2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 75Q993
School Name: P.S. Q993
Principal: JACQUELINE ZARETSKY
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS993Q</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>75Q993</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>30750014993</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>85-15 258th Street, Floral Park, NY 11001</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-831-4040</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-831-4037</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jacqueline Zaretsky</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Jzarets@schools.nyc.gov">Jzarets@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Jacqueline Zaretsky</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Lisa Viscovi</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Fran Schlesinger, Trina Alexander</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Jacqueline Zaretsky</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>Raka Mangroo</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

District Information

| Geographical District: | 75 |
| Superintendent: | Ketler Louissant |
| Superintendent’s Office Address: | 400 First Avenue, New York, NY |
| Superintendent’s Email Address: | KLouiss@schools.nyc.gov |
| Phone Number: | 212-802-1520 |
| Fax: | 212-802-1678 |

Field Support Center (FSC)
FSC: N751  Executive Director: Jude Arthur
Executive Director’s Office Address: 400 First Avenue New York, N.Y. 10010
Executive Director’s Email Address: Jarthur@schools.nyc.gov
Phone Number: 212-802-1604  Fax: 718-706-4531

Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Zaretsky</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lisa Viscovi</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Fran Schlesinger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trina Alexander</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Natisha Singh</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Anthony Regner</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Raka Mangroo</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Eileen Winslow</td>
<td>Member/ Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Rachel Salinas</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Susan Gousta</td>
<td>Member/ Guidance Counselor</td>
<td></td>
</tr>
<tr>
<td>Leigh Eisenberg</td>
<td>Member/ ENL Teacher</td>
<td></td>
</tr>
<tr>
<td>Debbie Chan</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Adan Islam</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Cesar Islam</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Regina Carroll</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Allison St. Hillaire</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
</table>

The mission of P993Q is to help students achieve academic success and reach their highest potential to ensure they are prepared for the next phase of their education. P993Q’s focus is placed on providing opportunities for all students to have the ability to move towards Less Intensive Services (LIS) and, or Least Restrictive Environments (LRE). P993Q designs instruction aligned to CCLC, based on the six elements of the Framework for Great Schools. This provide students with rigorous, individualized and engaging instruction with emphasis on Specially Designed Instruction (SDI)
and technology supports. Staff are provided with multiple professional development opportunities. Teacher professional development is provided throughout the school year to support school initiatives and student performance. Teacher teams meet to collaborate on areas such as but are not limited to assessments, autism awareness, behavior supports and instruction for best practices. Administrators ensure horizontal and vertical coherence in order to build capacity across all P993Q sites. Multi-tiered support systems are put in place for all of the students of P993 including ENL’s to ensure all learning styles are met. The administration take into consideration that P993Q serves various populations and continues to foster a balanced, academic, social and emotional environment to support our diverse stakeholders within the school community. Emphasis is also placed on transition programs to prepare students for college and career readiness. Administrators and staff continue to establish a caring and safe environment that provides a culture of mutual trust among staff, students and parents. P993Q administration continues to build a cohesive parent engagement program that emphasizes the importance of parental involvement in their child’s education process. Parent coordinator collaborates with administration to provide workshops, trainings and class activities with parents to create strong family and community ties.

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.

P993Q continues to focus on building capacity and student access across all sites by promoting high quality education for its diverse population of learners, including ENL’s. This is demonstrated through collaborative inquiry teams. Administrators delegate teacher leadership positions to ensure compliance across various areas (e.g. IEP, testing coordinator, transition coordinator, parent coordinator, data teams, etc.).

A culture of mutual trust and high expectations continue to be communicated across all sites to ensure programs are in place to meet the various needs of learners at P993Q. 94% of teachers agree that the principal/school leaders, teachers and staff collaborate to make the school run effectively as per the School Quality Guide. School leadership team, cabinet meetings and UFT consultation meetings are held on monthly and “as needed” basis to review data and monitor programs. Teacher teams meet to collaborate, review data and refine instruction that promote higher levels of student thinking to ensure access and equity across the school environment. Baseline, midyear and summative student data is collected and analyzed during IEP reviews, teacher team meetings, parent conferences and post observation feedback to guarantee rigorous instruction. Effective school leadership is aligned to the Danielson Framework which ensures rigorous instruction, student safety, effective transition planning and strong family engagement.

As a multi-site school, P993Q celebrates our school's accomplishments for Grades K-12, as follows:

* Students were chosen to participate in the planning of a new school playground with general education students.

* Opened a brand new science lab for their new STEM program where students have participated in many different science experiments, activities and a science fair that students and parents attended this past spring.

* Emphasized parent engagement activities throughout the holidays and through the school year,

* Special education students participated in the CHAMPS program after school where students continued to learn about making healthy choices and exercising 2 days a week after school.

* Inclusion students in grades 6-8 participated in the College Access for All program where students had the opportunity to visit Queensborough Community College to begin preparing them for college and career readiness.

* A sensory diet program was initiated supporting students within the program in 12:1:1, 12:1:4 and 6:1:1 classes.

* Students continue to participate in the Student Advocacy Program. Two students are ambassadors for the program and have worked hard researching how to advocate for students with hearing impairments. Their goal is to bring closed captioning to auditorium assemblies. This goal was accomplished.
* Students continue to participate in various worksites and training courses to ensure effective transition planning. Some of the training courses include CPR, web design and child care. Three students passes and received their first aid and CPR certificate.

* Individual student council’s have been developed throughout our high school programs.

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

P993Q is a multi-sited school, K-12, in District 75 serving students with challenges that include multiple handicaps, intellectual disabilities, emotional disturbances, and autism. P993Q consists of 2 barrier free sites that support students with physical and mobility difficulties. The use of augmentative devices support students with communication needs including ENL students. Students on the autistic spectrum and emotional challenges are provided specific techniques and strategies to support their needs. In addition, Nurses, Related services, such as, OT, PT, Speech, Hearing, Vision, Health & Crisis Paraprofessional support our diversified special populations. Both alternate and standardized students are served within all P993Q sites.

Current class breakdowns as follows:

22 12:1:1
25 6:1:1
5 8:1:1
11 12:1:4
5 inclusion classes

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.

For the 2017-18 school year, P993Q’s made the most progress in the areas reflected in our CEP goals for that year.

Rigorous Instruction -- Increased math scores for our alternate assessment students by using adapted curriculum, UDL strategies and collaborative teacher teams to “plan-implement-reflect and adjust” lessons. CEP goal was met with a 5% average increase in math as measured by SANDI/FAST.

Supportive Environment – Decreased disruptive behaviors in 6:1:1 classes, grades K-12 through the use of: Therapeutic Crisis Intervention Strategies (TCIS), Get Ready to Learn (GRTL), 4Rs program and the creation and monitoring of appropriate Functional Behavior Plans/Behavior Intervention Plan (FBA/BIPs.) CEP goal was met with a 28% reduction in A25 and 33% decrease in B24.

Collaborative Teachers – Attended/created professional learning communities and receive on-going training in autism awareness supported by district coaches, teacher meetings and extended day meetings. CEP goal was met with a 5% average increase in staff participation.

Effective School Leadership – Standard and alternate assessment students in grades 3-8 transitioning to a less restrictive environment will master their behavior IEP goals as per the mainstream model checklist. CEP goal was met with 2 inclusion candidates who mastered 75% of their behavior IEP goals.

Strong Family and Community Ties – Enhance parent involvement within the IEP process at all sites measured through the creation of parent participation model/framework. CEP goal was met with a 5% increase in parent training/engagement.
For the 2018-19 school year, P993Q will focus on the following goals:

**Rigorous instruction** – By June 2019, 8:1:1 alternate assessment students in grades K-2 will increase reading skills as evidenced by at least a 5-point average increase in comparison scores using SANDI/FAST baseline and summative scores.

**Supportive Environment** – By June 2019, 50% of the students at MS 72 will participate in transition or occupational studies program as measured by class enrollment.

**Collaborative Teachers** – By June 2019, STEM and classroom teachers will collaborate on lessons and units of study to increase student participation in STEM activities as measured by a 10% participation increase.

**Effective School Leadership** -- By June 2019, administration will increase the number of staff to augment participation in data collection teams to make school wide data more accessible and comprehensive as measured by 3 additional staff members.

**Strong family and Community Ties** – By June 2019, 5% of students from each site at P993Q will participate in advocacy teams as measured by on-going school activities and events.
### School Demographics and Accountability Snapshot for 75Q993

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05,06,07,08,09,10,11,12,SE</td>
<td>558</td>
<td>No</td>
</tr>
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#### English Language Learner Programs (2018-19)

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

#### Special Education Programs/Number of Students (2018-16)

- # Special Classes (ELA): N/A
- # Special Classes (Math): N/A
- # Integrated Collaborative Teaching (ELA): N/A
- # Integrated Collaborative Teaching (Math): N/A

#### Demographic Snapshot for Elementary and Middle Schools (2017-18)

- **Economically Disadvantaged Students with Disabilities**
  - White: 1.3%
  - Hispanic or Latino: 38.7%
  - American Indian or Alaska Native: 20.3%

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4 (2016-17)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>N/A</td>
<td>Science Performance at levels 3 &amp; 4 (2016-17)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

**Elementary/Middle School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A

**High School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17): N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</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>A comprehensive data team will continue to foster deeper understanding of assessments throughout the school community. Coaches, inter-visitations and professional development are encouraged and available to support staff in areas of assessment, instruction, positive behavior supports, IEP, compliance and social skills development. During the 2017-18 school year administration spent approximately 30% of the P993Q budget on Core Curriculum to support the various needs of individual students at P993Q and will continue to do in 2018-19. Collaborative inquiry teams were formed and continue to be developed in reviewing student work samples, identifying student strengths and weakness, and refining instruction. Collaborative inquiry teams discuss ways to improve instruction, assessments and teaching strategies. The School Quality Guide states that 92% of teachers believe the principal/school leaders make their expectations clear for meeting instructional goals. The School Quality Guide also indicates that 99% of teachers felt they are able to modify instructional activities and materials to meet the development needs and learner interests of all their students.</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>The ENL Team collaborate and ensures that assessments and instruction are aligned to speaking and listening goals in the IEP.</td>
</tr>
</tbody>
</table>

It was determined after review of summative and alternate assessment formative baseline data that the K-2 students at P993Q required improvement in basic reading skills. Data from SANDI/FAST determined that most 8:1:1 students in the 2017-18 school year, scored in the Level 1 or 2 Level. In order to progress to a higher level teachers must focus on instruction and assessments in areas such as phonemic awareness, phonics, fluency, vocabulary and comprehension. P993Q will be opening up 3 additional 8:1:1 K-2 classes, mostly consisting of kindergarten students. Administrators want to support the 3 new and existing 8:1:1 classes by assuring that data teams are in place. Data teams will analyze assessment scores in reading, determine the progression of learning and collaborate with classroom teachers to implement the accommodations and modifications in instruction to help students achieve their highest potential and improve their ELA skills.

P993Q’s strengths in the element of rigorous instruction relative to the Framework for Great Schools include:

- A comprehensive data team will continue to foster deeper understanding of assessments throughout the school community.
- Coaches, inter-visitations and professional development are encouraged and available to support staff in areas of assessment, instruction, positive behavior supports, IEP, compliance and social skills development.
- During the 2017-18 school year administration spent approximately 30% of the P993Q budget on Core Curriculum to support the various needs of individual students at P993Q and will continue to do in 2018-19.
- Collaborative inquiry teams were formed and continue to be developed in reviewing student work samples, identifying student strengths and weakness, and refining instruction. Collaborative inquiry teams discuss ways to improve instruction, assessments and teaching strategies.
- The School Quality Guide states that 92% of teachers believe the principal/school leaders make their expectations clear for meeting instructional goals.
- The School Quality Guide also indicates that 99% of teachers felt they are able to modify instructional activities and materials to meet the development needs and learner interests of all their students.

The ENL Team collaborate and ensures that assessments and instruction are aligned to speaking and listening goals in the IEP.
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, 8:1:1 alternate assessment students in grades K-2 will increase reading skills as evidenced by at least a 5-point average increase in comparison scores using SANDI/FAST baseline and summative scores.
### 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).

#### Target Group(s)
Who will be targeted?

#### Timeline
What is the start and end date?

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

| Baseline data will be collected from SANDI/FAST assessments to determine performance level of alternate assessment students and identify areas of need and weakness for students in grades K-2. | 8:1:1 Alternate assessment students, grades K-2 | September/October 2018 – baseline data | Administrators, Classroom Teachers |
| Monitoring of student progress will be done through formative assessment and data teams to provide a clear and specific representation of student growth towards meeting goals, refining instruction and determining next steps. | 8:1:1 Alternate assessment students, grades K-2 | September-June 2019 | Administrators, Teachers, Mentors and Data Team |
| Teacher collaboration will take place during extended day and flexible scheduling to develop ELA unit plans, reflect on student learning, refine lessons and share ideas to improve student learner and promote best practices. | 8:1:1 Alternate assessment students, grades K-2 | September 2018 – June 2019 | Classroom Teachers, Teacher Teams |
| To ensure coherence and engaging instruction UDL guidelines, adapted materials and modifications of instruction, reading lessons will be customized to meet the diverse needs of students, including ENLs. | 8:1:1 Alternate assessment students, grades K-2 | September 2018-June 2019 | Administrators and teachers |
| Programs will be monitored for effectiveness by principal observations, walk throughs and feedback sessions. Teachers will use timely feedback to refine instruction and identify areas of strength and weakness. | 8:1:1 Alternate assessment students, grades K-2 | Monthly curriculum meetings | Administrators |
Professional Learning Communities (PLC’s) will be developed in the areas of ELA and reading with addition social studies, science and technology specialists to create a supported reading curriculum at the elementary level across all curriculum areas.

8:1:1 Alternate assessment students, grades K-2

May/June 2019 MOTP Summaries

September 2018-June 2019 Feedback sessions of observations: 3, 4, and 6 times throughout the school year.

Administrators

### 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.

Teachers will collaborate on ways parents can support rigorous instruction at home and in their community by communicating ideas and strategies for parent support at home (e.g. reading environmental print in their neighborhood, sight word index cards, picking out desirable books at the local library etc.). Parent Coordinator will provide parents with various workshops and meetings to keep families informed of strategies and critical information. Schools will provide parents with parent engagement opportunities and resources such as scholastic news to support reading at home. Administrators will ensure parents are provided with assessment data and administration dates throughout the school year. Monthly parent engagement meetings will be schedule at each P993Q site.

### 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.

- To continue to build teacher capacity in instruction and assessment professional development opportunities will be provided. This will include supports from district—**Project Arts and Tax Levy Funds**.
- Grade appropriate curriculum will be purchased to provide students with rigorous and engaging instruction—**Core Curriculum** and **Tax Levy Funds**.
• Teachers will collaborate on issues related to academic, social and emotional needs of their students through the continued use of flexible scheduling and subs hired as needed—**Tax Levy Funds**
• P993Q will continue to purchase technology and augmentative devices to address various learning modalities and enhance student learning—**RESO A, NYSTL, and Tax Levy Funds**
• The Title III Saturday Institute for ENL will continue to provide parent training and support—**Title III LEP**.

School Leadership will provide an opportunity to meet with parents to review curriculum and data—**Other**

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

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

By February 2019, 8:1:1 alternate assessment students in grades K-2, will show a 2-point increase in reading scores from baseline to midyear using SANDI/FAST assessment data guided by best practices and rigorous instruction. Administrators will review midyear data by February 2019.

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

Administrators will oversee that SANDI/FAST, NYSESLAT and Core Curriculum continues to be used to assess 8:1:1 alternate assessment students in grades K-2 during September 2018 to June 2019.

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

Section 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?

P993Q fosters an inclusive culture of mutual trust and safety with academic and emotional supports that prepare students to transition into college, career and adulthood. Administration has a strong belief that Prevocational and vocational programs play a large part in developing the social, emotional and academic skills needed to transition into the next phase of each student’s education and/or adulthood.

Some of P993Q’s strengths related to the element of Supportive Environment include:

- During the 2017-18 school year, over 80 students at 2 sites participated in the pre-vocational curriculum and 65 students were actively engaged in Community Based Learning at worksites at LICH and FSSA
- Transition programs use assessments such as interest inventories to help place students in pre-vocational learning activities and worksites best fitted for students.
- Core Curriculum such as Attainment-Life Skills Curriculum and Unique Transitions Bands continued to be purchased to support Career development occupational studies standards.
- Transition coordinator, job developer, physical therapists and classroom teacher collaborate to discuss transition curriculum and provide instruction to develop skills needed to succeed in the workplace.

Over the past 3 years, the number of high school students enrolled in the transition and pre-vocational program continue to increase. It was determined that after reviewing transition trends in student performance in transitional programs, parent feedback and student interest inventories to assess student preferences we identified the need for the expansion of transitional training opportunities to our middle school. This goal is designed to develop middle school students skills needed to succeed in the workplace and begin conversation about college and career readiness.

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, 50% of middle school students at MS72 will participate in a transition or occupational studies program as measured by class enrollment.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P993Q Transition Coordinator, job coaches and classroom teacher will collaborate and provide students with interest inventories to assess student’s interests and design instruction that meets individual’s needs.</strong></td>
<td>September 2018 - June 2019</td>
<td>Transition coordinator, classroom teachers</td>
</tr>
<tr>
<td><strong>Parent coordinator provides workshops for families about programs and resources that can help support their child in the transition to adult life.</strong></td>
<td>September 2018 - June 2019</td>
<td>Administrators, Parent Coordinator</td>
</tr>
<tr>
<td><strong>Core Curriculum in Attainment-Life Skills Curriculum and Unique Transition Bands continues to be purchased to support instruction that adheres to the Career Development and Occupational Studies Standards.</strong></td>
<td>September 2018 - June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td><strong>Opportunities for professional development, inter-visitation and job coaches will be provided to teachers to provide support to teachers and paraprofessionals in implementing the new program.</strong></td>
<td>September 2018 - June 2019</td>
<td>Teachers and paraprofessionals at J72</td>
</tr>
<tr>
<td><strong>New programs such as card marking and a child care along with other initiative program opportunities will be put in place to support students in occupational studies.</strong></td>
<td>September 2018 - June 2019</td>
<td>Administrators</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.*
Teachers and parent coordinator will provide parent engagements opportunities, workshops and resources as needed to parents to support their child in the transition process and provide information on preparing students for adult life.

Part 4 – Budget and Resource Alignment

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

- Professional development opportunities will be provided to build teacher capacity in creating a transition program—Project Arts and Tax Levy Funds
- Flexible scheduling will remain in place and subs will be hired as needed to allow teachers the ability to collaborate on issues that deal with academic and social/emotional needs of their students—Tax Levy Funds
- School Leadership will meet to inform parents on the Transition programs within P993 sites—Other
- Purchase of Attainment-Life Skills, District 75 Model Transition Program and Unique Transition Bands to enhance learning—Tax Levy

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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<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>
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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>
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</table>

Part 5 – Progress Monitoring

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

The creation of the transition program will show a 25% participation of all middle school students at MS72 as measured by enrollment.

Data review by Administrators will take place in February 2019

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

Level 1 interest inventory, number of students participating in program

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.

P993Q administration believes that teacher collaboration is an important component in order to build strong pedagogy skills in areas that includes instruction, assessment and community outreach. Data trends on formative teacher assessments show that students have a limited knowledge and exposure to the components of STEM. It was determined after review of teacher formative assessments, NYSAA and NYS Common Core that students required improvement in science inquiry, practical skills and technology. For the 2018-19 school year one primary focus is for classroom teachers K-8 to collaborate with STEM teachers on increasing student participation and exposure in STEM activities, lessons and units of study.

- Data shows that staff participated in 370 PDs during the 2017-18 school year in 13 areas of instruction, with 73 workshops were in STEM. Coaches and lead teachers continue to be utilized to support teachers and students in all areas.
- Flexible scheduling allows for classroom teachers and STEM teachers the ability to collaborate. These meetings will provide the time to plan, refine and assess instruction, utilizing the student work protocol.
- During the 2017-18 school year, P993Q opened 2 STEM labs at 2 sites and purchased FOSS curriculum. In addition P993 purchased the Amplify Science program through core curriculum. These programs will support learners with a student-centered curriculum that fosters an inquiry approach.
- Staff participated and collaborated in professional learning communities and teacher teams that analyze student work samples, develop interventions, refine instruction and share successful teaching practices. This year we will initiate the Professional Learning Community (PLC) in the area of STEM with emphasis on assessment.

P993Q will continue to develop the STEM program to increase student’s performances and activities in STEM. A priority for the administration is to add an additional lab and purchase additional FOSS kits and Amplify core curriculum to continue to expand the program and expose more students to the STEM program. Teachers will collaborate through flexible scheduling, inter-visitations and team meetings to develop assessments and instruction that are coherent across each site. Coaches and professional development opportunities at the district and school level will be provided to support STEM labs and activities. Inquiry teams will be formed to refine formative and summative assessments.

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, STEM and classroom teachers will collaborate on lessons and units of study to increase student participation or engagement by 10%, grades K-8 as measured by formative assessment.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>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>Standard and Alternate Assessments students Grades K-8</td>
<td>September 2018-June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Classroom teachers K-8 and STEM teachers will collaborate on assessments, instruction, strategies and activities geared to the need of the particular age/grade of their students.</td>
<td>Standard and Alternate Assessments students Grades K-8</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Administration will collaborate with STEM teachers to develop Professional Learning Communities (PLC) that meets monthly to discuss strategies, analyze data trends and determine next steps.</td>
<td>Standard and Alternate Assessments students Grades K-8</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>One additional science lab will be open and additional FOSS kits will be purchased to support an increase performance in science.</td>
<td>Standard and Alternate Assessments students Grades K-8</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Flexible scheduling will be in place to allow for inter-visitations and collaboration to provide STEM teachers and classroom teacher with support with instruction and assessments used.</td>
<td>Standard and Alternate Assessments students Grades K-8</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>STEM teachers will collaborate with data teams and data specialists to review NYSSA-Science tests, NYS Common Core tests and local assessments to identify areas of need and next steps.</td>
<td>Standard and Alternate Assessments students Grades K-8</td>
<td>September 2018-June 2019</td>
</tr>
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### 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.**
Administrators will ensure that teachers provide parents with assessment data and administration dates in the beginning of the school year with student results 2x per year. STEM teachers will offer parent engagement activities at school along with additional resources and information about workshops.

**Part 4 – Budget and Resource Alignment**

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

- Subs will be hired to allow teachers to collaborate with STEM specialists to discuss techniques and strategies and long term outcomes within the STEM Lab **Tax Levy**
- Professional development opportunities will be provided to build teacher capacity in instruction and assessment—**Project Arts and Tax Levy**
- **Additional curriculum will be purchased in STEM—Tax Levy Fund**
- School Leadership Team will review science performance data—**Other**

**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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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<td>In Kind</td>
<td>X Other</td>
</tr>
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</table>

**Part 5 – Progress Monitoring**

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

Data team will meet and collect monthly assessment data from the PLC STEM community as measured by a 5% increase in formative assessments, report cards and data collection.

Data review by administrators will take place in February 2019

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

**NYSSA, NYS Science Test, local assessments, scheduled activities, formative and summative assessments**

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

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

Part 1 – Needs Assessment

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

The 2017-18 School Quality Guide states that 97% of teachers believe that their principal sets high standards for student learning. Administrators continue to provide support to teachers in developing best practice strategies and developing lessons that are rigorous, engaging and individualized to meet student’s needs through various professional development opportunities. P993Q believes that positive changes in schools are driven by the data collection process that identifies trends and patterns. Administration is aware that data collection should be a priority focus of our school. The availability and importance of data collection and technology will provide information that meets the needs of students academic, behavior and social skills. It’s imperative to expand the data team by adding additional members to our existing team in order to support the various populations, sites and age ranges within P993Q. With the continued addition of classes, initiative programs and behavior supports, administration believes this priority is needed to help monitor progress, strengths, and weakness and identify next steps. Some of the strengths of P993Q’s Effective Leadership are:

- Monthly collaborative inquiry data meetings will be held to analyze student work samples for strengths, weaknesses and next steps.
- Administration collaborates with data team to discuss curriculum, programing and assessments to evaluate effectiveness and next steps.
- Administrators continue to purchase curriculum that engages students in designing a learner-centered curriculum aligned to CCLS; which integrates basic and higher level thinking to address the diverse and individualized needs of each student population.
- Teachers use formal and informal assessments to check for student learning and encourage students to monitor their own progress through the use of student assessments.

Administrators continue to communicate their high expectations and provide teachers with flexible scheduling allowing for collaborative teacher meetings, extended day professional learning opportunities and district level professional development. This has resulted in 66% of teachers rated as highly effective and 33% of teachers rated effective for the 2017-18 school year. Administrators used data from student and teacher achievements to develop next steps in ensuring the continuation of highly effective and effective teacher’s best practices. This year there will be additional staff added to the data team to make data more accessible and thorough. These teams will create and refine instruction and assessments used across all content areas. It is felt that the additional data team members will ensure that all the data that is collection is comprehensive and becomes accessible in a timely fashion. Through the use of monthly collaborative teacher meetings and professional development opportunities in technology administrators want to create a team of teachers who will develop systems and templates across all content areas to refine data collection to ensure best practices in all classrooms.
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, under supervision of administration, three additional data specialists will be added to assess areas of need in content areas and develop new data systems for teachers to implement.
### Part 3a – Action Plan

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

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

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</thead>
<tbody>
<tr>
<td>Alternate and Standardized assessment students grades K-12</td>
<td>September 2018-June 2019</td>
<td>Classroom teachers, cluster team and data team</td>
</tr>
<tr>
<td>Alternate and Standardized assessment students grades K-12</td>
<td>September 2018-June 2019</td>
<td>Administrators, classroom teachers, cluster teachers and data team</td>
</tr>
<tr>
<td>Alternate and Standardized assessment students grades K-12</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator, PA President, administration, parents and data team</td>
</tr>
<tr>
<td>Alternate and Standardized assessment students grades K-12</td>
<td>September 2018-June 2019</td>
<td>Administrators, classroom teachers and data team members</td>
</tr>
<tr>
<td>Alternate and Standardized assessment students grades K-12</td>
<td>September 2018-June 2019</td>
<td>Data specialists, Data Teams and classroom teachers.</td>
</tr>
</tbody>
</table>

Administration will create data teams that include at least one teacher from each site to participate in monthly collaborative meetings to develop systems and templates for data collection across content areas.

Needs assessments will be administered to analyzed key areas for data collection.

Parent Coordinator will collaborate with the PA president and the administration to increase parent involvement and disseminate data to all the constituents. School leadership team and parent engagement will support this process.

Administrators will provide teachers and data team with professional development opportunities in technology and collection techniques to analyze data.

Additional data specialists will be added for the 2018-19 school year. The data specialists will collaborate with administrators and teachers to identify areas of need in content areas and develop data systems for teachers to implement.

### 3b – Parent and Family Engagement

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

Parent coordinator and PA president will collaborate with School Leadership team and will communicate information discussed, data trends and best practices used in the classroom in a timely fashion.

### Part 4 – Budget and Resource Alignment

2018-19 CEP
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.

- Flexible scheduling will remain in place and subs will be hired as needed to allow teachers, data specialists and data team members the ability to collaborate on the ability to identify trends and patterns, best practices and instructional refinement. — **Tax Levy**
- Data team will identify the effectiveness of core curriculum utilized within the classroom through student achievements at each site — **Core Curriculum** and **Tax Levy**

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</table>

Part 5 – Progress Monitoring

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

By February 2019, under supervision of administration, two additional data specialists will be added to assess areas of need in content areas and develop new data systems for teachers to implement.

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

Data will be collected from checklists, rubrics and/or templates created by data team that tracks and monitored student progress to refine instruction and best practices using Excel spreadsheets.

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

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

Part 1 – Needs Assessment

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

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

The 2017 School Quality Guide states that 93% of parents/guardians believe P993 works closely with them to meet their child’s needs. Additionally, 96% of parent/guardians trust the principal at her word to do what she says she will do. The Framework For Great Schools emphasizes the importance of developing and welcoming the collaboration with families and community-based organizations by bringing in resources from the community into the school environment. P993Q’s administration fosters mutual partnership, interaction, and trust between the school and each student’s individual school community. Parents have expressed to P993Q’s administration the need for independence for their children and have made it a priority to enhance participation in the Access for All program.

The strengths for strong family and community ties include:

- Weekly communication between teachers and related service providers with parents via phone calls, communication log and parent engagement activities.
- Title III Saturday Institute conducts workshops specifically geared towards ENL students and families.
- Parent Coordinator organizes informational workshops, family outreach, and recreational programs for families.
- Planning trips into the community (post office, library, police station, etc.) to provide students with the opportunity to apply and practice appropriate behavior in the community.

During the 2017-18 school year, students at Cardozo HS were ambassadors for the student advocacy team where they did research and presented information about hearing impairments to classmates and their school principal. At FSSA, student advisory team planned a prom by holding meetings to discuss the idea, propose the plan to the principal and assigning student’s jobs in organizing the prom. Due to parent enthusiasm, overwhelming success, and positive feedback of the advocacy program, administration has decided to expand this program to all sites at P993Q. Parents have expressed the need for their children to become more independent and be active participants in planning their future therefore P993Q’s priority will emphasis the creation of school advocacy teams, parent engagement and participation in the Access for All program. Administration believes that these teams will provide students with the opportunity to develop a voice in decision making in academic, social and community activities within the school and community at large.

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, 5% of students from each site at P993Q will participate in advocacy teams as measured by on-going school activities and events as evidenced by agendas, monthly calendars, parent engagement and participation in Access for All program.
### 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>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration will collaborate with unit coordinators to develop advocacy/advisory team guidelines based on the population and needs of their site to develop programs.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Administrators and Unit Coordinators</td>
</tr>
<tr>
<td>Parent Coordinator will plan workshops and training resources about student advocacy/advisory teams for parents and students to attend.</td>
<td>Parents and students</td>
<td>September 2018-June 2019</td>
<td>Administrators, Parent Coordinator</td>
</tr>
<tr>
<td>Teachers and unit coordinators will collaborate and help provide resources to students on advocacy/advisory team to discuss ideas, events and facilitate academic and social activities the team wants to plan.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Teachers, unit coordinators, students</td>
</tr>
<tr>
<td>Teachers will develop lessons and activities about ideas, community events, social activities and current events to provide students with information and knowledge about events going on around them.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Teachers/Parent Coordinator will collaborate with parents about current events and community events discussed in the classroom to provide students with real life and relevant experiences.</td>
<td>Parents and teachers</td>
<td>September 2018-June 2019</td>
<td>Teachers, parents coordinator, parents and students</td>
</tr>
<tr>
<td>Parent Coordinator and unit coordinators will explore student advocacy/advisory training program opportunities offered by district or through initiatives.</td>
<td>Parents and students</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator and Unit Coordinators.</td>
</tr>
<tr>
<td>Administration will offer more opportunities for parent involvement within student advocacy school activities and class functions.</td>
<td>Parents and students</td>
<td>September 2018-June 2019</td>
<td>Administrators, parents, and teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Title III Saturday Institute, parent workshops, parent engagements opportunities at the school and community organizations/partnerships for students with disabilities.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Professional development opportunities will be provided to build teacher capacity in instructional design and best practices—**Tax Levy**

• Flexible scheduling will remain in place and subs will be hired as needed to allow teachers the ability to schedule student events to support this program—**Tax Levy**

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

|   | Tax Levy |   |   |   |   |  
|---|---|---|---|---|---|---
|   |   | Title I SWP |   | Title I TA |   | Title II, Part A |   | Title III, Part A |   | Title III, Immigrant |
|   |   | C4E |   | 21st Century Grant |   | SIG |   | PTA Funded |   | In Kind |   | Other |

---

**Part 5 – Progress Monitoring**

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

By February 2019, 2.5% of students from each site at P993Q will participate in advocacy teams as measured by ongoing school activities and events as evidenced by agendas, monthly calendars, parent engagement and participation in Access for All program.

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

Data will be collected from meeting agendas, events, presentations and/or field trips.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>AIS services determined by scores on formative assessments (SANDI/FAST, Schoolnet, Scantron Performance Series, and NYS exams.)</td>
<td>The use of grade level curriculum (Attainment, Unique, ReadyGen, and Scantron Performance Series) to create lessons in phonics, fluency, vocabulary and comprehension.</td>
<td>Small group, one-to-one, tutoring by AIS teacher</td>
<td>During the school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>AIS services determined by scores on formative assessments (SANDI/FAST, Schoolnet, Scantron Performance Series, and NYS exams.)</td>
<td>The use of grade level curriculum (Attainment, Unique, ReadyGen, and Scantron Performance Series) to create lessons in phonics, fluency, vocabulary and comprehension.</td>
<td>Small group and/or one-to-one instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td>Science</td>
<td>AIS services determined by scores on formative assessments (SANDI/FAST, Attainment, Schoolnet and NYS exams.)</td>
<td>The use of grade level curriculum to drive instruction in preparation of state exams. Additional support is given to students through scholastic magazine and websites.</td>
<td>Small group and/or one-to-one instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>AIS services determined by scores on formative assessments (SANDI/FAST, Attainment, Schoolnet and NYS exams.)</td>
<td>The use of grade level curriculum to drive instruction in preparation of state exams. Additional support is given to students through scholastic magazine and websites.</td>
<td>Small group and/or one-to-one instruction</td>
<td>During the school day</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>AIS services are determined by incident reports, e.g., SWIS, OORS, FBA, and PBIS data.</th>
<th>Instruction in 4Rs program, behavior modification and PBIS Danielson style lessons aligned to Common Core Learning Standards.</th>
<th>Small group and/or one-to-one instruction.</th>
<th>During the school day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolnet, and NYS exams.</td>
<td>scholastic magazine and websites.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

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

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


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

N/A

#### 2b. High Quality and Ongoing Professional Development

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

N/A

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

#### 3b. TA Coordination with the Regular Program

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

N/A
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

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

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

¹Explanation/Background:

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

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

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

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

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.

| 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 Q993, 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 III Parent Committee as trained volunteers and welcomed members of the school community. |
| Support for Parents and Family Members of Title I Students |
| PS Q993 will support parents and families of Title I students by: |
| ● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology; |
| ● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; |
| ● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress; |
| ● providing assistance to parents in understanding City, State and Federal standards and assessments; |
| ● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; |
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.

**Parental Involvement and School Quality**

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

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

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

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

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

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

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

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

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

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. Q993, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.</td>
</tr>
</tbody>
</table>
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 Elementary and Secondary Education 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>
</table>

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

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: ______

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

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

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:

P993Q proposes to continue the Title III Saturday Instructional Institute for the 2018-19 school year. The program will run for 5 Saturdays as follows: November 3rd, 2018, December 1st, 2018, January 5th, 2019, February 2nd, 2019, and April 6th, 2019. We will hold February 9th, 2019 and April 13th, 2019 as alternate dates, as needed. The program will run from 8:30 AM to 1:00 PM. Instruction will be delivered in English, using ENL methodologies. The model of the instructional program for ELLs this year will be based on “Bridging the Gap Between Home and School Language Acquisition”. The thematic unit this year will be "Under the Sea". Instruction will be aligned to the Bilingual Progressions, and the NYS Common Core Standards Reading 1, Speaking and Listening 1. 30 ELLs from all proficiency levels of performance, will be invited to attend the program in one 12:1:4 class (grades K-2), one 6:1:1 class (grades 2-4) and one 12:1:1 configuration (grades 7-9). The program includes students in grades K-4 and 7-9, inviting former Title III attendees to once again act as mentors for the younger grades. One TESOL teacher and three Special Education teachers (2 of whom that have formal with training in Universal Design for Learning techniques and strategies) will provide direct instruction to all of the ELL students whom attend the Saturday program, with the assistance of 1 Guidance Counselor and 10 bilingual paraprofessionals (2 Bengali/Urdu, 1 Mandarin/Cantonese, 1 Haitian-Creole, 1 Hindi, and 1 Spanish-speaking). As well as 4 more bilingual paraprofessionals that will be provided to four of our ELLs whom are mandated 1:1 behavioral and health paraprofessionals). The TESOL teacher and special education teachers will be using a guitar, laptops, ipads, ipad minis, device chargers, flash drives, digital cameras, media projectors, wireless microphone systems, rhythm instruments, AAC Devices, art supplies, socialization games, flannel boards, manipulatives, dry erase boards, yoga mats, Ocean Life books, CD-Rs, and the Look, Listen and Speak Ocean kits (and related materials) to support instruction. Our third special education teacher with considerable knowledge in working with hands on technology will also work collaboratively with the TESOL teacher and UDL specialists. This teacher will facilitate instruction and provide assistance by helping students, parents, and teachers to design, program, and utilize Augmentative Alternative Communication systems (AAC) devices and materials. The 2 respective UDL specialists and third special education teacher will be proficient in communicating in Hindi, Urdu, Chinese and Spanish to support the demographic growth in the language based needs of our Title III attendees and P993Q's growing population of ELLs. With the facilitation of one guidance counselor, the program will coordinate parent network groups, PBIS strategies and techniques, and available resources for parents of ELLs. Parents will work along side their youngsters and engage in hands-on activities. For that reason, 10 bilingual paraprofessionals will be employed in the instructional program to provide native language support for students and to serve as interpreters for parents who speak the various languages. The licensed and permanently certified TESOL teacher and licensed/provisionally certified Special Education teachers are qualified in the following: Teaching English to Speakers of other Languages (TESOL), Special Education Grades K-12, and have a combined thirty+ years in ENL and Special Education as well. The Principal oversees the program and acts as facilitator to instruction. The 12:1:4 technology
Part B: Direct Instruction Supplemental Program Information

A teacher will provide collaborative support in the use of materials and technology during instruction. She will be utilizing iPad minis, battery chargers, construction paper, crayons, paint, sponges, markers, scissors, and other art materials. A secretary will handle purchases and time-keeping for the Title III instructional and parent Saturday program and the after-school professional development program. The staffing ratio supports 60% Direct Instruction. Formal Title III Invitation letters and fliers are sent home from school in each invitee’s communication notebook or folder notifying each family of their respective Title III program eligibility. The day will start off with students and parents participating in a structured family/staff networking activity. Students, with the assistance of teachers and paraprofessionals, will practice using listening and speaking Basic Interpersonal Communication Skills (BICS) by engaging in music, socialization, and play activities. They will also get the opportunity to build knowledge of content-based vocabulary through the use of Ocean Life picture books. While students are engaged in these activities, parents are networking with the principal, parent coordinator, and one another. Bilingual teachers, paraprofessionals, as well as Department of Education translation service personnel will be available to facilitate communication between staff and parents. The TESOL teacher and special education teachers will deliver collaborative lessons to ELL students and parents simultaneously after the networking activity. Lessons will be cohesive, age appropriate, and motivating. Lessons will be delivered using various methods of presentation such as whole language, movement, and the use of multimedia and music based instruction. Various AAC devices will be used to support development of receptive and expressive communication skills. The TESOL, UDL specialists, and hands-on technology teachers will utilize multimedia, instructional software, ebooks, and related hardware to support the supplemental Saturday instructional program. Technology-based hardware such as Smart Boards, ELMO visual presenters, multimedia projectors, bluray players, digital cameras, lap tops, AAC devices, color printers, microphones, and internet access will be utilized to support instruction. Ipads and iPad minis will be used to record and scrutinize student dialogue in verbal and language emergent students. I Talk apps and other English Learning tool services will be downloaded onto these devices as part of our instruction to aid students in learning English. “Bridging the Gap Between Home and School Language Acquisition” was selected as the model for our Saturday supplemental instructional program. Research shows that involved parents enhance the skills of ELLs as they are connected to the home-school community. In addition, after reviewing IEP goals, student work, and NYSESLAT scores, the TESOL teacher will submit a needs assessment to the principal. Data based on this needs assessment showed that additional instruction was needed across all language acquisition areas: listening, speaking, reading, and writing. Curriculum and lessons will be developed to engage students, parents, and family members in the process of generalizing ENL skills in school, at home, and in the community. Appropriate translation/interpretation paraprofessionals will be available. P993Q site is accessible for students/families with disabilities. Communication devices will be available to facilitate communication for students. The Saturday supplemental instructional institute will enhance language instruction based on the use of informational text and real world applications. ELLs perform better when parents are involved in their education (B. Harry, 2004; J. Cummins, 1984). In addition, instruction that includes strategies (e.g., Cognitive Academic Language Learning Approach) that address cognitive and academic language needs for ELLs and is communication-focused is also supported by research (Chamot & O’Mally, 1994; Dulay, H., Burt, M. & Krashen, S. (1982), Krashen, S. (2006); Baca, L. (1991). Technology will be integrated into instruction during the Saturday instructional program at 993Q. Research has also shown that technology can be used to enhance teaching and learning in schools (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997). Researchers report that technology motivates students, encourages them to take ownership of their own work, builds metacognitive skills, provides students with access to other cultures, and enhances classrooms as centers of inquiry, exploration, and literacy (Toppings, K., 1998).
**Part B: Direct Instruction Supplemental Program Information**

The following assessments will be used to monitor student success and achievement in the supplemental instructional program: Summative Assessment – Formative Assessments; Schoolnet, Scantron, program based and teacher-designed assessments such as checklists and rubrics which we plan to use to help assess our students' performance.

**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 C Professional Development

Mr. Leigh Eisenberg (ENL teacher from P993Q), Ms. Katy Upegui (technology specialist from P993Q), Ms. Ghyoor Sultana (UDL/Data specialist from P993Q) and Ms. Kathy Chan (UDL specialist from P993Q) will provide professional development to all Title III staff members including themselves, paraprofessionals, and principal. The ENL teacher will provide professional development in New Language Arts Progressions (NLAP) and the ELL Identification Process. The UDL specialist will provide training in the Universal Design for Learning paradigm. The data specialist will provide training on using data to measure student growth, and Ms. Katy Upegui will be providing professional development on integrating technology skills with children in the 12:1:4 population (reflecting an area of growth in both school based and Title III attendee populations). The staffing ratio supports 10% professional development. Further topics will include: alignment of instruction to the CCLS—Reading 1, Speaking and Listening 1 and Bilingual Progressions, using informational text as it applies to real life situations; the role of the bilingual paraprofessional as part of the instructional team, the use of technology to stimulate and support communication and socialization in ELLs, making picture symbols, making dual language symbols, how to build digital photo libraries, and putting theory into practice to elicit language from our ELLs. Data based on our needs assessment showed that additional instruction was needed across all language acquisition areas: listening, speaking, reading, and writing. The objectives of the PDs are geared toward training staff about the Bilingual Progressions and Reading 1, Speaking and Listening 1 of the CCLS. Staff will also be trained on how to provide translation and interpretation services to a large ELL population. Staff need to be familiar with and adept in the use of AAC technology in order to facilitate communication. PD will take place once a week on Fridays for 5 weeks from 2:35PM to 3:35PM.
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 D: Parental Engagement Activities

There is a high level of communication with ELL parents throughout the school community. Supporting the ENL program is strong collaboration between the Parent Association and Parent Coordinator resulting in ongoing family activities, cultural events, and workshops that provide opportunities for social interaction, exposure to information on the Saturday Institute, and supports outside the school community. At the start of each Title III workshop, parents engage in family networking activities. Parents then work along side their youngsters and engage in hands-on activities. Parents will be given PDF based teacher created instructional materials to be used at home with their children which will be downloaded on external thumb drives which they will be receiving. Parents will learn how to choose from and utilize various forms of scaffolds needed to help their children succeed. Parents will learn how to use AAC devices and ELL based materials to generalize targeted communication skills. ELL parents are also made aware of CBO's and work program opportunities as part of transition planning for middle and high school students. Parents of ELLs attending the Title III Saturday Institute provide feedback after each session. Responses are evaluated for concerns and suggestions in generalizing listening, speaking, reading, and writing skills at home and in the community. Printed materials are distributed in native languages as well to inform all parents in school techniques and strategies that can be utilized and practiced at home.

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>
</table>
| Professional salaries (schools must account for fringe benefits) | Salary: $16,541.08 | *Reimbursable rates shown  
1 Secretary: 10 hrs x $37.37 = $373.70  
1 Principal: 5 days x 4.5 hrs (22.5 hrs total) x $63.45 = $1,427.63  
1 Guidance Counselor: 5 days x 4.5 hrs (22.5 hrs total) x $65.20 = $1,467.00  
4 Teachers: 5 days x 4.5 hrs (90 hrs total) x $60.65 = $5,458.50  
10 Paraprofessionals: 5 days x 4.5 hrs (225 hrs total) x $34.73 = $7,814.25 |
### 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>
</table>
| Professional Development: | $3,266.75 | Principal: 5 days x 1 hr (5 hrs total) x $63.45 = $317.25  
4 Teachers: 5 days x 1 hr. (20 hrs total) x $60.65 = $1,213.00  
10 Paraprofessionals: 5 days x 1 hr (50 hrs total). x $34.73 = $1,736.50  

Sub Total: $19,807.83 |
| Purchased services | NA | NA |
| Supplies and materials | General Supplies | Assorted Supplies: $6,290.17  
construction paper, copy paper, drawing paper, crayons, markers, dry markers, scissors, tape, glue, glitter paint, brushes, art smocks, paper punch, rulers, clips, staplers, pencil sharpeners, CD'r's.  
Alternative Augmentative Communication devices, acoustic guitar, guitar bag, guitar picks, socialization games, laminating pouches, sheets, digital camera, Public Address system, ocean life books and related manipulatives & materials, lamination sheets, sheet protectors, binders, sensory kits, color cartridges  
Evan Moore ebooks and books - "All About the Ocean" $250.00  

Sub Total: $6,540.17 |
## Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th><strong>Educational Software (Object Code 199)</strong></th>
<th>N/A</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Travel</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Involvement: $550.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100 Metrocards x $5.50 = $550.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Parent Involvement:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 iPad 128 GB: $590.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assorted supplies for professional development such as cases, adapters, and AAC machines: $500.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refreshments=$250.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$28,238.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Budget Category</strong></th>
<th><strong>Budgeted Amount</strong></th>
<th><strong>Explanation of expenditures in this category as it relates to the program narrative for this title.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>NA</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td>100 Metrocards x $5.50 = $550.00</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1 iPad 128 GB: $590.00 Assorted supplies for professional development such as cases, adapters, and AAC machines: $500.00 Refreshments=$250.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$28,238.00</td>
<td>$28,238.00</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>75</td>
<td>Queens</td>
<td>993</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Jacqueline Zaretsky</td>
<td>Jonathon Lonshein</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>L. Eisenberg</td>
<td>Susan Goustas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA, E. Castrillon</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL, Patricia Hulewicz</td>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>547</td>
<td>177</td>
<td>32.36%</td>
</tr>
</tbody>
</table>
This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
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<tr>
<td>TBE</td>
<td>0</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
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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?
   The Schoolnet BOY and EOY are used to assess early literacy skills of our Standardized ELLs and Scantron Performance Series is used for our students grades 3-8. Alternate Assessments students are measured using SANDI/FAST. In addition, all ELLs (alternate or standard assessment) are given NYSI TELL and NYSESLAT and are further assessed using teacher created assessments and the LAP tool kit. The data shows that our students strengths are in the areas of Listening and Speaking. This data will be used to drive instruction and help our school's planning and scheduling as per CR-Part 154.

2. What structures do you have in place to support this effort?
   Administrators ensure that teachers are trained in ENL services during extended day, collaborative teacher meetings, and professional development opportunities. ENL Compliance Liaison is available to assist all classroom and ENL teachers in modifying assignments to meet the needs of ENL students.
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?
   The success of our programs for ELLs is determined by a monthly inquiry meeting where we analyze data tracking sheets that monitor the progress of our ELLs based on their IEP annual goals. At these meetings, particular attention is paid to NYSESLAT scores from previous years to track student progress. We learned that most students are at the Entering proficiency level, but they do progress over their duration at P993Q into the Commanding proficiency level.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Data specialists create an itemized analysis of testing data that show a student’s area of strength and deficiency. Teachers use this information to guide lesson planning and adjust learning for ENL students.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
   While P993 does not participate in the RTI program, an AIS teacher is available to provide services to all struggling students and interventions decrease over time as students progress. Our school uses data from formal assessments to drive rigorous and culturally responsive instruction. Language development at all levels is fostered through purposeful, deliberate conversations between teacher and students, and among students. Reading and writing is taught as specific curricula, and integrated into each content area. Our program adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time. As students improve, measured by reliable and valid assessments, the extra supports are removed. Positive Behavioral Interventions and Supports (PBIS) are an integral part of classroom instruction. Our objective is to use characteristics of these approaches to meet the needs of children experiencing academic and social difficulties in school.

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 data patterns reveal that while most students are on the Entering Level, they do move towards the Commanding proficiency. Data shows that most students, but not all, in grades K-12 remain at the Entering proficiency level. Some students do reach the Commanding proficiency level over time on a standardized test given to alternate assessment students. The breakdown is as follows: 147 Entering, 11 Emerging, 7 Transitioning, 5 Expanding, and 7 Commanding students.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   ATS reports are provided to ENL Compliance Liaison to be carefully examined and distributed to all pertinent staff for review. Academic focus will be placed in the areas of deficiency to improve scores on state testing.

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.
      1. Both integrated/standalone models are utilized for ELLs at P993Q. Both models are used as per CR 154.2 while simultaneously ensuring student safety, IEP compliance, and implemented based on site specific needs. A heterogeneous grouping model is in place to deliver services for all proficiency levels. P993Q implements the Freestanding ENL program exclusively. As a result, ENL teachers evaluate data and schedule instruction at specific sites where there are students mandated to receive ENL services. Students are grouped by ratio, grade, and
proficiency level. Students are served in self-contained classrooms; integrated via co-teaching between ENL, classroom teachers, cluster teachers and related service providers.

b. **TBE program. If applicable.**

993Q does not have any TBE programs at this time.

c. **DL program. If applicable.**

993Q does not have any DL programs at this time.

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)?**

   ENL schedules reflect compliance with CR-Part 154 to the greatest extent possible and are tracked through STARS. P 993Q ENL teachers push in to classes whose student-teacher-paraprofessional ratios include 12:1:4, 12:1:1, 8:1:1, 6:1:1, and inclusion settings. These respective ratios and student ages are always considered and maintained in order to best ensure student safety and optimal learning conditions for ENL instruction delivery therefore Instructional minutes include lessons based on ENL, NLA, and HLA standards that meet the needs of the special education ELLs at P993Q. Therefore, all these above subcategories are delivered mandated instructional minutes in each program model.

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.**

   Within the Freestanding ENL model, content-based instruction is delivered primarily using CALLA (Cognitive Academic Language Learning Approach) that integrates academic learning strategies needed to function in all-English classrooms. In addition, TPR (Total Physical Response) uses movement to foster language development and facilitate comprehension. Lessons are aligned with the pacing calendar, and reading, writing, listening and speaking activities are incorporated into lessons across all content areas. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written previews and reviews. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. We do this to foster language development and meet the demands of the Common Core Learning Standards. ELLs with autism will learn vocabulary through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using behavioral techniques. Group activities are planned to encourage collaboration and peer interaction. Academic discussion techniques are differentiated according each students’ verbal communication style. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written/symbol form or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and to always have high expectations for their learning.

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

   4. Translators are made available to facilitate evaluations. ELLs and families of ELLs are formally and informally interviewed in their native language. Informal evaluations are also done by AP paraprofessionals and other bilingual staff members under the guidance of trained pedagogues. The Spanish LAB is administered to students whose home language is Spanish if they do not test at Commanding on the NYSITELL.

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**

5a. The instructional plan for SIFE includes small group and one to one tutoring, community awareness activities and AIS services.
5b. Newcomers also receive small group and individual instruction along with community awareness activities to familiarize students with ENL methodologies. Instruction for students requiring ELA testing will align with ELA standards, have accommodations applied, and utilize ENL methodologies in preparation for assessments.

5c. Instructional plans for ELLs receiving services 4 to 6 years include the use of technology, music, movement, and augmentative communication devices to help students meet IEP goals. When appropriate, ELLs will participate in transition programs preparing them roles in the community.

5d. Instruction for long-term ELLs will continue to include transition programs and skills to prepare them for college/career readiness. Long-term ELLs are entitled to all AIS services and will be scheduled to receive them at their respective sites.

5e. For former ELLs in years one and two, after testing at Commanding some transitional support activities that the schools provide include all ELL testing accommodations, participation in Title III, continued support from the ENL teachers. All former ELLs are also given 90 minutes of instruction per week.

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?

Instruction is differentiated for all students using both ENL and special education programs and methodologies. These include but are not limited to: The Natural Approach, which utilizes strategies that provide positive and accepting environments, concepts made comprehensible through visuals and objects, and little overt correcting of language errors. The Picture Exchange Communication System (PECS)-a system that uses pictures to initiate and facilitate communication for language emergent students is also utilized. Alternate placement paraprofessionals and bilingual service providers support differentiated instruction for students with mandates. As well as teaching content area based instruction ENL teachers spend time teaching Basic Interpersonal Communication skills. ENL teachers further adapt and modify existing curriculum, which may include Unique Learning Systems, ReadyGen, Attainment, SMILE, Glencoe Science, EngageNY Math, and Go Math. ENL schedules reflect compliance with CR-Part 154 to the greatest extent possible. ELLs are grouped according to classification, grade level, and English proficiency levels. ENL teachers, classroom teachers, and related service providers meet regularly in order to create and implement schedules that do not conflict within the confines of the current SESIS system.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The Integrated model allows ENL teachers to maximize delivery of service for ELL-SWDs. As per state mandates, all special education Limited English Proficient students are served according to IEP goals and each student is administered the NYSESLAT. ELLs participate in non-gradable programs. ELLs contribute to weekend programs in which family, friends and peers are invited. They also participate with non-disabled peers in assemblies through Project Arts and Science Fairs. Our inclusion model is another way we ensure participation with non-disabled peers.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All intervention services are offered in English only as part of the Freestanding ENL Program at P993Q. Most of the ELLs at 993Q fall within the Entering and Emerging levels of English proficiency due to the nature of the students' disabilities. Subgroups are identified by staffing ratio, such as 12:1:1, 12:1:4, 6:1:1, and 8:1:1 and disabilities ranging from learning disabled, emotionally disturbed, students on the autistic spectrum, and severely cognitively and health impaired. The purchase a continued reading and writing program entitled, "First Author" will ensure that students learn the correct writing formats used on standardized testing. Math intervention for these subgroups include Go Math, Attainment, and Unique. Students will continue to take practice exams on state approved computer programs, such as, Scantron Performance Series, School Performance Tasks and Schoolnet texts. Exams are ordered in a student's native language as based on availability and modifications are applied during testing windows. Teachers use testing data to modify assignments in all areas of the curriculum. Translation services are provided when needed.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
First Author will be continued with existing curricula; Attainment will be expanded to the upper grades. P993Q will use teacher created rubrics that show rigor to ensure that IEP goals are being monitored. ELSB literacy program was also purchased for younger grades.

10. If you had a bilingual program, what was the reason you closed it?
993Q has not had any bilingual programs, thus we have had none that require closing.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLS at P993Q are encouraged to participate in school-based activities such as trips, shows, and athletic events. High school age ELLs participate in School to Work transitional programs in the community at large. ENL teachers, classroom teachers, counselors, and alternate placement paraprofessionals support high school age ELLs in these types of transitional programs. The Title III Saturday Institute is open to all ENL mandated students. This program offers educational support across the four modalities of the NYSESLAT exam in a non-classroom setting.

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.
Instructional materials and technology utilized with subgroups of ELLs on the autistic spectrum and severely cognitively impaired are Smart Boards, ELMO Visual Presenters, ipads, multi-media projectors, audio speakers, portable voice recorders, portable media centers, cinema screens, touch screens, digital cameras, mobile laptop carts, color printers, and internet access in all classes. Instruction is supported by the use of Alternative Augmentative Communication devices (AAC) that include single, two and three button communication devices, BIG MACS, Dynavox V, Dynavox VMax, and Dynavox Maestro.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In our ENL program, Home language is supported by the use of bilingual Picture Exchange Communication Symbols (PECS). It is delivered to all ELLs that are mandated to receive ENL services. Alternate placement paraprofessionals are assigned to Bilingual mandated students as an interim service when appropriate bilingual programs are not available. Multi-lingual libraries are in place and available to ELLs in all classes. Dual language “We Are New York” books from former Mayor Bloomberg’s office are in the middle school and high school classes. ENL teachers collaborate with related service providers (speech, guidance, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Native language support is systemic and not limited to the ENL classroom. In addition to glossaries, dictionaries, and materials in the native languages, school personnel provide support to ELLs during the school day to for clarification as needed in subject-area classes. Teachers can group students of the same language for certain activities so that they can assist each other and respond in the native language. Each of these strategies extends through our Title III program.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
ENL teachers collaborate with related service providers (speech, guidance, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Collaboration with classroom teachers takes place to ensure age and grade level appropriate instruction is delivered in the following ways: ENL and teacher collaborative team meetings, review from data specialist and analyze IEP and baseline, midyear and end-of-year data. Core curriculum and related materials are modified to meet the functional levels of all ELLs.

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?
Instructional materials and technology utilized with subgroups of ELLs on the autistic spectrum and severely cognitively impaired are Smart Boards, ELMO Visual Presenters, ipads, multi-media projectors, audio speakers, portable voice recorders, portable media centers, cinema screens, touch screens, digital cameras, mobile laptop carts, color printers, and internet access in all classes. Instruction is supported by the use of Alternative Augmentative Communication devices (AAC) that include single, two and three button communication devices, BIG MACS, Dynavox V, Dynavox VMax, and Dynavox Maestro. Common Core Curriculum materials are ordered on a site by site basis in order to best meet the needs of each given population within each respective site. All shared spaces are utilized within P993Q sites. Integrated activities and events are coordinated between building and District 75 programs.
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).

Newly enrolled ELLs and those enrolled during the school year are invited to participate in the summer Chapter 683 program where they will receive instruction in by an ENL teacher, special education teacher, paraprofessionals, guidance counselor, PT and OT staff.

17. What language electives are offered to ELLs?

P993Q currently does not offer language electives to high school age ELLs at this time.

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)?

At this time, P993Q does not offer dual language programs.

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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?

ENL teachers attend all District 75 and DOE compliance meetings. Information is turn-keyed with the ENL Team and time lines for implementation are developed. ENL teachers attend workshops and participate in webinars pertaining to ENL compliance and curriculum at the District 75 and citywide levels. Information is shared with all members of the ENL team. ENL teachers turn key updated 993Q ELL information and data to the District 75 Director of English Language Learners and District ENL Coaches on a regular and as needed basis. Attendance at all professional development workshops is posted monthly and tracked for compliance purposes. All ELL providers are members of an ENL focus group which meets monthly. Through School Based Option (SBO) voting, 993Q provides professional development to its staff every Monday through Thursday via extended days. At these times, PD is provided to all staff regarding ELL compliance, identification, instruction, and assessment. PDs are offered to all staff in the areas of ELA/ Math instruction, Behavioral Assessment via Rethink Program for Paraprofessionals, Arts, Parent Outreach, and Autism. A PD calendar is distributed to all staff in the beginning of the school year. Meeting agendas reflect recent professional development or training opportunities that align Common Core Learning Standards to ENL Instruction. Agendas and PDs are kept at each site with sign offs during extended day activities. Student work is evaluated and tracked for progress throughout the school year for growth in ENL modality areas during Danielson Framework meetings. Training in strategies to differentiate instruction for ELL-SWDs include the Universal Design for Learning and Depth Of Knowledge models. Through the integrated model, ENL teachers utilize these strategies with classroom teachers and paraprofessionals. Paraprofessionals working in the Title III Saturday Institute receive two hours a week of per session training in the curriculum, lessons, and methodologies needed at each session.

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.

An ELL professional learning community composed of the school’s 4 ENL teachers meet on a monthly basis to discuss all current on going policies and mandates for ELL compliance. An ENL Compliance Liaison is assigned to attend all district ELL
Compliance meetings. All information is turn keyed to provide adherence to mandates. All related service personnel provide assistance for ELLs transitioning from elementary to middle school and middle school to high school. Professional development is tracked throughout the school year utilizing attendance sheets, agendas, and program evaluations. Data tracking sheets are shared with staff and maintained in the classroom data management systems. Data tracking sheets are also used during administrative cabinet meetings to identify next steps supporting ELL populations and special needs. As students transition from elementary to middle school, ENL strategies that are effective with each student are shared with staff in their new setting. Students transitioning to high school are prepared for community activities such as work programs using ENL supports and strategies. All P993Q sites keep agendas and sign offs for all meetings to ensure that ENL teachers receive ELL specific professional development. Frequent review of the continually updated ELL Policy and a Reference Guide is utilized to support ELL professional development.

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? Once a year, ENL teachers schedule parent teacher meetings (not including mandated parent orientation meetings) and DOE scheduled parent-teacher conferences to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Translations are written and provided by trained pedagogues from the school or through DOE translation services. The school provides translations for parent/guardians of ELLs on an as needed basis. Translation and interpretation services are available through the the Translation and Interpretation unit within the NYC DOE.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. P 993Q’s Title III Saturday Institute fosters ELL parent involvement to model instructional techniques that benefit generalizing school based skills to the community. All records of annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated and uploaded into SESIS, e.g., phone logs, data binders, anecdotes, meeting notes, parent coordinator logs, parent trainings and all the other parent interactions are uploaded into SESIS. The Parent Coordinator oversees the process to ensure compliance. The P993Q Parent Association is also headed by parents of ELLs; four members of the School Leadership Team are parents of ELLs. As a result, there is a high level of communication/training with ELL parents throughout the school community. Collaboration between the Parent Association and Parent Coordinator result in ongoing family activities, cultural events, and identified workshops that meet the needs of the ELL community. The Parent Coordinator works diligently to create networks amongst parents the support the ELL community.

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. Parents are provided 30 hours of training in the use of ENL methodologies for the home and community environments through our Title III Program.
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, Jacqueline Zaretsky, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** 993Q  
**School DBN:** 75Q993

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

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<tr>
<td>Jacqueline Zaretsky</td>
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<td>Jonathan Lonshein</td>
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<td>Natisha Singh</td>
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<td>Patricia Hulewicz</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 75Q993 School Name: P993 Superintendent: K. Louissaint

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>Natisha</td>
<td>Singh</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.

The following data is used to identify the preferred home language of parents/guardians of students attending P993Q:
* The Office for Family Engagement and Advocacy Language Identification Card that is sent home with students and is available on-line in our newsletter
* Home Language Identification Survey (HLIS)
* Blackboard Connect Parent Outreach family survey section
* Interviews with parents/guardians when student is enrolled
* Continuous discussion with parents throughout the school year at all parent engagements

Responses are analyzed for translation and interpretation needs for any future contact with families. Information is then verified in ATS and placed on emergency cards.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>454</td>
<td>73.94</td>
<td>453</td>
<td>73.78</td>
</tr>
<tr>
<td>Spanish,</td>
<td>108</td>
<td>17.59</td>
<td>109</td>
<td>17.75</td>
</tr>
<tr>
<td>Punjabi</td>
<td>2</td>
<td>0.33</td>
<td>2</td>
<td>0.33</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.49</td>
</tr>
<tr>
<td>Haitian Creole,</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0.65</td>
</tr>
<tr>
<td>Farsi</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Korean</td>
<td>2</td>
<td>0.33</td>
<td>1</td>
<td>0.33</td>
</tr>
<tr>
<td>Greek</td>
<td>1</td>
<td>0.16</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Indonesian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pashto</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tagalog</td>
<td>1</td>
<td>0.16</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Portuguese</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traditional Chinese</td>
<td>21</td>
<td>3.42</td>
<td>14</td>
<td>2.28</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>0.16</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Oneida</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Uzbek</td>
<td>1</td>
<td>0.16</td>
<td>1</td>
<td>0.16</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.

Not Applicable

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>Parent's Rights and Responsibilities--September 2017</td>
<td>September 2017</td>
<td>School based translation supports and Translation Services</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for All® anti-bullying information--September 2017</td>
<td>September 2017</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>* IEP/SESIS documents--Ongoing when IEPs are due</td>
<td>September 2017-June 2018</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>Periodic Assessment Calendar (Scantron and SANDI/FAST)--2 to 3 times a year</td>
<td>October 2017, January 2018 &amp; May 2018</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>NYS Common Core ELA/Math testing dates--Follows NYSED schedule</td>
<td>One month prior to the test date</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>NYS Regents Exams--Follows NYSED schedule</td>
<td>March 2017 &amp; May 2018</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>NYSAA dates--Follows NYSED schedule</td>
<td>One month prior to the test date</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>* Parent/Teacher Conference dates--November and March (dates vary from site to site)</td>
<td>October 2017 &amp; February 2018</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>P993Q Parent Newsletter--Monthly</td>
<td>September 2017-June 2018</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>DOE parent meetings: Family and School Teams Training (FAST)--Monthly</td>
<td>September 2017-June 2018</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>Parent Handbook--September 2017</td>
<td>September 2017</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>Parent Association Meeting Notices--ongoing throughout the year</td>
<td>September 2017-June 2018</td>
<td>School based translation supports and Translation Services</td>
</tr>
<tr>
<td>Health &amp; Safety Information--September 2017</td>
<td>September 2017</td>
<td>School based translation supports and Translation Services</td>
</tr>
</tbody>
</table>

* Back to school night is typically held in October; parents have a right to meet the teacher and ask general questions about curriculum, teacher expectations, and grading policies.

Parent/Teacher conferences are held 2x a year for parents to discuss
individualized student grades and progress

| Reconfigured day allows for parent/teacher communication on an "as needed" basis. | September 2017- June 2018 | Bilingual School Staff (when available) and/or Translation Services |
| Open door policy allows parents/caregivers to contact the administration with any concerns | September 2017- June 2018 | Bilingual School Staff (when available) and/or Translation Services |
| Monthly parent training and workshop facilitated by Parent Coordinator | September 2017- June 2018 | Bilingual School Staff (when available) and/or Translation Services |
| Direct parent engagement via one-on-one meeting based on parent/student needs | September 2017- June 2018 | Bilingual School Staff (when available) and/or Translation Services |
| IEP meetings | September 2017- June 2018 | Bilingual School Staff (when available) and/or Translation Services |
| Focus group meetings to discuss specific developmental issues such as related services, bussing issues, medical issues, etc. | September 2017- June 2018 | Bilingual School Staff (when available) and/or Translation Services |

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

Administrators ensure that parents are notified immediately of any and all school emergency situations by utilizing bilingual staff members and/or translation services to keep families abreast of all emergencies.

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.

Administrators and Parent Coordinator ensure that staff is aware of all resources available. Parent meeting will be scheduled to address professional development exclusively for translation services and resources.

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.)
Interpretation

* Bill of Parent's Rights and Responsibilities are sent home with students in September of each school year
* Notice of availability of Translation and Interpretation Services are sent home with each student and posted at all nine P993Q sites on the Parent Coordinator bulletin board.
* Parent Coordinator (LAC) arranges for workshops and training to answer questions and assist parents/guardians in their translation needs

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?

* Distribution of T&I Customer Satisfaction Survey
* School Survey for Parents
* Keeping records of all oral and written translation requests
* On-going training in the provisions of Chancellor's Reg A-663
* Language Access Coordinator (LAC) is in place to troubleshoot any problems
* Direct feedback from parents at parent trainings, workshops, and all other parent engagements
* Written and oral evaluation at various parent activities