for students. A guidance page will be introduced

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.

● Model Principal, Model Assistant Principal, Model Teachers, FSC staff, Classroom Teachers, Cluster Teachers, ENL and Special Education Teachers, including IEP Teacher, Guidance Counselors, Parent Coordinator

● Curriculum Resources (Ready Gen and Go Math), Online resources Imagine Learning, Reading Tracker, Brain-Pop, Thinking Maps Binders, iReady (Math and Reading) NYSTL purchased school library and classroom libraries with multicultural literature PTA supported purchase of materials to support cultural and other types of diversity

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

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

Part 5 – Progress Monitoring

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

Middle of the year surveys indicate that students are familiar with a variety of cultures and feel that their own cultures are recognized and valued in the school community.

5C. Student responses indicated that 90% of students feel their culture is reflected and respected in school. This percentage was higher on grade 3 with 94% feeling it was and lowest on grade 5 when only 87% think it was. We will be looking at ways to further infuse representation of relevant cultures into our curriculum on grade 5 in particular.

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

Survey Responses 5C. Student responses indicated that 90% of students feel their culture is reflected and respected in school. This percentage was higher on grade 3 with 94% feeling it was and lowest on grade 5 when only 87% think it was. We will be looking at ways to further infuse representation of relevant cultures into our curriculum on grade 5 in particular

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

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

Part 1 – Needs Assessment

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

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

Quality Review:
Teacher Teams were rated Proficient
Teacher Pedagogy rated Proficient

Framework for Great Schools Report:
Collaborative Teachers was 4.98 out of 4.99-Highest rated component
Trust was 4.80 out of 4.99

Advance data:
Average component rating in 3d Assessment is 2.98 out of 4. This is the lowest rated component.

PPO Feedback
Refine assessment strategies to support all learners by thoughtfully including a variety of assessment approaches into everyday lessons that address a combination of skills and abilities.

These results indicate strength in teacher teams and teacher relationships with one another and school leadership. A focus area is to elevate student progress across all areas by improving formative assessment strategies while simultaneously sustaining and enhancing the collaborative process. A distinction would be to move the staff to a collaboration approach that moves from "outside the classroom" in the form of planning and sharing of ideas to an "inside the classroom" collaboration including feedback and support from peers rather than from administrators.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 100% of teachers will participate in two inquiry studies that focus on building teacher content knowledge in mathematics resulting in appropriately revised lessons designed to fully engage students and improve performance as evidenced by a 3% increase for all students on the NYS Math Exam (including targeted sub groups of SWD and ENL).
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., over/under-credited, SIFE, STH).

<table>
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<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<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?</td>
</tr>
</tbody>
</table>

Targeted Weekly Grade Level Professional Learning sessions as per PROSE flexible PL option whereby grade level teams focus on appropriate portions of The Math Workshop Book and the Algebra for All initiative and other research-based articles in order to improve the performance of all students in mathematical problem solving. Teacher teams will systematically make revisions and improvements to curriculum and lesson structures using these resources. This work will be guided by instructional leadership.

Additional Professional Learning Teams will form based on teacher-selected goals in elevating pedagogy. Teachers who choose the PROSE Option will work in collaborative teams to focus on areas of Danielson in the context of improving math instruction to support all students. This ongoing work will include inter-visitations to observe practice in action in a non-evaluative way:

Examples of topics will include:

- Questioning and Discussion in Math classroom through Math Talks
- Formative Assessment strategies in Math,
- Heightening Student Engagement
- Encouraging Authentic Math Discussions involving critical thinking

All Pedagogical staff including classroom and cluster ELL and Support Service teachers
Sept 2018–June 2019
Monday afternoons and individual Grade Level PL sessions
Model Principal, Model Assistant Principal, Model teachers, Lead Teachers, Generated Ready Facilitator and Bank Street math support
Integration of Technology to improve differentiation and engagement in math

Differentiating Instruction to Meet the needs and increase engagement of ELLs

Differentiating Instruction to Meet the needs and increase engagement of SWDs

These sessions will be connected to inquiry work and problems of practice relating to mathematical practices.

Support for new teachers in the form of:

- New teacher mentoring in a trusting environment, in a variety of topics using an observation/visitation feedback model with a focus on component 3d-Assessment.

Maintenance of Curriculum and Professional Learning (CPL) Team consisting of trusted staff members across grade levels that will hold regular meetings to share ideas, collaborate, and to implement the school’s instructional focus of embedding formative assessment practices and feedback to support transfer to authentic, rigorous math tasks. Also to plan for modified instruction, based on these assessments and differentiate activities as needed during the process of instruction.

Establishment of a Core Inquiry Team to communicate results of inquiry work to staff and administration. The inquiry will include inter visitation data and feedback related to the use of formative assessment practices and interventions in reading across classrooms and its impact on student learning and progress.
Teacher participation in inquiry and action research reflecting on teacher practice, analyzing student work, and using formative assessment practices effectively to improve teacher practice and raise student outcomes. Communication with school leadership regarding this work will be done in a trusting manner.

Teachers will actively and voluntarily participate in classroom inter-visitations to model teacher lab-site classrooms as well as classrooms that incorporate highly effective assessment practices and share those best practices in order to improve practice for all teachers and raise student outcomes. This will be done in a trusting environment.

Grade level teams will be given two to three common planning periods, as well as, one after-school collaboration time per week to work together to incorporate the new learning from inter-visitation feedback to continually plan, and connect to student outcomes then share and plan instructional techniques, and modify instruction, to support transfer using formative assessment strategies in the mathematics classroom especially during problem solving.

Select teachers, Model teachers

Classroom Teachers

September 2018-June 2019

Sept 2018-June 2019

Sept 2018-June 2019

Teachers K-5 Instructional Lead Teachers

All classroom teachers

Model Principal, Model Assistant, Lead Teachers

Model Principal, Model Assistant Principal, Model Teachers, All Teachers

Model Assistant Principal

2018-19 CEP
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.

Upkeep and maintenance of school website includes grade pages whereby grade level teams, work collaboratively in a trusting manner to provide updates for parents regarding homework, curriculum and upcoming trips and events.

Information regarding formative assessment and the use of rubrics to support students at home.

Part 4 – Budget and Resource Alignment

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

- Principal, Assistant Principal, Classroom Teachers, Cluster Teachers, Model Teachers, Lead Teachers, ELL and SETSS Teachers
- Curriculum Resources (Ready Gen and Go Math), Online resources purchased with software monies such as Imagine Learning, Reading Tracker, Brain-Pop, Thinking Maps Binders

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

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

Part 5 – Progress Monitoring

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

Mid-year (February) data including review of agendas and teacher surveys as well as improved performance on math tasks. 5C. Agendas demonstrate completion of one math related inquiry cycle and the participation in the second being ongoing. Math tasks have improved by 85% across grades 1-5. Teachers have been participating in ongoing planning days and professional learning in relation to that.

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

Agendas, Teacher Surveys, Math tasks performance. 5C. Agendas demonstrate completion of one math related inquiry cycle and the participation in the second being ongoing. Math tasks have improved by 85% across grades 1-5. Teachers have been participating in ongoing planning days and professional learning and will be surveyed in relation to that.

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

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

Part 1 – Needs Assessment

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

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

Quality Review:

High Expectations rated Well Developed

Pedagogy rated Proficient

Framework for Great Schools Report:

Effective Leadership 4.81 out of 4.90 points

Trust 4.68 out 4.99

NYS ELA and Math Data indicate growth over time as well as strong performance.

NYS ELA and Math Data indicate growth over time as well as strong performance.

In 17-18 in ELA, 69.1% of students are at levels 3 and 4

In 17-18 in math, 72.8% of students are at level 3 and 4/ A drop of 6.5% in math. Specifically

Trend: A steady increase in students achieving Level 4’s across the school in both ELA and Math as follows since 2013:

ELA 2013 9.8% to 35% in 2018

Math 2013 19 % to 45.5 in 2018

Advance Data:

Average Rating was 3.07 in 3C student engagement

PPO Feedback:

Develop and implement structures for school wide implementation of Authentic learning practices in and across classrooms in a more consistent way as to achieve model school recognition in this initiative

Part 2 – Annual Goal

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

By June 2019, administrators will build a collaborative trusting environment that will support teachers in engaging in teacher teamwork in creating revised math units aligned to the Next Generation Standards that support the school mission and vision of authentic learning in math as well as the District Algebra for All initiative, resulting in an effective or highly effective rating in Domain 1 of the Multidimensional Leadership Performance Rubric.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Model Principal, Model Assistant Principal and Model Teachers will participate in professional learning and training in Inquiry protocols through the Learning Partner Program (LPP) and District Support</td>
<td>Model Principal, Model Assistant Principal, Model Teachers</td>
<td>August 2018-June 2019</td>
</tr>
<tr>
<td></td>
<td>Model Principal, Model assistant principal and Model teachers will examine data in math in relation to student progress and performance, identifying teachers who demonstrate strength as well as weakness in this areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Model Principal and Model Assistant Principal and data team will meet with teachers in a trusting manner, to identify student groups using the math Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers will be involved in identifying implications of the data and plan for appropriate engaging instruction that will support student growth in math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers will collect and analyze student work samples, in a trusting collaborative manner and use protocols to identify areas of focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers will collectively design appropriate instructional strategies to address student needs in a trusting collaborative way</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervisors and model teachers will participate in formal and informal collection and analysis of curriculum, lesson plans, student work observation data feedback to examine the use of authentic learning implementation on student progress including SWD and ENL students.</td>
<td>All K-5 Teachers</td>
<td>September 2018-May 2019</td>
</tr>
</tbody>
</table>
- Supervisors and teachers will participate in walk-throughs and inter visitations for the purpose of identifying actionable feedback aligned to the use of specific strategy and intervention lessons.

See Above

| All Teachers K-5 | August 2018-June 2019 | Principal, Assistant Principal, Model Teachers, Michael Vespe |

- Building Leaders will focus on supervising and supporting specific grade levels (Pre-K-2) and (2-5 and clusters) in order to properly adjust curriculum and lessons in math.

- Principal will build capacity by creating and providing opportunities for teachers to build leadership by selecting Instructional Leads and Model Teachers to support teachers in implementing best practices in a collaborative trusting manner by conducting inter visitations.

| Principal, Assistant Principal | October 2018-May 2019 | August 2018-June 2019 | Model Principal, Model Assistant Principal |

| Members of various committees and teams, lead teachers |

### 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.

To provide communication with parents around the implementation of school wide authentic learning practices by conducting workshops and distributing parent letters and emails as well as posting on the school website information pertaining to mathematics instruction including exploration math and the growth mindset.

### 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.

DOE Staff, District Superintendent Staff, Borough Support Center, Principal, Assistant Principal

Professional Books and Technology Resources

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</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.

Mid year 1st PPO feedback in Domain 1 -SC December 10, 2019 PPO feedback indicates a rating of effective or highly effective in the Domain 1 element

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

PPO rating-SC December 10, 2019 PPO feedback indicates a rating of effective or highly effective in the Domain 1 element

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

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

Part 1 – Needs Assessment

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

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

<table>
<thead>
<tr>
<th>Quality Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Expectations rated Well-Developed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Framework for Great Schools Report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Family and Community Ties 4.34 out of 4.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Survey Report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Family Community Ties not yet available</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PPO Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>To create structures for school wide implementation of authentic learning vision specifically with parents and guardians.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

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

By June 2019, 90% of parents and guardians will participate in a variety of well designed, strategic and intentional staff led workshops and celebrations in topics supporting social emotional development, including multiculturalism and diversity, supporting the Mayor’s Equity and Excellence initiative, resulting in improved relations among families and students as evidenced by a reduction of 30% in total OORs reports entered.

.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Group(s) Who will be targeted?</td>
<td>Start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Pre-K-5 parents</td>
<td>September 2018-June 2019 Ongoing</td>
<td>Principal, Assistant Principal, Model Teachers, Technology Integrator, Classroom Teachers and Cluster Teachers</td>
</tr>
</tbody>
</table>

Parent questionnaires will be used to generate information about culture, family life, college and career experiences as well as interest areas in literacy.

Teachers will review this data and make connections between existing curriculum content and parent knowledge base. They will then schedule visits to classrooms for family members to share with students at relevant and appropriate times in the school year.

Parents will be invited on a monthly basis into the school building to experience multicultural or diversity building lessons or presentations.

Ongoing workshops designed to support parents in a trusting manner will be offered and scheduled according to flexible parent engagement schedule:

- Instructional Focus, Formative Assessment, Authentic Literacy, transfer of learning, Algebra for All and data offered by administration
- Parent Workshops specific to grade level academic curricula, including common core and college and career readiness skills will be offered by grade level teachers as described above.
- Parent Workshops designed to support parents of students with disabilities (SWD) and English Language Learners (ELL) content specific
- Inviting parents to conduct sessions for one another in the high interest high need areas in a trusting manner
- Work closely with the Parent Coordinator to arrange workshops through community organizations

Parents and family members will be given opportunities to visit events related to culture and diversity. Students will communicate their own knowledge of culture and kindness at these sessions.

- Evening PTA Meetings will include information on school vision and mission of authentic literacy and learning including curriculum, instruction, budget and school happenings. The model principal, model assistant principal and staff members will deliver a message of transparency on all matters building a sense of trust.
- Parent Engagement Evenings and special events designed to encourage parent and family engagement and connection to curriculum. Examples include the Winter Fair, Curriculum Night, and Scholastic Book Fairs to involve parents in encouraging positive family based literacy activities. Additionally, a series of evening parent specific workshops in a variety of topics for working families will be scheduled.
- Series of Saturday Parent Workshops designed for parents of ENL students to assist them in supporting their children in math problem solving at home and building a sense of trust among the community.

- Upkeep of website with school information provided by principal, staff members and PTA fostering trust and transparency.
- Use of email and phone system to communicate events and special happenings related to authentic learning and multicultural and diversity building experiences.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K 5 Parents and Family Members</td>
<td>September 2018-June 2019</td>
<td>All classroom teachers K-5, PTA Webmaster</td>
</tr>
<tr>
<td>Pre-K-5 parents and family members</td>
<td>October 2018- June 2019</td>
<td>Model Principal, Model Assistant Principal</td>
</tr>
<tr>
<td>Pre-K -5 parents</td>
<td>September 2018- May 2019</td>
<td>Model Principal, Model Assistant Principal, All Teachers</td>
</tr>
<tr>
<td>K-5 parents and families of ENL students</td>
<td>December 2018-April 2019</td>
<td>Model Assistant Principal, ELL Teacher, Common Branch Teacher, Translator</td>
</tr>
<tr>
<td>Pre-K -5 Parents and families</td>
<td>September 2018-June 2019</td>
<td>Model Principal, Model Assistant Principal, Parent Coordinator</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.

- Flushing Town Hall afterschool program
- Weinstein Donation for music education
**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.

- Principal, Assistant Principal, All Teachers, Parent Coordinator, PTA Webmaster, students
- Paper and ink associated with handouts provided at certain workshops
- Fees associated with phone system (Black box)

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

**Part 5 – Progress Monitoring**

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

- Mid-year review of parent workshop agendas and visitor logs indicate 60% of parents have participated in either at least 1 event resulting in improved knowledge and enthusiasm in the area of multiculturalism and diversity.
- Parent/student surveys indicate practices in the home have maintained consistency in embracing other cultures. 5C 85% of families have attended events related to cultures around the world.

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

- Visitor Log used to document number, duration and purpose of classroom visits by parents to share knowledge and or expertise connected to classroom content

SC 85% of families have attended events related to cultures around the world.

**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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Fountas and Pinnell running records, Baseline MOSL results, support State recommendations regarding AIS services - scoring below a scale score of 305 in grade 3, below 303 in grade 4, below 304 in grade 5 on ELA State exams</td>
<td>Guided Reading, Imagine Learning, Reading Tracker, Close reading, repeated reading, Thinking Maps, guided reading book clubs</td>
<td>Small group instruction, one to one computer based instruction as needed</td>
<td>During the school day, Star period</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Go Math assessments, Math Baseline MOSL results, State recommendations regarding AIS services - scoring below a scale score of 299 in grade 3, below 2898 in grade 4, below 306 in grade 5 on Math State exams</td>
<td>Guided math groups, tiered intervention Soar to Success as provided by Go Math, Think Central, Thinking Maps</td>
<td>Small group, one to one computer based instruction as needed</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Scoring level 2 or below on the NYS Science test, In- class formative and summative assessments</td>
<td>Guided reading and close read of science based non-fiction, Thinking Maps</td>
<td>Small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>In-class formative and summative assessments along</td>
<td>Guided reading and close read of social studies based non-</td>
<td>Small group small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Information/requests from teachers and families, incident reports</td>
<td>Small group and individualized sessions</td>
<td>Small group, individual</td>
<td>During the school day</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>with AIS criteria in ELA</td>
<td>fiction, Thinking Maps</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

#### Supporting Students in Temporary Housing (STH)


### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
We provide classroom support in literacy for those students in temporary housing as well as at risk counseling.

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.

$15,000
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></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.
N/A

2b. High Quality and Ongoing Professional Development
Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
N/A

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

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

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

¹Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

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

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [P.S. 184Q], 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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[P.S. 184Q] will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>- providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

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

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

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

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

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

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

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

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

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

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

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

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

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

Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

[P.S. 184Q], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act, 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.

### 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
● 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

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

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

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

### Part B: Direct Instruction Supplemental Program Information

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

- ☑Before school
- ☑After school
- ☒Saturday academy

Total # of ELLs to be served: __________

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

- ☑K
- ☑1
- ☐2
- ☐3
- ☑4
- ☐5
- ☑6
- ☑7
- ☐8
- ☑9
- ☑10
- ☑11
- ☑12

45
Part B: Direct Instruction Supplemental Program Information

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

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

Begin description here: _____
Part B: Direct Instruction Supplemental Program Information

Entering, Emerging, and Transitioning Newcomer ELL students, grades K-3, will participate in an intensive Literacy program on Saturdays, from 9:00 - 11:30 a.m. The Saturday program will be held 12/1, 12/8, 12/15, 1/5, 1/12, 1/26, 2/2, 2/9, 3/2, 3/9, 3/16, 3/23, 3/30, 4/6, 4/13 for a total of 15 sessions. Saturdays during school holidays will be omitted from the schedule. This Literacy program is above and beyond the mandated core program. This program will be conducted in English. It will be open to all entering, emerging and transitioning ELL students from grades K-2. Program will be made available to 25 students. Students will be invited to the program via translated letters in the family's preferred language listing the pertinent information regarding the program along with a tear off sheet giving consent. These consent slips will be kept in a Title III file in the principal's office. Research shows that balanced literacy enhances learning for new language learners. Students often do not have the chance to acquire reading strategies because they are consumed with the difficult process of learning English. This results in difficulty in reading comprehension and decoding. Research also shows that children who live in homes where English is not spoken need additional assistance to catch up to grade level expectations in classroom curriculum areas. One ENL teacher along with one content specialty teacher will each teach a group of students in grades K-2 to improve literacy skills, develop language acquisition and curriculum skills. Teachers will use a team-teaching model and include flexible grouping by grade level or proficiency level when appropriate. The rationale of this program is to firstly, create a welcoming and comforting environment for our lower grade beginner and transitioning ELLs so they feel just as comfortable and confident in their classrooms during the week. It is the program's goal also to reinforce skills and strategies taught in the classroom during the weekdays through enriching activities and support students in all modalities by exposing them to authentic English and multicultural experiences that they may not have at home. Areas of literacy to be focused on include: Read aloud with discussion, phonemic awareness, phonics (decoding as well as spelling), vocabulary development, fluency, comprehension, as well as, oral and written expression. Strong emphasis will be placed on vocabulary development and oral and written expression. This supplemental program along with supplemental materials will base instruction on Fountas and Pinnell Assessment, NYSITELL and NYSELSAT data, and information from the classroom teacher. In addition, engaging, high interest trade books, as well as, teacher adapted ReadyGen material will be used in instruction. Paper and technology based materials from Reading A to Z will be used to supplement instruction. In addition Imagine Learning will be used as a one-on-one RTI program. The data from Imagine Learning will also be used to help identify areas of need. The ELL teachers will work on modifying the instruction to meet ELL students at their entry points through the use of visuals, realia, Total Physical Response (TPR), supporting acquisition of social language (BICS) and academic lanuage (CALPS) and other ELL strategies. Teachers will record attendance weekly and records will be kept in the Title III folder in the principal's office. Assessment will include ongoing informal teacher assessment, exit slips, and frequent monitoring of student work. Portfolios will be kept for each student and the supervisor will evaluate the program on an ongoing basis which will include writing samples graded using a general writing rubric for each grade. In addition, students will be assessed in their speaking and listening using rubrics and checklists aligned to the new language arts progression and NYSESLAT targets of measurement. Final evaluation of the program will be based on Fountas and Pinnell, NYSESLAT, and standardized assessments at the end of the school year. We anticipate that the children participating in this program will make a gain of at least one level on the NYSESLAT due to their participation in the Saturday program. Materials for the Title III Saturday Program will include children's literature, workbooks related to Speaking, Listening, Reading, and Writing activities, Imagine Learning Program for one on one and small group instruction, as well as, teacher created materials and projects. In addition, students will be provided with home language support via a teacher created toolkit containing tools such as a picture dictionary, translated key words in core subjects as well as NYS Education Department bilingual glossaries. These supplemental materials will serve to further enhance daily instruction.
Part C: Professional Development

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

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

Begin description here: 

A variety of Professional Learning (PL) activities will be planned. Two full day sessions of PL will be planned for all Common Branch teachers and ELL teachers. A portion of professional learning will take place in the form of collaborative workshops, with time set aside for classroom teachers to meet with Title III service providers, the regular ELL teacher, and the assistant principal. Tentative dates for these PL sessions are January 14th and March 18th. During these sessions, staff will examine data and student work and collaborate in content area planning and identifying appropriate instructional next steps for individual ELL students. These sessions will help teachers to better understand how to support their ELL students and how to support their growth. Strategies and assessments reflecting the criteria for success on the NYSESLAT will then be identified and created along with the classroom teacher. Other Professional Learning will be provided by the Field Support Center, Learning Partners Model Teachers and our own ENL Instructional Mentor. This will include close examination of NLAP, CSS, the NYS Next Generation Standards and aligned tasks and rubrics along with examination of student work during the Monday PL sessions. Tentative dates for these PD sessions are 12/17, 3/11, 5/20. This will drive additions and changes to curriculum maps which will include differentiated instruction for ELL students which will further enhance their learning and progress in language acquisition. This will provide additional professional learning in supporting ELLs in meeting the demands of the CSS and Next Generation Standards. The Title III ENL teachers will also participate in Professional Learning sessions around Thinking Maps for ELLs in order to better help the students in the Saturday program express their ideas and organize their thoughts to prepare for oral and written expression. Tentative dates for these PD sessions are 2/25 and 4/8. Attendance sheets and agendas for all Professional learning sessions will be kept in the Professional Learning binder in the principal's office. The ENL certificated teacher, Sara Tepper, will collaborate with administration and lead PL for the staff. Thinking map professional learning sessions will be provided by Assistant Principal Grace Lee-Sim who is a certified Thinking Map trainer as well as ENL certified. Professional learning opportunities provided by Mary Cuchiarra, as well as the BFSC will be utilized by Title III teachers.

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 of ELL students are invited to participate in school-wide events using translated documents. Additionally, parent workshops will be planned on Saturdays to assist parents of ELL students in understanding the instructional expectations for their children along with
Part D: Parental Engagement Activities
providing specific ways that parents can support their children's learning at home. Parents will also be invited to participate in learning along with their children during occasional Parent-child workshops sessions. Workshops will be held during the hours of the Title III sessions (9 - 11:30) on specific dates noted below. Workshops will be conducted by the Title III providers, the Assistant Principal as well as other building staff. The workshops will provide specific ways that parents can support their children's learning at home. Topics to be covered include the following: Parenting Skills, Early Literacy Skills, Imagine Learning at Home, Family Activities to Support your Child's Progress, Communicating with Your Child's Teacher. At these workshops, materials such as bilingual books and trade books and books on CD are distributed to parents. Helpful website and app lists are also distributed. In addition, parent-child workshops will be held to assist parents in working with their children at home with questioning and homework. Workshops will be conducted by the Title III Providers and the Assistant Principal. Parents will be notified of these activities using translated flyers, emails, and telephone reminders. There will be one parent workshop every other month (December, February, April) during the duration of the Title III program. Each session will last about 1.5 - 2 hours. The February 16th workshop will be used as a parent-teacher conference for parents to meet with the ELL teacher to discuss the progress of their students. Translation for the parents will be provided whenever possible by volunteers such as student teachers. If translators are not available, staff will utilize the over-the-phone translation and interpretation unit. All records including attendance sheets and invitations to parents in preferred languages will be kept in the Title III folder in the principal's office. The December 15th workshop about Communicating with Your Child's Teacher will be held by Parent Coordinator Meg Baker. The April 6th workshop focusing on Early Literacy Skills will hosted by Assistant Principal Grace Lee-Sim.

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>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td>84 per session hours for two licensed teachers (one ENL teacher and one Content speciality) at a $55.23 per hour. (2 teachers x 14 sessions x 3 hours x $55.23 = $4,471.32) In addition, one administrator at $56.79 per hour including fringe. (1 administrator x 14 session x 3 hours x $56.79 = $2,385.18)</td>
</tr>
<tr>
<td>Per session</td>
<td>$6,856.50</td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>$1,179.78</td>
<td>7 per diem days at $168.54 for coverage of teachers of ELL students to go to outside workshops to learn more about supporting ELL learning and instruction of ELL students (Mary</td>
</tr>
</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>Supplies and materials</strong>&lt;br&gt;• Must be supplemental.&lt;br&gt;• Additional curricula, instructional materials.&lt;br&gt;• Must be clearly listed.</td>
<td>$1000</td>
<td>Headphones with microphones to be used with ELL computer program, Imagine Learning to provide one on one differentiated support.</td>
</tr>
<tr>
<td><strong>Educational Software</strong> (Object Code 199)</td>
<td>$2,999.00</td>
<td>Ten licenses for Reading A-Z and Vocabulary A-Z at $149.90. (10 x $149.90). Ten Imagine Learning licenses at around $157 (10 x $150 = $1,500) Digital materials from Reading and Vocabulary A-Z used for differentiated instruction.</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong>&lt;br&gt;$250 - parent refreshments&lt;br&gt;$80.72 - folders, papers, copies</td>
<td></td>
<td>Books, materials, and refreshments to be provided for parents during parent engagement workshops.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12,366</td>
<td></td>
</tr>
</tbody>
</table>

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

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Queens</td>
<td>Flushing Manor PS 184Q</td>
<td>184</td>
</tr>
</tbody>
</table>

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Anna Dimilta</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
<td>Coach N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Sara Tepper</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Noelia Guzman</td>
<td>Parent</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Superintendent</td>
<td>N/A</td>
<td>Other (Name and Title) N/A</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Maria Acquista</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Jasmine Galia</td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Meg McKeon-Baker</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>N/A</td>
<td></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>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>470</td>
<td>30</td>
<td>6.38%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

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

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

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

   P.S. 184Q uses the NYSITELL, assessments related to Fundations word study program, Fountas and Pinnell leveling system, ReadyGen performance tasks, NYC performance tasks, iReady assessments and teacher created authentic literacy tasks to guide instructional planning. This data provides insights on the following: students’ ability to recognize letters, phonemic awareness, decoding skills, fluency and reading comprehension and early writing skills. Additionally, speaking, listening, and writing checklists and rubrics are introduced to students and used throughout the grades. The results determine student’s reading levels and specific strengths and weaknesses in literacy. This data is used for grouping for instruction. The teacher is also able to determine the type of reading/writing instruction that will best meet the needs of the students. For example, Fountas and Pinnell reading level data is used to help teachers group their students into homogeneous book clubs, which aide in the development of reading comprehension and discussion skills. These assessment tools also help the teacher determine the students who need additional language support through use of the Imagine Learning computer program. The data from this program gives insight into specific English skills that teachers need to focus on in small groups with our English language
learners. Our school-wide data indicates that our ELL students do not perform on grade level in English Language Arts, specifically in reading and writing. Our instructional program includes remediation in foundational skills with an emphasis on Wilson Fundations and guided reading practices. We emphasize vocabulary and shades of meaning in academic language with our “Words for Life” program.

2. What structures do you have in place to support this effort?

In order to support our ELLs in reading and writing, we have implemented a Student Assessment Handbook in grade 3-5. This handbook contains all the checklists, rubrics, and key phrases to aide students during the writing process, support reading comprehension strategies, and help with understanding math word problems. Students use the assessment handbook to self-assess and peer-assess, as well as give feedback. The Kindergarten ELLs have an ENL Tool Kit, that also contains checklists for reading, writing and speaking with picture support. It also has Fundations letter sounds, sentence starters, and discussion prompts. Similarly, students in Kindergarten use these tool kits to self-assess and peer-assess. These tool kits will be expanded to grades 1 and 2 in the 2017-2018 school year. Entering through transitioning ELLs using Imagine Learning to improve their foundational English reading, writing, speaking, and listening skills. As students go through this program, data is collected about the students progress. Teachers can view these reports and use recommended intervention tools and reteach lessons to guide instruction in the classroom, as well as Stand Alone ENL 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?

Data is examined and compared to previous years performance on measures such as NYSESLAT, and when applicable NYS ELA exam. Beginning and end of year Fountas and Pinnell reading levels are also reviewed for growth patterns, as well as results from the NYC performance tasks. The number of ELLs does not constitute a subgroup for AYP in ELA, Math or science as the number of students enrolled and participating in testing grades is below 10. Data from the EDAT and the NYSESLAT reports is used to identify strengths and areas of need with respect to the four modalities (Reading, Writing, Listening and Speaking). Based on this data our ELLs need continued support in reading and oral comprehension.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Based on the summative data in ELA, such as from the NYS ELA exam, Fountas and Pinnell reading levels, and NYC performance tasks, students in grades 2-5 are placed into grade-specific homogeneous reading clubs. Based on the data of the students in the group, the purpose and focus of each reading club varies. For groups needing intervention, structures such as guided reading, phonics, or the Wilson fundations program may be implemented instead of traditional book club structures. In addition, this data informs small group formation and instruction, as well as the level of individual usage of the Imagine Learning, RazKids, and iReady computer programs.

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.] P.S. 184 classes are organized by grouping ELL students according to proficiency levels and placing commanding students into classrooms with dual licensed teachers when possible. This strategic placement allows for a more efficient way to meet the needs of individual students using a push in/pull out model. Additionally, teachers of ELL students receive training and usually continue working with those students over several school years. This allows for continuity of instruction and ongoing professional growth. Small group instruction for the ELL students is provided by both the ENL teacher and the classroom teacher. Ongoing formative assessments used as part of the Ready Gen and GO Math curricula along with teacher created assessments are administered and data from these assessments is used to form Tier 2 and or Tier 3 groups as needed. Classrooms on each grade with the ELL populations are prioritized for hardware and software to support the use of Imagine Learning as a tier 3 intervention when needed. In addition, grades 2-5 have access to iReady that assesses student performance in ELA and provides individualized computer based instruction.

6. What outcome assessments (e.g., NYSESLAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

The NYSESLAT and ELA are used to evaluate and inform our ELL programs, with more of a focus on the NYSESLAT. Data from the EDAT is very valuable in determining the success of our ELL programs. Based on the number of students in grades K-5 who
scored commanding on the NYSESLAT and those who made progress in proficiency levels, we can determine where improvements or changes need to be made in curricula and resources. This data also informs class placement in the beginning of the school year and placement in our Title III program. Data identifying strengths and weaknesses in all four modalities, as well as how far away students were from attaining commanding in each, helps place ELLs in flexible small groups.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The ENL Instructional Lead analyzes and shares important information from the ELL Data Analysis Tool with all teachers who work with ELLs. Based on this data, teachers of ELLs work with the ENL teacher to make adjustments to their lessons and student groupings, as well as supports and scaffolds in grade-wide units. Teachers of ELLs are also given their ELA and NYSESLAT scores and modality breakdown in the beginning of the school year in order to make adjustments.

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.
      P.S. 184Q follows a push-in/pullout model of Freestanding ENL. In each grade students are placed in classes according to proficiency levels and service needs. The ENL teacher, who is dually licensed in TESOL and Common Branch pushes into classes in grades K-5 to deliver integrated ENL services. We have a dual licensed teacher on grades 3 and 5 to service the commanding ELLs who still need to 2 periods of integrated ENL per week. A Per Diem ENL teacher services the ELLs in grades 1-2. Entering, emerging and transitioning students are also pulled out in groups containing no more than two contiguous grades to receive standalone ENL services by the ENL teacher. Heterogeneous grouping of proficiency levels is used during push-in integrated ENL in order to have built in peer native language support and models of appropriate English language usage for entering and emerging students.
   b. TBE program. *If applicable.*
      n/a
   c. DL program. *If applicable.*
      n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Groups of students and individual classes are scheduled to ensure that they receive the mandated number of instruction minutes. Entering and emerging students receive 180 minutes of standalone ENL services and 180 minutes of integrated ENL services both provided by the ENL teacher. Transitioning students are scheduled for 90 minutes of standalone ENL services and 90 minutes of integrated ENL services, or 180 minutes of integrated ENL depending on student needs. Expanding students receive 180 minutes of integrated ENL services, while commanding students are scheduled for only 90 minutes of integrated ENL services. Where applicable dual licensed teachers in the classroom provide the integrated ENL services for the ELLs/FELLs in their class. Students who receive integrated ENL are serviced by the ENL teacher during part of their ELA block. Students who receive stand alone ENL services are pulled out to work on areas of need such as vocabulary development, conversation/discussion, phonics and decoding, as well as reading comprehension.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the freestanding ENL/ESL model, content area instruction is provided by classroom teacher, ELL teacher and teacher specialists in English. P.S. 184Q uses many resources and strategies to support ELL students with the ReadyGen and GOMath! curricula. When necessary, the ELL teacher modifies the reading material or task in order to make it more accessible to ELLs by using picture support, translated text, videos, and audiobooks. In addition, vocabulary development through preteaching unfamiliar words and creating text-based BICS/CALP word charts, as well as the use of thinking maps will help the ELL students with reading comprehension, literary response and writing development. P.S. 184’s “Words for Life” program also prepares ELLs for academic vocabulary they will see in real life. ELL students also participate in book clubs/guided reading groups in order to practice decoding, develop comprehension, and foster discussion skills. In order to support the ELL students during GOMath!, the ELL teacher uses visual aids, such as manipulatives, pictures, and charts to help with comprehension. Graphic organizers are used to help ELL students work through the problems. In addition students have vocabulary cards for key math terms readily available to use while they are doing their work. Students also use computers and iPads to go on ThinkCentral to review and practice math concepts. In Science and Social studies, the ELL teacher provides supplemental materials emphasizing a visual and kinesthetic approach. Trade books, websites and videos are used to support units of study based on the NYC Scope and Sequence in Science and Social Studies. Students in grades 3-5 are given bilingual glossaries In ELA, Math, Science, and Social Studies to use during instruction, group work and independent working time.

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

Bilingual glossaries and dictionaries are offered to students as appropriate in content area as well as during literacy and math assessments. When available, tests such as the NYC performance task are administered in the home language. Newly identified ELLs with Spanish as their home language are given the Spanish Lab.

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

   a. P.S. 184Q does not have Students with Interrupted Formal Education (SIFE) Alternate placement students or long term ELLs in school year 2017-2018. If SIFE students should enroll, classroom teachers would be made aware of their status and provide intensive small group instruction. We would provide additional support through staff members such as the guidance counselor and social worker. Both will provide at risk counseling and make outreach to family members. We would also provide peer to peer support by providing a student buddy who can help in building social relationships with students in the same class or on the same grade. Outside resources will also be identified by the parent coordinator who will make outreach to families as well.

   b. Instruction is delivered by a combination push-in/pullout model for Newcomers. Newcomer students with proficiency levels of Entering and Emerging receive 180 minutes of standalone ENL/ESL instruction and 180 minutes of integrated ENL/ESL instruction. Newcomer students with proficiency levels of Transitioning or Expanding receive 180 minutes of integrated ENL instruction. Depending on their needs Transitioning newcomers may receive 90 minutes of standalone ENL instruction and 90 minutes of integrated ENL instruction. The ENL teacher works with classroom teacher to identify and develop activities that support their learning. Small group instruction is supported by one on one access to Imagine Learning Program. Classroom teachers differentiate for these students in all content areas. Word walls include pictures to support language development. Use of speaking and writing prompts and graphic organizers/thinking maps support students in all modalities. These students are also invited to participate in our Saturday Title III program.

   c. Instruction is delivered in a push-in model for Developing ELLs. All of our Developing ELLs fall in the Expanding level so they receive 180 minutes of integrated ENL/ESL services. The ENL teacher collaborates with the classroom teacher to differentiate ELA instruction. When appropriate the ENL teacher delivers instruction in a parallel teaching model or takes a small group to focus on a specific skill or strategy. Word walls, including shades of meaning cards and BICS/CALP word charts support language development. Use of thinking maps and differentiated performance tasks support student growth. These students
are invited to our Title III Saturday Program.
d. P.S. 184Q does not have long-term ELLs enrolled during the 2017-2018 school year. In the event that the school had long-term ELLs, the children would be assessed by the ELL specialist and classroom teacher. Subsequently, a teacher request is forwarded to the School Assessment Team (SAT) and the School Intervention Team (SIT). Informal and formal bilingual evaluations are conducted by SAT and SIT pedagogues. Based on these evaluations, if special services are recommended, the appropriate support for the child is offered to the parents. Students receive additional small group instruction for literacy and math during school hours and are invited to our Title III Saturday Program.
e. Children who score commanding and are considered FELLs receive 90 minutes of integrated ENL transitional services for two years. They also continue to have testing accommodations for these two years.

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?
   Teacher of ELL-SWDs provide a least restrictive environment by implementing a combination of parallel teaching, station teaching and small group guided instruction. All teachers use thinking maps to differentiate content area instruction. The school has an extensive ENL lending library, books and books on CD for in class listening centers and at home use. Computers in classroom are used; ELL teacher has provided a list of appropriate websites for ELL-SWD students targeting literacy and content area knowledge and skills. ELL-SWD students are enrolled in the Imagine Learning computer program, as well as iReady. Both programs meet the student at his/her level and work to accelerate English language development and academic achievement. Teachers of ELL-SWDs also use checklists and other resources in the Student Assessment Handbook to keep students on track while they are writing. ELL-SWDs are also given additional Fundations or Wilson instruction if needed to help with letter sounds and recognition, phonics and decoding.
   
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?
   Collaboration between the ENL/ESL, general education, and special education teachers along with other service providers allows for connection of content and language development to IEP goals and common core standards. ELL-SWDs are placed in the ICT classes, put in SETSS groups, or given other support services according to the mandated services on their IEP. ELL-SWDs who are programmed to ICT classes have the benefit of being in a classroom with at least 60% of students being non-disabled. ALL ELL-SWD regardless of classroom placement are integrated and participate in all aspects of school life including the arts, technology, recess, and extra curricular activities. Depending on proficiency level, Entering, emerging and sometimes transitioning ELL-SWDs are also pulled out for standalone ENL services by our dually certified ESOL/CB ENL teacher. In addition, Entering through Expanding ELL-SWDs are put into small groups in the classroom with their non-disabled ELL peers to receive mandated integrated ENL services by our dually certified ESOL/CB ENL teacher (push in).

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.
   The ELL teacher, along with the classroom teacher identify ELL students who are in need of intervention through the use of data from classroom assessments, iReady and Imagine Learning reports, state assessments, and NYSESLAT results. Mostly developing ELLs who have yet to pass the NYSESLAT require additional support and are put into Rti groups. The classroom teacher and ELL teacher work closely together to modify and design lessons, and come up with support material for the students to ensure that they can meet the rigorous standards. In addition, during the school day, P.S. 184Q, has a Star period built in that allows teachers to work with small groups of students, targeting their specific needs through a program called Book Clubs where students will receive guided reading instruction. The target group for this program was advanced ELL second graders with low reading levels. In addition, all ELL students are also offered extra ELL instruction through the Saturday Title III program. All of these intervention programs are conducted in English. The school has also adopted the Thinking Maps program which allows teachers to further differentiate tasks and allow all ELL students to make their thinking visible and more organized through the use of the maps.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
New programs such as reading clubs will be implemented to further develop reading comprehension and discussion skills. There will also be an AIs component incorporated into these reading clubs. New computer programs such as iReady and RazKids have been introduced in the classroom, as well as at home. These programs track and improve reading skills. As mentioned earlier, students in grades K-2 will be given an ENL Tool Kit to support their reading, writing, listening and speaking in class and during ENL services. Also, across grades 3-5, students will use their Student Assessment Handbook to support their learning in all modalities.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   All notices of school programs and events are sent home in multiple languages when possible. All other notification of school programs are stamped with prominent placement of "translation required" stamp. ELLs are encouraged to try out for school teams such as the basketball and cheerleading squad as well as apply to be school service monitors and members of the student government. All ELL students who apply for a school service position are given their first or second choice. The basketball, cheerleading, and student government position are either determined by skill level or election. In school, all ELL students participate in the arts programs such as music, modern dance and ballroom dancing. After school and supplemental services offered to ELLs include the Title III Saturday Program, ASAP (Arts and Science Appreciation Program) after school, and CASA multi-cultural arts program. All ELL students in grades 4 and 5 participate in Enrichment Clusters during school time.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   The school has an extensive ENL lending library. Books and books on CD are available for in-class listening centers and at home use. A variety of materials are used to increase literacy skills, such as realistic fiction and nonfiction trade books for Social Studies and Science, as well as modified reading units that align with ReadyGen topics for entering, emerging and transitioning ELLs. Each class with ENL students has its own bilingual library, along with picture dictionaries in languages corresponding to those of students. Computers in classroom are used constantly throughout the day. Together the ELL teacher and the classroom teacher come up with a list of appropriate websites for ELL students targeting literacy and content area knowledge and skills. Many ELLs in various grades are enrolled in the Imagine Learning computer program. ENL students also use ThinkCentral, BrainpopESL, Brainpop, Brainpop Jr., RazKids, and iReady on iPads or computers throughout the day as needed.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   For our classrooms with ENL students, we provide bilingual libraries, including content glossaries and picture dictionaries. These are available to take home as well. Peer language support is encouraged. For example, for some small group instruction entering and emerging students will be placed with students who speak their native language in order for them to be supported. We have also created a program called Language Buddies to support the entering and emerging students in the lower grades. Language Buddies are upper grade students (grades 3-5) who are commanding, or never ELLs that are proficient in English and their native language. These students are monitors for the lower grade classes with entering and emerging ELLs. They help translate for newcomers and give native language supports to our ENL students.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   All ELL support services are aligned to grade level Common Core Standards and New Language Arts Progressions. Students are grouped by proficiency level within each grade. In some cases for students who require standalone ENL services, contiguous grade heterogeneous groups are created for pullout. For integrated ENL services on each grade, the ENL teacher works and plans closely with the classroom teachers to ensure that supports are aligned to the curriculum, scope and sequence, CCSS, and NLAP. Supports such as, grade specific bilingual glossaries for ELA, math, science, and social studies are given to ENL students to use during ENL instruction, as well as throughout the day in their classroom. Grade and age appropriate texts relating to the social studies or science scope and sequence, or taken from the ReadyGen literacy program are either used or modified for ENL instruction in order to ensure that students are meeting Common Core Standards.

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?
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).

ELL specialist and Parent Coordinator make outreach to new ELL families. Specific ELL Parent workshops are offered during Tuesday parent engagement, such as “Getting to Know P.S.184’s ENL Program” in the fall and “Taking the NYSESLAT” in the spring. Parents of ELLs are also invited to other workshops created by the Parent Coordinator. All invitations for workshops, as well as Parent Teacher Association events are sent out in multiple languages. Newly enrolled ELLs are immediately given a Language Buddy after enrollment, to help their transition into the school community. In the upper grades, the Language Buddy will be a classmate that will help give native language support, and answer any questions. In the lower grades, students may have a Language Buddy in their class, but they will also have an upper grade Language Buddy that may take the same bus as them or be a monitor for their class.

17. What language electives are offered to ELLs?

P.S. 184Q does not have language electives as part of our school program.

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

n/a

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Professional Development and Support for School Staff

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

ELL personnel at our school includes the ENL Instructional Mentor, common branch teachers who have ELLs in their classes, guidance counselors, various therapists, pupil personnel secretary, parent coordinator and administration. At this time we have no paraprofessionals working with ELL students. The ENL Instructional Mentor attends grade level and schoolwide meetings, as well as professional development sessions during Monday afternoons. Emphasis is placed on developing small group instructional strategies for literacy and math, as well as strategies for developing academic vocabulary. She also participates in curriculum mapping for all grades aligning literacy and content area standards. The Queens North Field Supper Center and DOE also provide ongoing professional development sessions which are attended by the ELL Instructional Mentor. This information from the monthly Queens North Borough Field Support Center meetings is shared with the school personnel who work with ELLs. Professional development for these specific staff members is conducted by the ELL Instructional Mentor on specific Monday afternoons; 9/25, 11/20, 1/22, 2/12, 3/19, 5/21. Topics covered in these sessions include best practices for co-teaching in an ELL classroom, integrating language into content instruction, using the EDAT to inform instruction, new mandates and overall compliance, as well as topics turnkeyed from Borough Field Support Center meetings. The ENL Instructional Mentor also meets with occupational, physical and speech therapists to discuss the progress of ELL students who receive these services. The pupil personnel secretary and the ENL Instructional Mentor also meet to discuss registration and compliance with respect to ATS. The parent coordinator and the ENL Instructional mentor meet to discuss translation and interpretation for upcoming events.

In-house professional development is held to address the new Common Core aligned curricula, as well as the New Language Arts Progressions and how they impact ELL instruction. Study groups are formed to focus on areas of teacher need and growth. Some of these study groups are centered on incorporating ELL strategies into all content areas. There is also ongoing
extensive professional development in using thinking maps in all content areas to help students meet standards. Scaffolding strategies, such as using prompts, pictures and modifying tasks and materials are reviewed and put to use as needed. Additional outside opportunities for professional development provided by DOE and/or Queens North Borough Field Support Center are attended if offered.

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.
As per CR Part 154.2, the ENL/ESL Specialist (now known as the ENL Instructional Mentor) will attend Queens North Borough lead meetings. The ENL Instructional Mentor will share information learned from these meetings with all teachers. The ENL Instructional Mentor will also conduct professional development sessions during the 80 minute allotted time on Mondays that will explain new ELL mandates and vocabulary, as well as ELL strategies to use in the classroom. These professional development sessions will satisfy the 15% of total hours for all teachers as mandates by CR Part 154.2. The ENL Instructional Mentor will also seek other professional development opportunities through the DOE, Queens North Borough Field Support Center, and other TESOL organizations in order to satisfy the 50% of total hours.

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?
At P.S. 184Q, parents are welcome to contact the teacher at any time using the proper channels to set up a meeting about their child’s progress. Progress of ELL students are provided to ELL parents during Parent Teacher Conferences, as well as during DOE Parent Engagement Nights. Individual parent meetings for ELL parents will be held in addition to parent teacher conferences. In addition, during the 16-17 school year parents were given additional opportunities to communicate with the ELL teacher and obtain information about progress during the Title III Saturday Program parent workshops. We will continue these meetings during future Title III programs. Also, classrooms teachers and the ELL teacher are able to make outreach to the parents and have meetings about progress during the weekly Tuesday afternoon parent engagement period. Efforts are always made to have a qualified translator present during these meetings using resources such as other teachers, paras, student teachers, community members, or the phone translation system. Parents are also informed that they may bring their own translator. All meetings with ELL parents are logged and recorded.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents attend and participate in school curriculum events and celebrations, as well as PTA meetings regularly. ELL parents are invited to participate in events such as the PTA Paint Night, Wonderwalk, McDonald’s Night, Fifth Grade Dance, class trips, Holiday Parties, Winter Fair, classroom celebrations, open school week, meet the teacher night, and End term Party. Ongoing communication with the parent coordinator keeps ELL parents abreast of school happenings and learning opportunities. The Parent Coordinator plans and offers specific workshops for all parents on a monthly basis. Due to the fact that many of our ELL families live outside the school zone due to skip zoning, the parent coordinator makes outreach to arrange car pools to make it easier for those families to participate in events and programs outside the school day. In addition, parents have access to the school website www.ps184q.com where they can see up to date important school information, parent letters, and grade specific updates. All efforts are made to provide translation or translated materials for parents in their home language. Letters and flyers are either sent home translated or with a "translation required" stamp. Use of qualified translators and or the phone translation service is also used when possible and appropriate. Throughout the year, ELL parents had opportunities to attend workshops given by the ELL specialist, Title III Saturday Parent Workshops, and curriculum celebrations including Student of the Month and the Parent Engagement Night.
### Additional Information

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

**Paste response here:**
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, Anna Dimilta, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** Flushing Manor P.S. 184Q  
**School DBN:** 25Q184

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Dimilta</td>
<td>Principal</td>
<td></td>
<td>06/06/18</td>
</tr>
<tr>
<td>Grace Lee-Sim</td>
<td>Assistant Principal</td>
<td></td>
<td>06/06/18</td>
</tr>
<tr>
<td>Meg McKeon-Baker</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/06/18</td>
</tr>
<tr>
<td>Sara Tepper</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/06/18</td>
</tr>
<tr>
<td>Jasmine Galia</td>
<td>Parent</td>
<td></td>
<td>06/06/18</td>
</tr>
<tr>
<td>Noelia Guzman</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/06/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
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</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>Coach</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Maria Acquista</td>
<td>School Counselor</td>
<td></td>
<td>06/06/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Superintendent</td>
<td></td>
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<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
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<tr>
<td></td>
<td>Other</td>
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<td></td>
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<td></td>
<td>Other</td>
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<td></td>
<td>Other</td>
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<td></td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td>McKeon-Baker</td>
<td>Paen Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

In order to assess the language preferences of the parent community P.S. 184Q looks at the information presented in the HLIS. We also print out the RAPL to determine preferred language for written and oral communication.

In addition, the ATS OTELE language code forms, emergency cards, teacher surveys and Parent Coordinator input are used to determine which parents, and which languages, have a need for translated documents and/or translators. Translated versions of all NYC DOE documents, handbooks, etc. are routinely distributed. Translated versions of parent letters on the NYC website are utilized as well. Interpretation and Translation services are provided by the NYC DOE by phone and staff members when available. When necessary, an interpreter is requested by the Parent Coordinator from a contracted vendor.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Chinese, Korean, Spanish, Russian, Urdu, Arabic, Tagalog</td>
<td>English, Chinese, Korean, Spanish, Russian, Urdu, Arabic, Tagalog</td>
<td>100</td>
<td>English, Chinese, Korean, Spanish, Russian, Urdu, Arabic, Tagalog</td>
<td>100</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
</table>

Documents typically disseminated every year are: school calendars, lunch forms, emergency cards, after-school program information, NYS testing dates, PTA information, School entrance and dismissal procedures, discipline code letters, parent workshop invitations. Forms that are not already translated into high incidence languages found in the school are sent to the Translation and Interpretation Unit at least two weeks before the school plans to disseminate the information.
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>
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<tbody>
<tr>
<td>Face to face meetings that will be held throughout the school year include: two parent-teacher conferences, two parent engagement evenings and the ELL parent orientation. In addition, teachers can have face to face meetings with parents during the parent engagement period on Tuesday afternoons as needed. Teachers, guidance counselors, and support staff make calls to parents when necessary and whenever possible, in-house translators are used. Translators and interpretation vendors are contacted at least two weeks prior to school events requiring translation services. At the start of the school year, the school creates a list of language translation needs for each class and tallies how many and which languages are required for each class. In addition, the PTA works in partnership with the school to also send home translated letters for their functions.</td>
<td></td>
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</table>

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

**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.

**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 Welcome Poster is conspicuously displayed in the main lobby. A copy of the Parents' Bill of Rights in each translated language is available in the main office. The Language ID Guide is available at the security desk and in the main office. The Parents' Guide to Language Access is given to parents that speak languages other than English when made available to the schools.

**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?

The school will utilize translated parent surveys to gather feedback from parents on the quality and availability of services. If possible, the parent coordinator will plan a meeting with parents of all cultures and languages represented in the school to gather feedback and best practices with respect to current translation and interpretation services offered by the school.