2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 25Q499
School Name: THE QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE AND TECHNOLOGY
Principal: SIMI MINHAS
Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Queens College School for Math, Science, and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>25Q499</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>342500011499</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PreK-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>148-20 Reeves Avenue, Flushing, New York 11367</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-461-7462</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-461-7244</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Šimi Minhas</td>
</tr>
<tr>
<td>Email Address:</td>
<td>Š<a href="mailto:minhas@schools.nyc.gov">minhas@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Šimi Minhas</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Patricia Tripoli</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Sugar B. Wright</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>VidyaChow</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 25 |
| Superintendent: | Mrs. Danielle DiMango |
| Superintendent’s Office Address: | 30-48 Linden Place, Flushing, NY 11367 |
| Superintendent’s Email Address: | DDiMang@schools.nyc.gov |
| Phone Number: | 718-281-7605 |
| Fax: | 718-281-7519 |

**Field Support Center (FSC)**
<table>
<thead>
<tr>
<th>Queens North</th>
<th>Lawrence Pendergast</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>28-11 Queens Plaza North, Long Island City, New York</td>
</tr>
<tr>
<td></td>
<td>Executive Director’s Office Address:</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:LPendergast@schools.nyc.gov">LPendergast@schools.nyc.gov</a></td>
</tr>
<tr>
<td></td>
<td>Executive Director’s Email Address:</td>
</tr>
<tr>
<td></td>
<td>718-828-5488</td>
</tr>
<tr>
<td></td>
<td>Phone Number: Fax:</td>
</tr>
</tbody>
</table>
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Šimi Minhas</td>
<td>*Principal or Designee</td>
</tr>
<tr>
<td>Patricia Tripoli</td>
<td>*UFT Chapter Leader or Designee</td>
</tr>
<tr>
<td>Sugar B Wright</td>
<td>*PA/PTA President or Designated Co-President</td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
</tr>
<tr>
<td>h/a</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
</tr>
<tr>
<td>Mohamad Adam</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
</tr>
<tr>
<td>İmaani Soto</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
</tr>
<tr>
<td>Craig Michaels</td>
<td>CBO Representative, if applicable</td>
</tr>
<tr>
<td>Vidya Chow</td>
<td>Teacher</td>
</tr>
<tr>
<td>Audrey Shmuel</td>
<td>Teacher</td>
</tr>
<tr>
<td>Elena Aminova</td>
<td>Parent</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Sugar Wright</td>
<td>Parent</td>
</tr>
<tr>
<td>Marcos Briones</td>
<td>Parent</td>
</tr>
<tr>
<td>Kandance Ferguson</td>
<td>Parent</td>
</tr>
<tr>
<td>Michelle Haverkamp</td>
<td>School Secretary</td>
</tr>
<tr>
<td>Sun Yi Kim</td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is the mission of the Queens College School for Math, Science, and Technology to ensure that our children learn by interacting with their environment, the natural and social world that surrounds them. Our school builds upon this interaction by creating confident learners who pose questions, explore problems, and communicate solutions in order to inspire our children to think broadly, critically, and creatively about their world and build connections among all areas of knowledge.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The vibrancy and excitement of learning is evident throughout our Pre-k-8 public choice high performing 2014 Blue Ribbon Award school situated on the Queens College campus in Flushing, Queens. We have also been a Reward School for several consecutive years. Our ethnically and academically diverse student body, chosen through a blind lottery for Queens’ residents, love to attend school daily, as exhibited in our historically high attendance rates.

A joint decision was reached between the New York City Department of Education and Queens College to establish our school in 1999 with a focus in math, science, and technology that would grow with two classes on each grade. As a barrier-free site, we provide a successful special education inclusion program in our general education classes.

Our shared history of collaborative instruction with Queens College is celebrated by both organizations. The Interface Team of faculty, staff, and parents meets monthly to support research and co-teaching with professors and study new approaches and refine teaching practices, as well as preparing pre-service teachers for certification. In turn, our students participate in activities on the campus, extending the walls of our school.

Our school received Reward Status from New York State for the past three years and made Adequate Yearly Progress every year since inception for all subgroups. We were identified as one of the top 25 schools in New York City for closing the achievement gap. Annually nearly 30% of our grade eight students receive offers to attend specialized high schools.

Our parents, including those on the School Leadership Team and PTA, are integral members of the school community and are extremely involved and supportive. There is a true partnership among administration, staff, parents, and students who share a vision of high expectations to improve the performance of students at all levels. Each student receives individualized support and teachers work closely with families, keeping them apprised of their children’s achievements. Students are recognized monthly with a Principal’s Honor Roll Award, Academic Achievement, and the 3Rs Award.

The school’s core ideal to culture building centers around the belief that students need to play an active role in creating and supporting an environment where everyone feels included, safe, and engaged. Students facilitate activities each year, such as spirit days, a “no bullying” rally and pep rally for “Character Counts.” Each year students refine the school-wide behavior matrix that outlines the expected code of conduct which follows the school-wide model of the “3Rs,” be a Role model, be Responsible, be Respectful towards one another and staff. Citizenship and leadership skills are fostered and rewarded through the 3Rs, ARISTA, and Student Council. Service projects are developed and supported by ARISTA, the Middle School Cabinet, and the Student Council.

It is our belief that all students have talents and natural abilities that should be fostered. Students participate in an interest-based, cross-graded school-wide enrichment program. We offer opportunities in the arts, math, science, literacy, and physical education. Our newest programs are debate, technology/computer science/coding, robotics, Chess, and creative science explorations. Our school mantra is to monitor, track, and assess our progress. We are supporting our school's and district's vision of building "Strong Roots" through ongoing inquiry to support and strengthen teaching and learning at 499.

Our teachers prepare our students for their futures, providing strong roots in the humanities, science, math, and technology content. Returning students tell how well prepared they are for high school and how much they miss the nurturing and caring environment of 499. Our motto, “It takes a team to educate a child,” resonates throughout the building as our educators make it their ultimate goal to successfully guide our students through this part of their educational journey.
3. Describe any special student populations and what their specific needs are.

About 11% of our students have IEPs, and about 4% are ELLs. All of our students with IEPs receive SETTS services. We have two SETTS teachers and one ESL teacher.

89% of our SWDs are performing below proficiency levels in ELA (levels 1 & 2), and 79% of our SWDs are performing below proficiency levels in math.

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.

**Curriculum and Instruction – Professional Development**

School leaders have a strategic, transparent system for managing professional development that supports teacher effectiveness and articulates clear expectations for teacher practice in alignment with professional goals. Our quality professional development program is a dynamic and fluid process that is ongoing, differentiated, and structured to improve teaching practice that we strongly believe will positively affect student achievement.

Our professional development opportunities, developed in consultation with the Cabinet and Professional Development Committee, Queens College, and other educational partners, address school curricula and academic rigor, are connected to instruction and extend over time for planning, practice, coaching, and follow-ups. The principal will continue to provide learning opportunities for teachers through our partnership organizations (Queens College, Department of Education Borough Centers, Teachers College, Amplify, Generation Ready, and Thinking Maps). Offerings gleaned from an analysis of student achievement data are tied to instructional goals in core subjects and include a cohesive plan involving all students in the CCLS and the impact these expectations will have on adult learning needs. Our teachers actively participate in district level planning meetings to craft units of study aligned to the Next Generation Standards.

Teacher team work and collaborative professional learning engages teachers to discuss their practice with peers, sharpen content expertise, visit colleagues’ classrooms and study student and teacher work so that intended improvements are apparent across classrooms. The school leaders participate in professional development in the following areas: Learning Partners, STEM, Computer Science for All, Algebra for All, and Thinking Maps, to further their own knowledge and effectiveness and share new learning with the entire school community.

The support that the teachers receive allows them to expand their teaching practice and comes from a variety of sources both inside and outside the school – including Lead Teachers/Teacher Liaison in literacy, math, and special education. The long term plan is to support Common Core instructional shifts implementation across the school, assist with the setting of goals, and coaching into classrooms to strengthen practice. With this strong support team in place, the teachers are able to successfully try new strategies out in a lab site, receive immediate feedback, and then apply them in their classrooms. Teachers also engage in collaborative planning sessions, and create cross curricula STEM tasks to enhance student learning.

Research and theory-driven collaborative teaching efforts exist with Queens College faculty. The school staff is actively involved with the Queens College field placement and teacher certification process in the elementary and secondary programs. Middle school teachers in ELA, Science, Mathematics and Foreign Language support the initial clinical learning experience for QC students as well as the student teaching experience. QC faculty supervises the student teachers and works together with the school’s administration for the benefit of PS/IS 499Q students.

**Indicators of Academic Success – Engaging Families and Communities**

We understand our families are an important part of our school community and play an essential role in successfully educating our children. To that end, we strive to fully inform and involve all parents in their children’s learning.
experiences. School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations.

Our supportive parent body is involved in fund raising for the academic needs of our students. The parents volunteer and assume roles in the PTA and on the School Leadership Team. We encourage parent participation in school events, parent workshops, and classroom celebrations. To that end, our Parent Coordinator sends weekly email blasts to encourage parents to attend workshops and events and works with our guidance counselor to provide families with additional supports.

Uniformed systems are in place to increase the academic communication to parents. A parent curriculum orientation is held in the evening in September for grades PreK-8, providing parents with the opportunity to not only meet the teacher, but to also learn from the teachers about curriculum and how to strengthen the home-school connection. Parent workshops, offered during school hours and in the evening, are conducted by our teachers, school leaders, and FSC Achievement Coaches. We offer workshops to parents about the ELA, Math, and Science Standards, transitioning to middle school, High School choice, career development, and cyber bullying. The monthly publications *Home/School Connection* are sent home from September through May. Academic progress and next learning steps are reported to parents through reading progress letters, math family letters, quarterly progress reports, Promotion-in-Doubt letters, standardized test scores, teacher contacts, and TeacherEase grading system.

PS/IS 499Q is a collaborative partner with Queens College in promoting student achievement, parental involvement, and teacher professional growth. The administration works closely with the Queens College liaison, who also sits on our School Leadership Team, to promote a stronger interchange with the College to support student progress. Students are tutored by licensed NYC teachers enrolled in the QC graduate literacy program. The campus facilities are available for specific programs. Student interns from the physical education department support our fitness program and tennis instruction is provided for our students at a reasonable fee.
### School Demographics and Accountability Snapshot for 25Q499

#### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05,06,07,08
- **Total Enrollment (2017-18)**: 506
- **SIG Recipient (Y/N)**: No
- **English Language Learner Programs (2018-19)**: N/A
- **Translational Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A
- **Special Education Programs/Number of Students (2015-16)**:
  - # Special Classes (ELA): 9
  - # Special Classes (Math): 9
  - # SETSS (ELA): 34
  - # SETSS (Math): 36
  - # Integrated Collaborative Teaching (ELA): N/A
  - # Integrated Collaborative Teaching (Math): N/A

#### # Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 18
- **# Music**: 18
- **# Drama**: 12
- **# Foreign Language**: 6
- **# Dance**: 12
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 50.0%
- **% Free Lunch**: 37.0%
- **% Limited English Proficient**: 6.3%
- **% White**: 81.1%
- **% Hispanic or Latino**: 12.8%
- **% American Indian or Alaska Native**: 8.1%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.6%
- **% Black or African American**: 20.9%
- **% Students with Disabilities**: 9.3%
- **% Multi-Racial**: 4.0%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.6%
- **% Black or African American**: 20.9%
- **% Hispanic or Latino**: 54.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 3.26%
- **% Multi-Racial**: 4.0%

#### Student Composition (2015-16)
- **% Hispanic or Latino**: 79.6%
- **% American Indian or Alaska Native**: 6.3%
- **% Black or African American**: 5.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.1%
- **% Multi-Racial**: 2.4%
- **% Students with Disabilities**: 11.4%

#### School Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 75%
- **Mathematics Performance at levels 3 & 4**: 79.2%
- **Science Performance at levels 3 & 4**: 98%
- **Science Performance at levels 3 & 4 (4th Grade)**: 92%

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

#### Elementary/Middle School

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

#### High School

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

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**Note:** The table above provides a snapshot of school demographics and accountability data for the academic year 2018-19, including enrollment, special education programs, student composition, and sample performance metrics. The data reflects various indicators such as attendance rates, graduation rates, and performance levels in ELA, Mathematics, and Science, as well as the percentage of students with disabilities and economically disadvantaged students.
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.

Based on 2017-2018 Math Instructional reports:

- Average student proficiency for math in grade 3 is 79%
- Average student proficiency for math in grade 4 is 77%
- Average student proficiency for math in grade 5 is 67%
- Average student proficiency for math in grade 6 is 70%
- Average student proficiency for math in grade 7 is 81%
- Average student proficiency for math in grade 8 is 69% (for those students who took the NYS Math Assessment)

Even though about 70% of our students are proficient in math, only 58% of our students were placed in Algebra regents course work. All 58% of the students who were placed in Algebra class took and passed the Algebra regents.

Principal Performance Review Feedback for 2017-2018 school year stated the following:

- Continue to support your teachers in aligning teaching strategies that will more consistently provide access and engagement for all learners. (QR Indicator 1.2)
- Continue to support teachers in the planning of higher order thinking questions.
- Continue your work with teachers around the design of tasks to include extensions that will increase engagement and allow students to not just participate but also take ownership of their work-flows.

Data from 2017-2018 School Quality Guide:

- 54% of the students say that they are challenged in class. (Which shows that 46% of the students do not feel challenged in class.)
- 47% of the students say that teachers ask difficult questions in class. (Which shows that 53% of the students feel that the teachers do not ask difficult questions in class.- shows lack of rigor)

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, we will support our school's and district's vision of building "Strong Roots" in mathematics through the implementation of a "Theory of Action" with aligned professional learning that includes the use of data to drive curricula and instructional decision making and strategic programming to deepen student's conceptual understanding of problem solving skills resulting in a 5% increase in the number of students successfully participating and attaining proficiency on the 2019 NYS mathematics regents and the development of at least two units of study at each grade level in grades 2-8 that demonstrate alignment to the Next Generation Standards.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and teachers in grades K-8</td>
<td>9/18 – 6/19</td>
<td>Math teachers in grades K-8; Instructional Cabinet, Administrators, and Community Partners</td>
</tr>
<tr>
<td>Students in grades 2-8</td>
<td>9/18-6/19</td>
<td>Teachers in grades 2-8</td>
</tr>
<tr>
<td>SETS/RTI teachers</td>
<td>9/18-6/19</td>
<td>SETSS providers and Classroom teachers</td>
</tr>
</tbody>
</table>

**Teachers will be provided with year long professional development on exploring and reasoning through math tasks.**

Grade K-8 teachers will work in teacher teams to design standards aligned tasks and assessments aligned to Next Generation Standards in mathematics.

75% of the Grades 3-8 teachers will attend Algebra for All professional development provided by DOE Central.

Departmentalization of Grade 2-8, so that one teacher can focus on one content area and attain mastery in math content.

Schedule vertical planning period each week for teachers in grades 2-8. Teachers will utilize this time to design two units of study at each grade level that are aligned to Next Generation standards.

SETSS/RTI teachers will provide targeted instruction in small groups to support critical thinking and problem solving.

SETTS teachers will be creating standards aligned checklists to track student progress. School Administrators will be meeting with the SETTS providers at least 3 times throughout the year, to analyze the special education assessment data.
Students use checklists and rubrics, and receive feedback from teachers and peers.

Administer benchmark assessment in grades 2-8 classrooms, at least 3 times a year. (September, January, June)

Teachers teams will analyze problem solving tasks and student work to inform instructional decisions.

Technology will be used as a resource for assessing students, and providing multiple entry points based on the formative assessment data.

### 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.

- Parent workshops will be provided to inform parents about the instructional changes (3X throughout the year). Workshops will be presented by teachers, school administrators, and parent coordinator. Feedback forms will be collected at each parent workshop.

- Monthly emails from the parent coordinator, informing parents about academic changes and updates.

### 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.

Resources: Special Education Teachers, Classroom teachers, MS Content teachers, Guidance Counselor, Paraprofessionals, Algebra for All professional development.

Common planning periods will be scheduled for math teachers in grades 2-8 and SETTS teachers.

RTI and small group instruction will be provided to the bottom third.

Teachers will be paid per-session to analyze student assessments, plan for differentiation, and monitor student progress in collaborative teacher teams, both grade specific and vertical teams.

Planning days will be scheduled to craft units of study at each grade level. Per-diem funds will be used to cover classes.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

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

By February 2019, a 5% increase in proficiency for mathematics will be evident based on the January benchmark assessment created by grade level teacher teams.

Teachers will analyze pre and post assessment data for each unit of study in mathematics and share the trends with the school administrators. School administrators will analyze unit assessment data for grades 2-8 to monitor student progress. (October, February, and June) We expect to see 5% increase in proficiency at all grade levels.

School administrators will schedule two meetings with each math teacher in grades 2-8, to monitor instructional practices and systems for data collection.

Student progress for the regents class will be monitored 3 times throughout the year, using benchmark assessments.

The Instructional Cabinet will analyze school wide benchmark data in mathematics to assess and revise the instructional plan. Mid-year meeting is scheduled mid-February.

Teacher level teams will also analyze student work and assessment data for grades 3-8 to monitor student progress and ensure that school is on track for meeting the goal of 5% increase in the number of students successfully participating and attaining proficiency on the NYS math regents. The impact of PD & instructional decisions; effectiveness of tasks and rubrics (Every 8-10 weeks) will be measured through impact on student performance.

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

MOTP reports from Advance website; Notes and minutes from teacher team meetings; School level assessment data, Algebra regents data.

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

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

Part 1 – Needs Assessment

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

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

Based on the 2017-2018 School Quality Guide for 25Q499:

- 35% of the students say that the students at their school do not treat each other with respect.
- Our school score for classroom behavior is 12% below the district score.
- Our school safety score is 4% below the district score.
- 15% of our students do not feel socially and emotionally supported. Our school score is 2% below the district score.

OORS Occurrence Summary Comparison Data for 2016-2017 & 2017-2018 School year:

- Large increase in total number of infractions from 2016-2017 to 2017-2018. Total number of infractions in 2016-2017 were 18 and in 2017-2018 were 126.

<table>
<thead>
<tr>
<th>Level of Infraction</th>
<th>Total # of Infractions 2016-2017 School Year</th>
<th>Total # of Infractions 2017-2018 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Level 2</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Level 3</td>
<td>5</td>
<td>55</td>
</tr>
<tr>
<td>Level 4</td>
<td>9</td>
<td>49</td>
</tr>
<tr>
<td>Level 5</td>
<td>0</td>
<td>3</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—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, we will foster a supportive school environment by implementing a clear SEL plan to teach core social emotional learning competencies to our students, which will result in 25% decrease in level 3, 4, and 5 OORS infractions. We will foster a Supportive Environment at PS/IS 499 and build "Strong Roots" through the implementation of a clearly stated vision for Social Emotional Learning and a clear professional development plan led by the school SEL team resulting in evidence of school culture that addresses core social emotional learning competencies and evidence of one professional learning cycle with a focus on social emotional learning.
## Activities/Strategies:

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

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

### Target Group(s)

**Who will be targeted?**

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Start Date</th>
<th>End Date</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide Positive Behavior Initiative – 3Rs – Be a Role Model, Be Respectful, Be Responsible – will be implemented daily.</td>
<td>Students in grades K-8</td>
<td>9/18-6/19</td>
<td></td>
<td>Guidance, Administration, PBIS Team, SEL Team, Teachers, Parent coordinator, School Aides</td>
</tr>
<tr>
<td>Ongoing use of emotional intelligence tools like Mood Meter and Ruler to monitor emotions and foster positive environment.</td>
<td>All staff members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage positive behavior by distributing 3R Awards at monthly PTA meeting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance counsellor will provide group lessons to students (Use of Mood Meter and Ruler to monitor emotions) in grades K-8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Mental Health training for the staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing consultation with BFSC Mental Health team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kognito At-Risk training for the staff, so that staff can respond to mental health and behavior issues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanford Harmony training and resources for grades K-5 teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 minutes scheduled time for social emotional curriculum (using Sanford Harmony resources). This time will be scheduled every morning during breakfast in the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TCIS training for Guidance Counselor, AP, Principal, Special education teachers, crisis management para-professionals, and classroom teachers. (Total of 8 staff members will be trained by June 2019)

Mood meter training and RULER Training for all students and staff members.

Restorative Circles training for select staff members. (Principal, SAPIS worker, select teachers)

Middle School Advisories to support Academic and Personal Behaviors.

Principal and Assistant Principal monitors student progress and supports implementation of the PBIS program and Emotional Intelligence Tools. Tracking of student growth through ongoing data collection.

Direct communication by Advisory teacher/guidance counsellor with parent/family.

Programming is aligned to the school’s goals and social & academic needs of the students.

My Brothers' Keeper: CBO will partner with John Bowne High School students to implement a mentoring program for middle school boys. This program addresses conflict resolution and positive behavior.

Monthly parent involvement and communication to foster student achievement in alignment to our SEL vision. These include, but are not limited to the following: monthly Coffee and Conversation with the Principal; Curriculum Night in September and May; weekly Parent Coordinator emails; parent workshops.

Parent workshop topics: Mood Meter, RULER, SEL, Restorative Circles.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>Date</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>All middle school students and teachers</td>
<td>All middle school students and teachers</td>
<td>9/18-6/19</td>
<td>MS teachers, Guidance Counselor, Administrators, CBO Site Director, BFSC</td>
</tr>
<tr>
<td>Targeted MS students</td>
<td>Targeted MS students</td>
<td>9/18-6/19</td>
<td>All staff, Administration, Parent Coordinator</td>
</tr>
<tr>
<td>All Families</td>
<td>All Families</td>
<td>9/18-6/19</td>
<td>All staff, Administration, Parent Coordinator</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

- Monthly emails from the parent coordinator: Informing parents about our SEL plan and updates.
- Coffee and Conversation with the principal. Inform parents about 499 SEL vision, professional development plan, and school based practices to reinforce positive school culture.
- Ongoing communication using Teacherease for grades 6-8. Student grades and behavior logs are communicated with the parents. (monthly)
- Award ceremonies for students: 3R awards for positive behavior. (monthly)

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.

| Human Resources: Guidance Counselor, PPT, AIS/RTI providers, classroom teachers, paraprofessionals. |

Per-session funds will be used for SEL professional development and team meetings.

School-wide Scheduling including common planning time;

In Kind resources, including personnel (Principal, Parent Coordinator, Educational Specialist on 499 staff) and facilities (computer lab, dance room, gym, yard, etc.)

Safe space/save room has been created to support crisis de-escalation.

Advisory, Student Council, and ARISTA for middle school students.

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

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

Part 5 – Progress Monitoring

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

By February 2019, the OORS reports will show 5% decrease on OORS occurrences in comparison to the 2017-2018 school year.
Cycle of intervention will be established in September 2017. Student progress will be monitored every three months by the SEL team, to assess progress and revise plan. Mid-year meeting is scheduled first week in January.

Baseline assessment: D25 created SEL student survey (Administered to grades 4-8)

Interim Assessments:

- Re-administer “Self-Awareness” part of the survey third week of November (Week of November 12, 2018)
- Re-administer “Self-Management” part of the survey third week of December (Week of December 17, 2018)
- Re-administer “Social-Awareness” part of the survey (Week of January 21, 2019)
- Re-administer “Relationship Skills” part of the survey (Week of March 11, 2019).
- Re-administer “Responsible Decision Making” part of the survey first week in May (Week of May 6, 2019).

Analyze student survey data to monitor impact of SEL PD and SEL roll out plan. Revise the implementation plan as per the interim data.

End of May/Beginning of June: SEL Team will analyze yearlong OORS data and student survey data to set goals for 2019-2020 school year.

In addition, monthly OORS data reports will be printed for 2018-2019 SY and compared to Monthly data from 2017-2018 SY.

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

3R Matrix; OORS Data; NYS ELA and Math assessment data for 2018; School Environment Survey for 2017-2018 school year

**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.

Based on the 2016-2017 School Environment Survey for 25Q499:

- 74% of teachers agreed or strongly agreed that overall, their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.
- 65% of teachers agreed or strongly agreed that overall, their professional development experiences this year have included opportunities to work productively with teachers from other schools.
- 78% of teachers agreed or strongly agreed that they usually look forward to each working day at their school.
- 83% of teachers agreed or strongly agreed that overall, their professional development experiences this year have included opportunities to work productively with colleagues in their school.
- 86% of teachers agreed or strongly agreed that they are able to develop appropriate Individual Education Programs for their students with disabilities.

Recommendations based on 2017-2018 Principal Performance Review Feedback:

- Continue to model your expectations for teacher team work and ensure that systems are in place for teams and administrators to monitor the impact of inquiry work.
- Gaps in teacher team work should be addressed to allow teachers to deepen their learning.
- It was evident that teachers need supports around analyzing and reconciling a variety of data streams in order to measure effectiveness of practice.
- Teachers are struggling with a cohesive understanding of the purpose of inquiry and the impact it can have on improving student outcome.

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, PS/IS 499 will attain 5% increase in math proficiency on the NYS math assessments in grades 3-5, through content specific professional development for math teachers in grades 2-8, and teacher team inquiry work that focuses on improving pedagogy and instruction. We will build "Strong Roots" in mathematics through a strategic plan for increasing math content knowledge of teachers in grades 3-5, and teacher team/inquiry work that focuses on improving pedagogy within and across all grades.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All math teachers in grades 2-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/18-6/19 There will be cycles of inquiry ranging from 8-10 weeks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders and teacher leaders will plan and monitor the professional development cycles</td>
</tr>
</tbody>
</table>

Michael Vespe will provide professional development to support teachers with the inquiry process and cycles on inquiry.

Teachers will continue to engage in Professional Learning Communities (PLC) in cycles of learning. The weekly 80-minute professional development time will include PD and Bridge to Practice time. Bridge to Practice time will be utilized for teacher team work, using protocols, analyzing student data, studying research-based practices, resulting in shared improvements in teacher practice and mastery of goals for students.

Teacher teams will meet regularly and bridge their learning to practice by refining the units of study. Teachers will create problem solving tasks (aligned to the Next Generation Standards) that provide differentiation/multiple entry points based on student needs.

Teacher teams will focus on one of the following:

- How are we crafting rigorous tasks that engage students in mathematical explorations and reasoning?
- How do we utilize rigor matrix to define rigor?
- How are we using tools and various representations to support thinking and problem solving?
- How are we establishing classroom routines and instructional environment where mistakes are valued because they serve as a learning opportunity?
- How do we engage in inquiry to create consistency and coherence of pedagogical practices?
- How does the definition of rigor translate into practice? What does that look like in a classroom?
• How can we monitor the impact of teacher and student learning? What’s the evidence?

The QC/499 Instructional Team and Interface team will be involved in shared decision making and will plan and monitor monthly the needs of teachers and students. Professional development on Monday afternoons will be facilitated by school leaders, Michael Vespe, Algebra for All teacher leads, teachers, staff developers, Learning Partners, and QC faculty.

Common planning time for Math teachers in grades 2-8.

Teachers will attend Algebra for All PD provided by central.

Teachers will attend Thinking Maps Training-on site and off site.

Teachers will attend Teacher Team and Cycles on Inquiry Training provided by Teacher Center Coach, Michael Vespe.

STEM Team will plan STEM instructional units. Teachers will create rigorous cross-curricula STEM tasks (Special focus on Math and Science cross connection).

Two Science teachers will serve as the STEM coordinators for grades

All staff: ELA, Math, SETTS, ESL, and Science teachers.

9/18 to 6/19

FSC, Central, and District Staff Developers facilitate professional development. The administrative team supports and monitors teacher and student progress.

Administrative team supports and monitors; Lead teachers

Science teachers; All students

9/18 to 6/19

Science teachers; school administrators

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.

Provide monthly updates about the professional development plan to the SLT and PTA parents.

Share PD plan with the parents at the monthly "Coffee and Conversation" meetings with the Principal.

Teachers will provide parent workshops on instructional changes in mathematics.
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.

**Instructional Resources:** Algebra for All PD; IXL subscription for students in grades 3-5; Professional texts, including NYCDOE Professional Development Handbook.

**Human Resources:** Queens College faculty; Teachers College Staff Developers; Central and Borough DOE Instructional Supports; classroom teachers/math teachers in grades 2-8; school-wide schedule including common planning time.

Per-diem funds will be used to hire subs for professional development and planning.

Per-session and per-diem funds will be used to provide time for revising and refining unit maps in all content areas.

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

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

Part 5 – Progress Monitoring

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

By February 2019, teacher teams will be able to provide data for the bottom third target population to show a 5% increase in student proficiency on school level assessments for each content area (ELA, Math, and Science).

Three benchmark assessments will be administered throughout the school year to monitor growth for the bottom third students: September, January, and June. Data from these assessments will be shared at the Instructional Team meetings.

Administration will monitor teacher team inquiry study bi-monthly; Cabinet, Professional development team, and Instructional Team will each analyze teacher practice and student learning every two months. Mid-year meeting is scheduled first week in January.

The instructional team will analyze samples of math curriculum maps and tasks from different grades, and school level data for those grades, to assess the effectiveness of the planning components in the unit maps. Administrative and Instructional team will assess the alignment of these components to the increase in student performance. Revisions will be made based on the inquiry findings.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
School level assessments; Revisions in unit Plans; Minutes and notes from the instructional cabinet and teacher team meetings; unit assessment and benchmark assessment data.

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.

NYC School Quality Guide for 2017-2018 states the following:

- Effective School Leadership score for Inclusive Leadership is 7% lower than the district average.
- 33% of the teachers say that they have influence over planning how discretionary funds are used.
- 27% of the teachers say that they have influence over hiring new professional personnel.
- 75% of the teachers say that the principal takes a personal interest in the professional development of teachers.

Recommendations based on 2017-2018 Principal Performance Review Feedback:

- It is recommended that you support your teachers in planning of higher order questions.
- Continue to work with teachers around the design of tasks to include extensions that will increase engagement and allow students to not just participate in but also take ownership of their knowledge.

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, school leaders will create and implement a shared vision of learning, provide targeted professional development to teachers, and present parent workshops that are aligned to the school and district's goals. The impact of this work will be evidenced by a 5% increase of proficiency on the NYS ELA and math assessments, 25% decrease in the number of OORS infractions, and 5% increase in the Inclusive Leadership score on the School Quality Guide.

School leaders will build "Strong Roots" by creating systems and structures to engage stakeholders in the development, monitoring, and refinement of "Shared Vision of Learning" in alignment to the district's vision; create systems and structures to provide targeted professional development to teachers; and provide parent workshops aligned to that shared vision.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers, CBO, Administrators, parents, and students.</td>
<td>9/18 to 6/19</td>
<td>School administrators, teachers, staff developers, QC faculty, and BFSC support</td>
</tr>
</tbody>
</table>

School leaders will use Chancellor’s Day as an opportunity to share District Goals & CEP goals to engage teachers in developing a SEL vision and "Shared Vision of Learning" for 499.

School leader will engage key stakeholders in the development of master schedule with scheduled common planning time for specific teacher teams. For Establish teams to plan and execute professional learning aligned to our shared vision for the school. Provide ongoing and real time feedback to promote school’s continuous and sustainable improvement.

Monthly focus of the instructional team meetings will be to reflect on the development, refinement, and implementation of shared vision of learning.

Open door policy for all staff members to speak with Administration.

Sharing of best practices – celebrate teacher team work each month.

Teacher leaders who organize school-wide events in alignment to the "Shared Vision of Learning" – Parent workshops, student assemblies, School Spirit Days, etc.
Strategically crafted Monday PD schedule for the school level teacher teams to meet. SEL team, Positive School Environment Team, Instructional Teacher Team, etc.

Year long professional development plan with cycles of learning aligned to school's goals and the shared vision.

Queens College faculty will be providing professional development aligned to school's goals and shared vision.

School administrators and teacher leaders will provide professional development aligned to the school's goals and shared vision.

ARISTA Student Council will participate in the development and implementation of "shared Vision of Learning".

Parent coordinator and SEL Teacher Team will provide parent workshops aligned to the "Shared Vision of Learning" to nurture and sustain a culture of collaboration and trust.

One on one coaching sessions for teachers who may need extra support.

| ARISTA Student Council will participate in the development and implementation of "shared Vision of Learning". |
| ARISTA Counsellor, ARISTA student body, Guidance Counsellor, Administrators, and CBOs. |
| 9/18 to 6/19 |
| School administrators, guidance counsellor, and teachers |

| Parent coordinator and SEL Teacher Team will provide parent workshops aligned to the "Shared Vision of Learning" to nurture and sustain a culture of collaboration and trust. |
| PTA, Parent Coordinator, QC-partners, All staff members, Principal, A.P., staff developers |
| 9/18-6/19 |
| schools administrators and teachers |

| One on one coaching sessions for teachers who may need extra support. |
| Lead Teachers, all staff members |
| 9/18-6/19 |
| 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.

Provide monthly updates about the professional development plan to the SLT and PTA parents.
Engage parents in the development, monitoring, and refinement of the "Shared Vision of Learning" during parent workshops and through online surveys. Send monthly emails to inform parents about the implementation, progress monitoring, and revisions made to the "Shared Vision of Learning."

**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.

Instructional Resources: Professional texts, including NYCDOE Professional Development Handbook; SEL PD, Scheduling to create common planning time for teacher teams.

Human Resources: Queens College faculty; FSC Coaches; Central and Borough DOE Instructional Supports; classroom teachers; Instructional Mentors.

Per-diem funds will be used to hire subs to support PD for teachers.

Per-session and per-diem funds will be used to provide time for revising and refining practices through intervisitations, collaborative planning, mentoring, and coaching.

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

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<th>Tax Levy</th>
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<th>Title III, Immigrant</th>
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<td>Other</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.

By February 2019, there will be 5% increase on the questions/areas related to Inclusive Leadership (aligned to School Quality Guide) on a school created survey (in comparison to the school survey administered in 2017-2018 school year).

The Principal and Assistant Principal will analyze the teacher observation data, to monitor the impact of professional development. (at Monthly administrative inquiry meetings)

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

MOTP reports from Advance website

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>Based on the feedback received at PTA, SLT, and Coffee and Conversations with the Principal, the parents have expressed the need for ongoing communication and collaboration about school's goals and initiatives. SLT and PTA parents have expressed the need for increased online communication.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td>Based on the 2016-2017 School Survey,</td>
</tr>
<tr>
<td></td>
<td>• 84% of parents/guardians agreed or strongly agreed that the principal/school leader at their school is strongly committed to shared decision making. (lower than the city and the district average)</td>
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<td></td>
<td>• 90% of parents/guardians agreed or strongly agreed that the principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian and teacher leaders. (lower than the city and the district average)</td>
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<td></td>
<td>• 90% of parents/guardians agreed or strongly agreed that the principal/school leader at their school works to create a sense of community in the school. (lower than the city and the district average)</td>
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<td></td>
<td>• 91% of parents/guardians agreed or strongly agreed that their child's school communicates with them in a language and in a way that they can understand. (lower than the city and the district average)</td>
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<tr>
<td></td>
<td>• 91% of parents/guardians agreed or strongly agreed that school staff regularly communicate with them about how they can help their child learn. (lower than the district average)</td>
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</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, we will build "Strong Roots" by fostering a culture of collaboration and trust with our families through ongoing family communication and workshops aligned to district and school goals with a specific focus on SEL resulting in 3% increase in student performance on NYS ELA and Math assessments and a 5% decrease on OORS incidents.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
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</thead>
<tbody>
<tr>
<td>Family members and Community Partners</td>
<td>Sep. 2018</td>
<td>School leaders, PTA, Parent Coordinator</td>
</tr>
<tr>
<td>Family and Community Partners</td>
<td>9/18-6/19</td>
<td>School leaders, PTA, Parent Coordinator</td>
</tr>
<tr>
<td>Family members and Community Partners; Special education teachers</td>
<td>9/18-6/19</td>
<td>School leaders, PTA, Parent Coordinator, Special Education Teachers, and Guidance Counsellor</td>
</tr>
</tbody>
</table>

Set up parent meeting in September 2018 to share district and school goals and solicit input to include parent perspective in developing a “Shared Vision of Learning”.

Schedule monthly Coffee and Conversation with the principal to develop and foster positive relationships and enable them to take on significant roles in ongoing improvement efforts to promote success for all students.

Events like Restorative Circles for parents, Math Night, STEM Night, Literacy Fair, Engineering Fair, 499 Family Feast, and Arts Fair to improve parent engagement.

Email parents to share information about the upcoming events and ongoing instructional practices. (Monthly)

Collaborative Decision making about enrichment programs at the school level. (PTA funded enrichment)

Special Education Workshops

Hands On Learning Workshops (parents and children)
Post all the materials and resources from the workshops on the school website.

Bi-weekly 'School Messenger' with updates and information about school events.

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.

Bi-weekly emails informing the parents about upcoming school events and academic progress.

Provide monthly updates about the professional development plan and academic planning to the SLT and PTA parents.

Share PD plan and school academic policies with the parents at the monthly "Coffee and Conversation" meetings with the Principal.

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.

Support from the PTA; Collaboration with community partners; Professional development on the use of school messenger for the parent coordinator and the school administrators.

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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<td>Other</td>
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<tr>
<td>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</td>
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<td>Parent communication logs; attendance sheets from parent events; email data/reports from Teacherease and school messenger.</td>
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| 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>English Language Arts (ELA)</td>
<td>Bottom third based on NYSELADATA and TC running record data</td>
<td>After careful analysis of NYSELA assessment data, students were identified to receive ELA academic intervention services using the following supports: LLI kits &amp; Wilson for SETTS; Guided Reading used in all classrooms. Words Their Way – Phonics, spelling, and vocabulary program used in grades K-5.</td>
<td>Small group instruction</td>
<td>During school hours, Before school, After school</td>
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</table>

TC Reading and Writing Workshops Teachers provide daily instruction that is differentiated to address students' needs based on the TC reading and word study assessments, TC Narrative Writing Continuum and
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<tr>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
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<tr>
<td>The classroom teachers support students through the use of multiple entry points to allow all students access to the CCLS curriculum and Next Generation Standards. Classroom teachers use a variety of strategies such as: multi-sensory techniques, visuals and models for literacy reinforcement, DOK questioning wheel to support close reading and higher order thinking/questioning.</td>
<td>Staff uses researched based programs such as Leveled Literacy: flexible small group instruction; one-to-one instruction</td>
<td>Provided by IEP/SETSS teacher to offer additional</td>
</tr>
</tbody>
</table>
support to at-risk students; research based programs such as Visualizing and Verbalizing.

Middle school teachers provide RTI for the bottom third students, during their professional period.

SETT Teacher pushes into middle school ELA classes, to provide small group instruction and support to the bottom third students.

<p>| Mathematics | Bottom third based on NYSMath Assessments and Go Math assessments | SETT Teacher pushes into grades 2-8 math classes, to provide small group instruction and support to the bottom third students. Teachers use Algebra for All best practices &amp; Go Math differentiated resources to provide targeted small group instruction. Teacher support is available for all middle school students during lunch. Use of UDL strategies to provide multiple entry points for... | During school hours | Before school | After school |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Performance Level</th>
<th>Most of our students are performing at or above grade level standards within this content area. We provide the students with Social Studies libraries in their classrooms. After careful analysis of summative and formative data as well as teacher feedback, students were identified to</th>
<th>During school hours</th>
</tr>
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<tbody>
<tr>
<td>Science</td>
<td>Bottom third based on school based science assessments</td>
<td>We provide the students with science libraries within their classrooms which offer our students the ability to further develop their scientific reasoning and processing skills. After careful analysis of summative and formative data and teacher feedback, students were identified to receive science academic: Flexible small group instruction during the school day; Science Teachers- K-3, 4-6, and 7-8, target students who need AIS services. They utilize strategies such as close reading of leveled content texts, TC learning progressions for goal setting.</td>
<td>Before school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students performing below proficiency on school based social studies assessments</td>
<td></td>
<td>After school</td>
</tr>
</tbody>
</table>
receive Social Studies academic intervention services using the following supports:

Tier I - Classroom teachers provide close reading strategies to the students, using trade books. TC units of study are differentiated to support students with reading and writing in the content area.

Tier II/ Tier III - Provided by the AIS support staff and or the IEP/SETSS teachers. Utilizing strategies such as Concept Maps, SQ3R note-taking structure and various vocabulary development strategies.

Teachers in grades K-8 utilize Passport to Social Studies curricula units/resources. Resources and assessments are differentiated based on students performance data.

<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Students who are at risk based on school level data</th>
<th>Advisory for at risk students.</th>
<th>Small group and one to one</th>
<th>During school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Counselor provides at-risk students with counseling and progress monitoring on an as needed basis. The</td>
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2018-19 CEP
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<tr>
<th>Role</th>
<th>Description</th>
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<tr>
<td>Guidance Counselor</td>
<td>conducts parent conferences and support groups. Students work with the Guidance Counselor learning skills such as: organizing and study skills, goal setting, anger management, stress management, choices and consequences, decision making and practicing self-talk.</td>
</tr>
<tr>
<td>A .2 SAPIS counselor</td>
<td>provides class instructional support for students in drug prevention, interpersonal skills, social skills, and bullying prevention.</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>provides intervention services for students and families on as needed basis. This service will identify emotional, social, or neurological factors that impede student performance and provide prescriptive measures for additional students where services are required. The School Psychologist works with the Pupil Personnel Team to monitor students in</td>
</tr>
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</table>
need of academic intervention services. The psychologist consults with classroom teachers to promote and set modifications and meets with parents to provide a variety of options/modifications for at-home support. Social Worker - works with the Pupil Personnel Team to monitor students in need of academic intervention services. The social worker consults with parents to provide a variety of options on how they can support their child/children and their family. Recommendations to outside agencies are made, as needed.

504 Committee - assesses and processes all medical requests; helps with modifications and accommodations for students. The occupational therapist, physical therapist and speech therapist will observe and/or work with students on an as needed basis.
### Section 7: Support for Students in Temporary Housing (STH)

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

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


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
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<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>
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<table>
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<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
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<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
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</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

At the end of the current school year, all parents/families are invited to an orientation by administration, classroom teachers, social and family workers to assist with the transition from Pre-K to Kindergarten. The Pre-K classes visit Kindergarten classrooms. Some students get the opportunity to meet their new teachers for the upcoming school year. At this time, parents/families are introduced to the new curriculum and provided with materials, to acquaint them with expectations.

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.

A team of teachers leaders make school level assessment selections; MOSL committee makes MOSL selections;

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). 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 (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>$3,446,789</td>
<td>X</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
• **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS499, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS/IS 499 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:

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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)

Queens College School of Math, Science, and Technology, 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 (ESSA)

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

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

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

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

| Total # of teachers in this program: |
| # of certified ESL/Bilingual teachers: |
| # of content area teachers: |
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____

---

**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: _____

---

**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: _____

---

**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></td>
</tr>
<tr>
<td>- Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Allocation Amount: $ _____
## Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased services&lt;br&gt;• High quality staff and curriculum development contracts.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Supplies and materials&lt;br&gt;• Must be supplemental.&lt;br&gt;• Additional curricula, instructional materials.&lt;br&gt;• Must be clearly listed.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Travel</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Other</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Queens</td>
<td>499</td>
</tr>
</tbody>
</table>

School Name Queens College School for Math, Science,

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simi Minhas</td>
<td>Viveca B. Lamourt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuying Wu</td>
<td>Steven Adinolfi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vita Capelluto/SETTS</td>
<td>Tina Tam</td>
<td>Christina Idarecis/Speech</td>
<td>Lora Rowe</td>
</tr>
</tbody>
</table>

Superintendent Daniel DiMango

Other (Name and Title)

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>
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<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<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>
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D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) 493  Total number of ELLs 31  ELLs as share of total student population (%) 6.29%

### Part II: ELL Demographics

#### A. ELL Programs

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

Check all that apply

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<th>Grade</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes ☑
  - No ☒
  - If yes, indicate language(s):
- Dual language program (DL)
  - Yes ☑
  - No ☒
  - If yes, indicate language(s):
- Freestanding ENL
  - Yes ☑
  - No ☒

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

### Bilingual Program Breakdown

<table>
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<tr>
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### Part III: Assessment Analysis

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

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

   In addition to analyzing NYSITELL and NYSESLAT ELL data, we track the literacy skills of our ELLs using various reading and writing assessment tools throughout the year. As a Teachers College Reading and Writing Project School, we use On Demand Writing assessments and TC Running Records to assess student reading and writing learning needs a minimum of four times a year. Students performing below grade level are assessed more frequently. Data monitoring the early literacy skills of our ELLs provides teachers with insight into student reading comprehension, phonics and decoding skills, as well as, writing, listening and speaking skills. Teachers use this data to differentiate instruction through guided reading groups, strategy lessons and one-on-one conferences. Instruction is designed to meet ELLs at their learning level and helps them meet the NYS CCLS. Instruction for expanding and transitioning ELLs is delivered using a co-teaching approach. The ELL teacher plans and delivers instruction in collaboration with the classroom teacher using a stand-alone and integrated ENL model contingent
on the ELLs required number of service hours.

Currently, all nine of our Kgn. ELLs are approaching Kgn. standards in reading and writing. The majority are reading pre-emergent story books and using pictures and what they have learned from reading to write a story. Their NYSITELL levels vary with three ELLs identified as expanding, four as transitioning, and two as entering. Even though all seven of our grade one ELLs are expanding on the NYSESLAT, their TC Assessment data identifies five ELLs as reading below grade level and one exceeding grade level. Grade two student NYSESLAT data is more aligned to the TC Assessment data. Out of the four expanding grade two students on the NYSESLAT and one transitioning, three ELLs are a level 3 or four on TC Reading Assessments, one is a level two and one is a level one. One of the two grade five students is on grade level reading skills; the TC Reading level of the other one, who gets SETTS services, is P, which is the bottom three. His NYSESLAT data aligns with the TC Assessment. Our one Grade six student's reading level is S, and he scored expanding on the NYSESLAT.

Additionally, the ENL teacher has been using teacher-created formative assessments such as exit slips, juicy sentences, and written/oral responses to text-dependent questions, along with a culminating task at the end of the unit to guide instructional planning for our ELLs.

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

The ENL teacher meets with the classroom teachers to collect and analyze standard-based data collected from TC pro running record, NYSITELL, and NYSESLAT to modify the curriculum that best suits the needs of every student in the class. The ENL teacher and the classroom teachers will work collaboratively to create goals that are aligned using both general class rubric and NYSESLAT rubric along with differentiated checklists to track and monitor students academic growth and needs and plan accordingly.

Additionally, because most of our ELLs are in grades K-2 (21 out of 31) our ENL teacher will work with our K-2 Teacher Team to track and monitor student data, review and revise curriculum to scaffold next steps for students. Teacher team meets once a week. A tool kit in Reading Comprehension for writing about reading will also be created by the ENL teacher to support the ELLs.

Also, the ENL teacher has been implementing pedagogical approaches and strategies acquired from the Professional Development sessions such as the Mary Ann Cucchiara ENL sessions to enrich the learning for the ELLs. She will consistently plan and teach collaboratively with other classroom teachers, and turnkey her learning from Mary Ann Cucchiara ENL sessions with lower grades teachers in integrated ENL classrooms.

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?

We evaluate the success of our ENL program by growth shown on school level assessments, and the increase in the percentage of ELLs that moved up one or more levels, as compared to the previous year. Additionally, we use summative and formative assessments, teacher observations, and report card grades. Curriculum goals and objectives are adapted and adjusted for student achievement in alignment with the New York Next Generation ELA Standards to improve the success of our program. We have identified writing about reading as our high leverage area of student need that we are focused on.

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

The ENL teacher meets with the regular classroom teacher to review the continuous formative assessments to track students' progress and to set new learning goals. Also, she turnkeys a wide range of effective pedagogical approaches and strategies acquired from ENL Professional Developments sessions in subjects such as ELA and Science to appropriately differentiate content knowledge for individual learners with different language proficiency levels and distinctive needs.

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,] ELLs receive tiered RTI services at different times of the year based on various summative and formative assessments (i.e. TC reading and writing benchmarks, pre & post writing assessments) and teacher observations and feedback. ALL RTI is delivered using an integrated ENL model and small group instruction aligned to the current curriculum. ELL students with an IEP also receive RTI support based on data and student learning needs. Our school is focusing on writing about reading based on school-wide data trends. We will provide ELLs identified as needing RTI scaffolds collaboratively developed by the SETSS teacher, ENL teacher and classroom teacher that focuses on "big ideas".

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6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. The NYSELAT growth pattern from year to year is influenced by grade levels and date of admissions to our school. Students who do well in all four testing modalities during their early years at 499 starting as kindergarten students begin to either plateau or show growth depending on their reading levels on TC Assessments. Strong readers in grade two and above begin to test out on the NYSELAT by grade 4 if not before. Also, Student-friendly peer/self assessment checklists created based on the five dimensions (Quality of Language, Coherence of Language, ) on NYSELAT writing rubrics have been used by the ELLs for setting personal goals in writing about reading. On the flip side, all our long term ELLs have an IEP and are identified as needing SETSS and even though they show some progress they struggle to read and write on grade level on TC assessments and State exams. Overall, due to our small numbers, consistent population (lottery one time admission in September) and parent choice, our ELL program remains free standing. Additionally, outcome assessment data is used to provide the ENL teacher targeted professional development (i.e., Mary Ann Cucchiara ENL sessions).

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? During weekly Teacher Teams/ Inquiry work, weekly co-teaching meetings/ planning time, the classroom teacher and ENL teacher share their data and work together with administration to develop next steps for ELLs, inter-visitations, and professional development for teachers.

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.
      Students are heterogeneously grouped according to grade level. The majority of students fall under either transitional, expanding or commanding and are served their mandated hours using an integrated co-teaching model. A certified ENL teachers co-teaches with a content area teacher using parallel teaching and small group instruction to support ELLs. The ENL teacher co-teaches during ELA in grades K-5 and co-teaches during social studies in grade 6.
   b. TBE program. If applicable.
      Not applicable.
   c. DL program. If applicable.
      Not applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      All ELLs in our school receive the NYS mandated number of hours for acquiring English language skills by a certified ENL teacher. Entering and Emerging students receive 360 minutes per week, 180 minutes using specific ENL methodologies. Transitioning and Expanding level students receive 180 minutes per week of ELA and ENL integrated instruction. Our only grade 6 ELL has been grouped heterogeneously with 2 Commanding students, and receives 180 minutes per week of SS and ENL integrated instruction. Commanding students will continue to receive 90 minutes of
instruction per week for two years. Scheduling and mandated hours are tracked by STARS, which ensures all students are receiving their mandated service hours.

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.

ELA, social studies and other content areas are delivered in English in a co-teaching (for TR, EX & CM ELLS) and pull out small group setting during the school day. Differentiated instruction is delivered to all ELLs through various methods and approaches, to make content comprehensible and enrich language development. Objectives are clearly defined and designed to meet the demands of the NYS Next Generation Standards. Students are provided with opportunities for meaningful discussions around content and skills, vocabulary is pre-taught, and concepts are made clear through modeling, gestures, visuals, etc. Scaffolding techniques and critical thinking questions are used throughout all lessons. Children work actively in a student-centered environment. Newcomer students are taught basic social and academic language skills. If possible, the native language is used to clarify any confusion. Students are also paired with reading partners who speak their native language. Bilingual dictionaries and glossaries, bilingual paraprofessionals and native language materials are used. The review and assessment of student comprehension and learning is ongoing. Students are given preparatory instruction throughout the school year for both the NYSESLAT and the ELA. Specific strategies are targeted based on students’ previous performance on the reading and writing sections of the NYSESLAT.

Core content ELA instruction is delivered using the TC Readers and Writers workshop model. Students are taught strategies based on their individual reading and writing needs. Explicit instruction will be given in the basic reading components: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Finally, students will have access to a literacy-rich environment.

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

Students are not evaluated in another language aside from the Spanish LAB when a Spanish speaking student is first identified as an ELL. At present, our ENL program only evaluate students in English and there are no formal evaluations in any other native languages.

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

Instruction for ELLs is differentiated for all subgroups. The differentiated instruction delivered to all students is aligned with New York State English Language Arts Next Generation Learning Standards. Presently, there are no SIFE students enrolled, however our instructional plan for SIFE students includes the following: A supportive environment for the students will be provided with a bilingual staff, ENL teachers using specific methods to help SIFEs reach academic success, a buddy system with classmates, and parent coordinator support for both students and parents in the school. Sheltered instruction in the form of an increased use of visuals and collaborative learning opportunities will be implemented. Thematic curricula and individual learning plans, as well as an adapted curriculum will be used to cover most relevant information that is accessible and age-appropriate. Explicit instruction will be given in the basic reading components: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Finally, students will have access to a literacy-rich environment.

Regarding newcomers, a similar plan is put in place. A print-rich environment is provided for students. Word associations and Thinking Maps are used to activate prior knowledge. Students are engaged in hands-on learning through role-play, arts, and SMARTboard activities. New vocabulary is analyzed in context and definitions are explained and rephrased. Explicit instruction in the basic reading components is given, and students work in collaborative discussion groups to develop and practice social skills. In addition, students are given a tour of the school so they can locate important places, and they are taught the names of important people. Specific school routines and behavior expectations are reviewed. The child’s home language is used, when necessary.

For ELLs receiving services between 4-6 years, small group instruction is provided to target their specific needs. Previous testing data is used to determine their academic needs, and to teach them strategies and skills to improve their academic
Regarding long-term ELLs, a focus on literacy development across content areas is key. Explicit vocabulary instruction, sentence analysis and scaffolding activities would be used. Teachers would collaborate on lesson planning aligned to students' needs.

Former ELL students receive 2 periods of ENL instruction per week for two years after reaching proficiency on the NYSESLAT. If students are not successful in class, transitional support is offered based on individual needs. This support may be limited to specific content areas as needed. Test modifications are provided for former ELLs for up to two years after achieving proficiency on the NYSESLAT.

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?

We have three ELLs identified as having special needs who receive small group instruction provided by means of parallel, alternative and station teaching models. In some classes, students are assisted by bilingual paraprofessionals. Students are supported with anticipatory strategies such as front-loading vocabulary and previewing texts to access background knowledge. Other scaffolding strategies included differentiated graphic organizers (Thinking Maps), sentence frames, and guide cards to help students focus. In addition, picture dictionaries and books in the native language are available for them. Collaborative student discussions are facilitated with the use of conversational prompts to improve comprehension, as well as speaking and listening skills. ELLs will also get access to Writing about Reading tool-kit for reference. In addition, the ENL teacher co-teaches with the K-5 ELA teachers using the Teachers College Reading and Writing workshop model to teach guided reading and writing strategies based on student conferencing and assessment results. The ENL teacher co-teaches with the grade six social studies teacher using the K-8 Passport to Social Studies. Using the strategies listed above the focus teaching is around writing about reading.

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?

In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, the ENL teacher provides the mandated number of minutes using an integrated co-teaching approach, as does the SETSS teacher. The ENL teacher and common branch teachers collaborate to ensure a cohesive and effective instructional planning that are aligned with the Next Generation Learning Standards. All teachers collaborate to ensure cohesion and effective instructional planning for our ELL-SWDs, in order to achieve their IEP goals and achieve English language fluency.

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.

Our school offers a range of intervention services in the areas of ELA, math and other content areas. Classroom teachers use tier 1 interventions plans to support students through differentiated instruction and research based modifications from the Pre-Referral Intervention Manual. Interventions are designed to teach meta-cognitive skills, provide multiple entry points, and are in cycles continuously reassessed for effectiveness. All interventions are offered in English but the native language is used whenever possible to make content more comprehensible. TC reading assessments are used to progress monitor and drive ELA strategy lessons supporting targeted ELLs. Additionally, teachers also provide pre and post assessments in all content areas to measure student growth and design lessons which target student needs. See #6

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

The nature of the ENL program has been changed from a pull-out model to a push-in model, to provide continuity in the classroom. Both teachers work together in a team-teaching model to provide differentiated instruction and multiple entry points for all students. Based on the current data, we will continue to provide students services using the pull-out / push-in models as per their required number of service hours.

10. If you had a bilingual program, what was the reason you closed it?
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All children are represented equally and can fully participate in any and all activities in our school community. Currently, ELLs can participate in extra-curricular activities such as, BOKS, CHAMPS, enrichment, Music, middle school after school program, and academic test prep, etc. Our music teacher teaches content areas through music and movement. Students learn vocabulary, cultural differences and similarities. All notices regarding curricular and extra-curricular programs are provided in English and the home language. All students have access to technology using class computers, Google Classroom, iPads, Media Research class, and weekly technology lab classes.

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.

Picture dictionaries, books on tape, interactive smartboard lessons, and picture cards are used to support ELLs in the classroom. Internet access is available for educational websites like Brainpop, designed to increase vocabulary and improve grammar. Interactive SMARTboard activities from websites such as PBS Learning are used to support English proficiency of visual, audio, and kinesthetic learners.

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

Home language support is delivered to the students through bilingual paraprofessionals, bilingual picture dictionaries, Internet translation services, and books in the native language. Any teacher working with ELLs who speaks the native language may also deliver instruction in that language in a small group setting. Additionally, a peer who speaks the same language may provide support by translating instruction and/or assignments.

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

All required services support ELLs’ ages and grade levels in line with the curriculum, at their English proficiency level. Resources are age-appropriate and accessible to all grade levels. Home/School connection is used to meet with parents and ensure the school has all the proper biographical information on each of our students so that we can best meet their individual needs.

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?

We share our building with a D75 school, PS 993. Both schools use the building very differently and we service very different populations. In general, our students/ ELLs have limited contact with the D75 students. However, some of our classes do have PS 993 inclusion students. Our partnership with PS 993 allows us to teach all our students about diversity, compassion and recognizing each others differences.

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).

New student orientation for all parents and students is provided before the beginning of the school year in August. Kindergarten orientation takes place in early September. For Kindergarten students who are newly enrolled before the beginning of the school year, a packet is provided encouraging the parents to work with their children on basic skills that they will need in school. Separation workshops are also provided by the guidance counselor, to help students adjust to their new environment. Parents are encouraged to contact the parent coordinator with any questions or concerns that arise. The ENL teacher can assist in communication with Chinese-speaking parents. Our school is a lottery school with a one time admission start date in September.

17. What language electives are offered to ELLs?

Spanish is offered in middle school grades at PS/IS 499.

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)?

Not applicable.

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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?

All personnel servicing ELLs participate in appropriate ELL related professional development offered by the borough offices, Central, superintendent's support team, and/ or outside/ in-house ELL experts. The professional development is meant to build expertise around working with ELLs or with ELL related issues. It enhances our school's ability to effectively identify ELLs; provide physical, social and emotional growth specific to ELL needs; grow ELL parent/ school communication; expand knowledge of the language acquisition process for all staff members, etc. Teachers attend grade and faculty conferences devoted to differentiated learning and inquiry work around targeted ELL populations. Bi-monthly grade conferences are held, as well as weekly PD and inquiry meetings. In addition, ELL personnel are given opportunities throughout the year to attend outside professional development highlighting specific, research-based strategies to use with ELL students. ENL teachers attend OELL PD opportunities, during which they share and exchange best instructional practices with colleagues. Additionally, ENL teachers participate in webinars related to instructional shifts of the CCLS as they pertain to ELLs. All teachers are receiving professional development around expanding the use of technology to service all students, including ELLs, using programs such as Google Classroom. Teachers are also working on improving ways to teach students to write about reading.

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.

All staff members at PS/ IS 499 have received their mandated Jose P. training. Our teachers are experienced, certified teachers who have received the mandated ENL requirement of 15% of total hours. Teachers receive training in best practices for co-teaching strategies, and integrating language and content instruction for English Language Learners. In cycles, Queens College professors work with content area teachers to collaborate with service providers such as SETSS and ENL teachers. ENL teachers receive a minimum of 50% professional development which focuses on language acquisition in alignment with core content area instruction. An agenda maintains records of teachers meeting the required training. Teachers document their weekly professional development activities on the PD Evaluation Form, which is submitted to the Principal. New teachers receive mentors who assist in this training. All teachers collaborate during inquiry work to discuss strategies that would best assist ELL students. ENL teacher participates in all district wide, borough wide, and city wide professional developments designed for servicing ELLs.

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### Parental Involvement

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

We begin the school year for all our ELL parent in the same way. The ENL teacher reaches out to all our ELL parents to discuss parent choice, continued entitlement, student program placement, assessment results, Next Generation Standards, programs used to teach the content area, etc. Additionally, during Parent Engagement Tuesdays, Parent Nights, Parent-teacher conferences, parents and teachers discuss students' progress, goals, and students' academic needs to better support them.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are invited to all school parent events such as; classroom celebrations showcasing student units of study and student projects, Parent Night, OEM Preparedness Presentations, Traffic Safety Presentations, Family Feast, STEAM Night, monthly Coffee and Conversations with the Principal. Science Fair, Lincoln Center Family Engagement Events at LC, Music and Art Festival, Fitness Night etc. In addition, the ENL teacher reaches out weekly to our ELL parents during Tuesday’s Parent Engagement time. At this time the ENL teachers shares curriculum information, student progress, strategies to support ELLs at home etc.

Additional Information

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

### Principal Certification

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simi Minhas</td>
<td>Principal</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td>Vivecca B. Lamourt</td>
<td>Assistant Principal</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td>Lora Rowe</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td>Yuying Wu</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td>Tina Tam</td>
<td>Parent</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td>Vita Capelluto/Special Ed.</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steven Adinolfi</td>
<td>School Counselor</td>
<td></td>
<td>6/22/15</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

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

**DBN:** 25Q499  
**School Name:** Queens College School of Math, Sci  
**Superintendent:** Danielle DiMang

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>Lora</td>
<td>Rowe</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Information on translation needs are gathered from the following:

1. At registration, parents are interviewed and asked what language they would preferred to use when communicating with the school (i.e. spoken or written)

2. Blue Card- parents state language preference for home-school communication and information is put into ATS

3. RHLA- ATS report showing the school's home language data gathered from the HLIS form at registration

4. RAPL- ATS report showing the language preference of parents based on information from the blue cards.
5. Teacher input

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>Azerbaijani</td>
<td>1</td>
<td>0.19</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Bengali</td>
<td>4</td>
<td>0.76</td>
<td>4</td>
<td>0.76</td>
</tr>
<tr>
<td>Chinese</td>
<td>66</td>
<td>12.48</td>
<td>57</td>
<td>10.78</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.38</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>0.19</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Korean</td>
<td>7</td>
<td>1.32</td>
<td>7</td>
<td>1.32</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>1.51</td>
</tr>
<tr>
<td>English</td>
<td>439</td>
<td>82.99</td>
<td>434</td>
<td>82.04</td>
</tr>
<tr>
<td>Pashto</td>
<td>2</td>
<td>0.38</td>
<td>2</td>
<td>0.38</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>0.95</td>
<td>7</td>
<td>1.32</td>
</tr>
<tr>
<td>Turkish</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Urdu</td>
<td>3</td>
<td>0.57</td>
<td>4</td>
<td>0.76</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
<td>0.19</td>
<td>1</td>
<td>0.19</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Guide</td>
<td>1x Sept/ Oct.</td>
<td>Translation Unit</td>
</tr>
<tr>
<td>Bus Contract</td>
<td>1x Sept/ Oct.</td>
<td>In-house staff/ Translation Unit</td>
</tr>
<tr>
<td>Middle School Syllabus for Science, ELA, &amp; Math</td>
<td>1x Sept/ Oct.</td>
<td>Translation Unit</td>
</tr>
</tbody>
</table>
DOE documents (i.e. Parent's Bill of Rights, Discipline Code, health notices, testing information, etc.) | We follow DOE time lines | Translated DOE documents are sent out to families according to language needs.

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Tuesdays</td>
<td>Every Tuesday on an as-needed basis</td>
<td>Teachers arrange for an interpreter based on classroom parent language needs, i.e., in-house staff or the Translation &amp; Interpretation Unit (over-the-phone interpreters).</td>
</tr>
<tr>
<td>Parent/ Teacher Conferences</td>
<td>2xs a year/ Fall &amp; Spring</td>
<td>Teachers arrange for an interpreter based on classroom parent language needs, i.e., in-house staff or the Translation &amp; Interpretation Unit (over-the-phone interpreters).</td>
</tr>
<tr>
<td>Principal's Coffee &amp; Conversation</td>
<td>1x monthly</td>
<td>Parent Coordinator arranges to have in-house staff interpreters when needed.</td>
</tr>
<tr>
<td>Fall &amp; Spring Family Night</td>
<td>2xs a year/ Fall &amp; Spring</td>
<td>Parent Coordinator arranges to have in-house staff interpreters when needed.</td>
</tr>
<tr>
<td>Family Feast</td>
<td>1x Nov.</td>
<td>Teachers arrange for an interpreter based on parent language needs, i.e., in-house staff or PTA members.</td>
</tr>
<tr>
<td>STEAM Night</td>
<td>1x Spring</td>
<td>Principal and Parent Coordinator arranges to have in-house staff interpreters when needed.</td>
</tr>
</tbody>
</table>

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

We use a program called School Messenger that allows us to email, call, and text parents in English, Spanish and Chinese, which are the main languages spoken by our families. In addition, we will also use the DOE Translation & Interpretation Unit's DOE vendor Language Line to interpret our low incidence languages.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The entire staff is notified of the A-663 regulations requiring schools communicate with families in their primary language. The Parent Coordinator is identified as the Language Access Person who can provide assistance with communicating with parents in their primary language. In addition, the entire staff is provided with a copy of the CR A-663, the Language Access Handbook for Schools, and the Principal's Desk Aid.

**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 school will determine the primary language of a household using the HLIS, the blue card, and teacher feedback. The school will provide all family households with translated documents for centrally produced communications and student specific critical documents. Parents will be notified of their rights for language assistance with a copy of the Bill of Rights and Responsibilities in their primary language, if it is a covered language. The Administration, Parent Coordinator, classroom teacher and school personnel in the main office will ensure in-house interpretation and translation services are provided when required as per the Chancellor’s Regulations A-663.

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

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

We conduct formal and informal parent surveys to assess the quality and availability of parent communication and services to non English speaking parents. The surveys are conducted in varying preferred languages asking the parents about the supports they may need around instruction, curriculum, student progress, assessments, safety, health, community services, etc.