2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 10X003
School Name: P.S. 3 RAUL JULIA MICRO SOCIETY
Principal: DENISE BROWN
Comprehensive Educational Plan (CEP) Outline

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

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Section 6: Academic Intervention Services (AIS)

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Section 8: Title I Program Information

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

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Raul Julia Microsociety</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>10X003</td>
</tr>
<tr>
<td>BDES Code:</td>
<td>321000010003</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-Kindergarten-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>2100 Lafontaine Avenue Bronx, NY 10457</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 584-1899</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 584-3590</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Denise Brown</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Dbrown55@schools.nyc.gov">Dbrown55@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Denise Brown</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>David Varennce</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Elizabeth Santamaria</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Joseph Mulligan</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Debbie Fields</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>n/a</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Glenda Valdez</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 10 |
| Superintendent: | Maribel Hulla |
| Superintendent’s Office Address: | 1 Fordham Plaza Bronx, New York |
| Superintendent’s Email Address: | mhullal@schools.nyc.gov |
| Phone Number: | (718) 741-5852 |
| Fax: | (718) 741-7098 |

## Field Support Center (FSC)

| FSC: | Bronx |
| Executive Director: | Jose Ruiz |
| Executive Director’s Office Address: | 1 Fordham Plaza Bronx, NY |
**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>Denise Brown</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>David Varene</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Santamaria</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Ana Torres</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Erica Beasley</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Joseph Mulligan</td>
<td>Member/PS/MS 3</td>
<td></td>
</tr>
<tr>
<td>Richard Palazzo</td>
<td>Member/PS/MS 3</td>
<td></td>
</tr>
<tr>
<td>Caroline Maguire</td>
<td>Member/PS/MS 3</td>
<td></td>
</tr>
<tr>
<td>Maria Grueso</td>
<td>Member/Parent</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>Gloria Richardson</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

<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>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your school’s mission statement?</td>
<td>The mission of P.S./M.S. 3 is to foster a community of learners that promotes high standards and achievable outcomes for all students. Students will be able to reason, evaluate and to think critically. Our students will become independent,</td>
</tr>
</tbody>
</table>

2018-19 CEP 9
motivated and productive citizens who can participate successfully in a pluralistic society. Staff, parents and community partnerships will support these goals and take an active role in promoting the school’s mission.

At PS/MS 3 we foster an academic, social and emotional environment that is conducive to learning and promotes student growth. This includes, but is not limited to the following:

For our students:

- We believe in fostering a nurturing environment for believes in which each child feels special and grow in self-esteem.
- We believe that all children can learn and deserve equal access to a full education.
- We believe that love of learning should be nurtured as a lifelong process.
- We believe that critical-thinking skills should be taught to enable students to resolve conflicts, make decisions, and identify and solve problems.
- We believe that at our school we should all appreciate differences and celebrate our diversity.

For our school community:

- We believe that community participation in our school should be encouraged.
- We believe that mutual respect, trust, citizenship and good communication with school community is vital.
- We believe that when parents are involved in their children’s education; students, teacher and parents all benefit.

For our environment:

- We believe that our physical plant should be safe, comfortable, aesthetic and efficient in meeting the needs of our community.
- We believe that all members of our community should be aware of and act upon environmental and community responsibility.

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

PS/MS 3 Raul Julia Micro Society is an elementary-middle school with 340 students from pre-kindergarten through Grade 8. The school population comprises 30% Black, 68% Hispanic, and 2% Asian students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2017 - 2018 was 93%.

We see our school as a community of lifelong learners where decisions at every level are made by putting children’s needs and interests first. All members in our learning community, staff, parents and students, will take responsibility and share accountability for insuring a well-balanced, rigorous curriculum and a school culture that promotes personal responsibility for the collective benefit. Our goal is to collaborate in creating school wide educational initiatives that support critical thinking, creativity and problem solving strategies. Mastering those strategies will prepare our students to become independent problem solvers, inspired team players and empowered to give back to society. In addition, high expectations are communicated clearly and consistently to the school in the following ways:
• Family Night parents meet all their child’s teachers and learn about the curriculum and the rigorous expectations for each subject area and grade. Teachers communicate expectations connected to college and career readiness.

• Parent workshops are conducted by various members of the school community and guest speakers in conjunction with the Parent Association on the following, but are not limited to: Common Core Learning Standards, ELA and Math Standardized Testing, ELA and Math Shifts, Reading Aloud to Children, Gang Awareness and Nutrition.

• Annual High School Fair takes place during the month of October, we host a high school fair that is attended by our grade 7 and 8 students and parents. In attendance are public, private and parochial schools. Students and parents have the opportunity to speak with various high school representatives to become more knowledgeable about their programs and initiatives.

• Teachers, the dean, the guidance counselor and the administrators reach out to parents via phone calls, emails, and meetings to ensure that lines of communication are open to support student progress. Teacher teams are made available to parents for meetings as needed facilitated by teacher and an assistant principal on Monday afternoons during our Family Engagement.

• Progress Reports are sent to parents on a weekly or biweekly basis to alert parents of concerns in academic subject areas and/or behavior.

• School leaders, Literacy and Math consultants provide focused professional support and professional on Tuesdays, during conference days, faculty conferences, grade and department meetings resulting in collegial learning and a culture of mutual accountability.

We are successfully working with consultants through Accelerated Literacy Learning, Generation Ready (Mathematics) and with Algebra for All. With the expertise of the consultants we are able to provide ongoing professional learning and support to teachers and administrators. They are assisting us with our instructional focus: Student Engagement. Furthermore, they are guiding teachers (through planning and modeling) in through the development of standard based lessons that are aligned to the Danielson’s Framework that engage our students in rigorous and differentiated academic work, collegial learning and a culture of mutual accountability.

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

The special population on which we focus is our students with disabilities.

• We have structured our Special Education Teacher Support Services program to meet the varied needs of our students in grades K-8 as follows:
• We employ a push-in model to better support students in all content areas.
• The Integrated Collaborative Team Teaching classes are structured to maximize student learning by: having content specialist in each content area, teachers have common planning time, the general education teacher and the special education teacher are truly co-facilitating and the IEP Team truly works as a collaborative team with the student’s best interest being the main focus.

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.

Our school has several strengths, which were highlighted in our Quality Review. They are as follows:

The school’s curricula are aligned to the Common Core Learning Standards and refined using student work and data to meet the needs of all learners, thereby promoting a path to college and career.

The school leverages resources, staff time, teacher assignments and student programming aligned with school goals to improve teacher pedagogy and increase student achievement.

The school’s inclusive culture for learning provides a safe, nurturing and responsive environment for students and adults, promoting personal responsibility, collaboration and communication to foster growth.
Common assessment practices allow teachers to track student progress and adjust curricula and instruction to better address student learning needs.

According to our most recent Quality Review, our school has shown the most growth in the following Quality Review indicators:

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

3.1 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

4.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community

Based on the 2013-2014 School Quality Snapshot, 93% of our parents are satisfied with the education their child has received and 86% of our teachers would recommend this school to parents.
### School Demographics and Accountability Snapshot for 10X003

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>348</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

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

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>14</th>
<th># SETSS (ELA)</th>
<th>39</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th>14</th>
<th># SETSS (Math)</th>
<th>28</th>
<th># Integrated Collaborative Teaching (Math)</th>
<th>10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>14</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>95.0%</th>
<th>% Attendance Rate</th>
<th>90.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>90.2%</td>
<td>% Reduced Lunch</td>
<td>4.6%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>12.9%</td>
<td>% Students with Disabilities</td>
<td>19.8%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>0.0%</th>
<th>% Black or African American</th>
<th>29.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic or Latino</td>
<td>69.8%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>0.9%</td>
</tr>
<tr>
<td>% White</td>
<td>0.3%</td>
<td>% Multi-Racial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2016-19)</th>
<th>15,26</th>
<th># of Assistant Principals (2016-17)</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
<td>% Teaching Out of Certification</td>
<td>17%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>21%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>7.3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>44.8%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>30.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>87%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>86%</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2016-17)

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

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>No</th>
<th>Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>No</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

##### Elementary/Middle School

| American Indian or Alaska Native | N/A | Black or African American | YES |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | N/A |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

##### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

##### Met Adequate Yearly Progress (AYP) in Science (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

##### High School

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

##### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

##### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

The administration and the teachers plan curricula to make purposeful decisions to support college and career readiness.

We are departmentalized in all core content areas in grades 1 through 8.

We have adopted Expeditionary Learning for grades 3 through 8 and Fundations for kindergarten through grade 2. This purposeful decision provides all with coherent curriculum across the school.

For Math, the school has adopted Go Math! for grades Kindergarten through 8. This is best for our students because it provides them with a coherence in vocabulary, terms, and the implementation of the instructional shifts found in the Common Core. Through the Go Math! curriculum, students are provided with essential questions, vocabulary, daily routines, and a problem of the day. The students are able to engage, explore, explain, elaborate, evaluate and problem solve.

The school implements the New York city Social Studies and Science Scope and Sequence content standards. Lesson plans include an agreed upon set of components not limited to the teaching point, Common Core/Content Standard, connection, teaching, guided practice, link, independent practice differentiated instruction, share, assessment and homework. The lessons are planned to provide access for all learners, including pre-planned data based grouping.

The writing units for grades 1 through 8 are planned yearlong for all grades using a common calendar of scope and sequence. During the implantation of the units, student-friendly rubrics and graphic organizers are provided to the students. Additionally, teachers have unit plans and modules that include an overview, essential questions, and key ideas.

Needs:

Teacher observation feedback reflects the need to work with teachers to better develop skill and strategy objectives that aligned with the assessed students’ needs.

Part 2 – Annual Goal

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

| By June 2019, the New York State English Language Arts test results of a target population in grades 4-8, who scored a Level 2 on the 2018 state exam, will improve their scale score range by 60 points. |
### 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>ELA teachers and content teachers grades 3-8</td>
<td>Sept 2018-June 2019</td>
<td>Consultants and Administration</td>
</tr>
</tbody>
</table>

**Classroom teachers will:**

- Set differentiated instructional goals and reflect during the middle and the end of the year (September, February, and June)
- Work with students to set up monthly measurable learning goals in Reading and Writing
- Differentiate instruction on a daily basis to better meet individual student needs
- Use item analysis data to focus instruction on the areas of need

**The Consultants and Administration will:**

- Develop and use Literacy tasks and assessments that are aligned with the Common Core Learning Standards and the Citywide Instructional Expectation
- Depth of Knowledge
- Set interim benchmarks in Reading and Writing
- Help teachers to develop strategic mini-lessons in Reading and Writing
- Create more on demand writing opportunities
- Continue to develop student-friendly rubrics and criteria

**The Administration will:**

- Review lesson plans looking for evidence of strategic mini-lessons and depth of knowledge questions
- Review and analyze all data
- Conduct observations and provide written feedback

**n/a**
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 host parent workshops on Monday afternoons that focus on Common Core Literacy Standards and strategies to assist all students in Reading and Writing. Teachers will share student data with families and support in implementing strategies at home that will leverage student performance.

Teachers
AIS Personnel
Parent Coordinator
School Administration
Universal Literacy Coach

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.

The appropriate funding to achieve this goal and assist with the following as noted:

- Scheduling of Common Grade Meetings
- Department Liaisons turn-keying information
- Instructional materials
  - Differentiated Professional Learning

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

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

Part 5 – Progress Monitoring

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

- Progress will be assessed through a universal screening process
- Conferring with students
- Benchmark assessments

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

Performance Series (Grades 3-8)
Fountas and Pinnell (Grades K-2)
IRead (Grades K-2)

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

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

School leaders are consistently communicating high expectations to the entire staff and provide relevant training. The staff and school leaders communicate expectations connected to a path of college and career readiness as they collaborate with parents.

There is a culture of mutual accountability to support student progress towards attaining high expectations.

Teachers consistently communicate with families regarding their children’s progress toward expectations.

The administration provides consistent communications to all staff through a multitude of measures.

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, 98% of teachers will respond positively to the question, “Do teachers feel that the school fosters a commitment to student success, school improvement and continuous professional learning with a culture of respect.”*
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>Sept. 2018 to June 2019</td>
<td>Administrators and teacher leaders</td>
</tr>
</tbody>
</table>

School leaders will work collaboratively to draft and plan for the 2017-2018 school year. Create a professional learning committee to design and implement ongoing sessions based on instructional rounds using data and clearly communicating the need of the targeted goal. Teachers will be organized into differentiated PLCs to conduct specific work based on the needs and interests.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>Sept. 2018 to June 2019</td>
<td>Administrators, consultants, and teacher leaders</td>
</tr>
</tbody>
</table>

Staff members will use Google Docs to share curriculum, design units as well as increased school communication through a calendar.

<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>Administration and Grade Liaisons</td>
<td>Sept. 2018 to June 2019</td>
<td>Administrators and Teacher Leaders</td>
</tr>
</tbody>
</table>

To build trust amongst teachers and school leaders, opportunities for inter-visitations vertically and horizontally will be scheduled.

<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>Parents, Guardians and Staff</td>
<td>Sept. 2018 to June 2019</td>
<td>Parent Coordinator, Administration and Teachers</td>
</tr>
</tbody>
</table>

All members of the school community must share accountability for creating a positive and supportive educational environment and for achieving successful student outcomes.

<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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Through the PTA and the SLT, we will build a bridge of cohesiveness in which teachers and parents meet to discuss curriculum, culture and community. The times of the meetings will vary to accommodate all families.

Part 4 – Budget and Resource Alignment

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

Funds will be set aside for professional learning, teacher inter-visitations and outside resources and professional building activities to help to continue to foster a cultural community of respect.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
Part 5 – Progress Monitoring

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

In order to monitor progress, the following mid-point benchmarks will be used:

- Staff and parent survey
- Feedback for classroom inter-visitation
- Administrative observation (formal and informal)

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

A survey will be administered twice during the year duplicating the questions from the Learning Environment Survey to measure the specific areas that have been identified above given to teachers, parents and students.

**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.

In reviewing the pertinent data for student performance, teacher performance, the Quality Review and the School Quality Snapshot, the priority for our work in this section is to develop coherent cycles of Professional Learning that focus on deeply engaging students in instruction. This type of high-quality teaching is strongly correlated to high levels of student achievement. The evidence used to make this decision includes, but is not limited to the following:

- Our school made progress by an average of 7.5% when comparing the NYS ELA and NYS Mathematics Examination results for 2014 versus 2015. In addition, PS/MS outperformed approximately 70% of all District 10 schools and 50% of all NYC schools in ELA and Mathematics achievement. However, despite this progress and relative performance, only 18% of our students are at least proficient in ELA and only 26% are at least proficient in Mathematics.
- The analysis of Advance data indicates that while our teachers performed relatively well in Danielson Domains 1, 2 and 4, there was a preponderance of evidence that suggests that Domain 3 was an area which requires additional support and professional learning. Specifically, there was a high incidence of Developing ratings in Danielson’s 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction).
- The most recent results of the Quality Review for PS/MS 3 suggests our school excels in aligning the curricula to the CCLS, leverages our resources for student achievement, and has developed a safe, nurturing environment for student and staff growth. However, it also indicates a need for improvement in the areas of building teacher capacity and creating common assessments that better address student learning needs.
- Our School Quality Snapshot indicates a high level of student progress on the NYS ELA and Mathematics test for All Students. Meanwhile, a closer examination of this document reveals less progress from our ELL’s, SWD’s and Lowest Performing Student groups. Additionally, it highlights a need to improve the effectiveness of teaching and learning at PS/MS 3.

An aggregate of the aforementioned evidence led us to decide that our Professional Learning Cycles should be focused on the collaborative planning of standards-based lessons through lesson study. These lessons will include multiple entry points and differentiation to address the various learning needs of the class population. Moreover, the teachers will develop common assessments in order to norm student data in an effort to further inform curricula adjustments and the practice of effective lesson planning. The desired result of this work will be a higher level of student engagement in instruction and an increase in teacher and student performance.

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, there will be a minimum of a 3% increase in student and teacher performance as measured by the New York State English Language Arts test, New York State Mathematics test, and Advance Domain 3 data, respectively.
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

**Professional Learning** will take place during professional development periods after school and weekly common planning meetings. It will be presented as interactive cycles of learning, with an emphasis on the practice of lesson study, to delve into topics including, but not limited to, the following: standards-based instruction, lesson alignment, developing assessments, student engagement and Danielson.

**During Professional Learning sessions** there will be specific efforts to address strategies for high-need student subgroups. In our lesson studies we will discuss the concepts of multiple entry points and differentiated instruction. We will use assessment data to inform lesson planning and instructional practices. The combination of these strategies will lead high levels of student engagement.

**Students** will be encouraged to demonstrate character traits that improve academic achievement and social well-being. Additionally, they will be exposed to the concept of a ‘Growth Mind-set’. The morning announcements, assembly programs and the infusion of these ideas into daily teaching practices will be the main vehicle to accomplish this initiative.

**Teachers** will reach out to parents weekly to improve the achievement of students. Progress reports, report cards and other data will be sent home to keep parents updated about student progress. The Parent Coordinator will facilitate workshops for parents with regard to the Common Core and strategies to use at home to support classroom teaching.

---

### 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.

Through the PTA and the SLT, we will build a bridge of cohesiveness in which teachers and parents meet to discuss curriculum, culture and community. The times of the meetings will vary to accommodate all families.
Part 4 – Budget and Resource Alignment

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

The resources that will be leveraged to achieve this annual goal and implement this action plan are:

- Common planning time
- Professional development and professional learning opportunities
- The development of teacher leaders (building capacity)
- English Language Arts and Mathematics consultants

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

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

Part 5 – Progress Monitoring

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

In order to monitor progress, the following mid-point benchmarks will be used:

- Bi-Monthly Periodic Assessments (ELA, Math)
- Scantron Performance Series mid-year assessment (ELA)
- Unit and/or Module Performance Tasks (ELA, Math)
- Quarterly Advance data reviews with Domain 3 as a focus

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

- Bi-Monthly Periodic Assessments (ELA, Math)
- Scantron Performance Series mid-year assessment (ELA)
- Unit and/or Module Performance Tasks (ELA, Math)
- Quarterly Advance data reviews with Domain 3 as a focus

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

### Section 5D – Framework for Great Schools Element – Effective School Leadership

Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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

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

<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Program Coherence</td>
</tr>
<tr>
<td>• Instructional Leadership</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help teachers articulate how they are included in the leadership decisions.</td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, there will be a 10% increase in the number of teachers responding positively to the Learning Environment Survey question around inclusive principal leadership.
### 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>Activities/Strategies</th>
<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>Professional Learning cycles facilitated by teacher leaders</td>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Teachers, Administration and Consultants</td>
</tr>
<tr>
<td>Selection of texts for content area instruction</td>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Teachers, Administration and Consultants</td>
</tr>
<tr>
<td>Creating of curriculum maps in all content areas</td>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Teachers, Administration and Consultants</td>
</tr>
</tbody>
</table>

### Part 4 – Budget and Resource Alignment

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

- Professional Books and resources
- Consultants
- Daily common preps for planning

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

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

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In September and February, teachers will be surveyed to measure their perceptions of inclusive principal leadership.

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

School developed survey.

**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.

In reviewing the pertinent data for student performance, teacher performance, the Quality Review, The School Survey and the School Quality Snapshot, the priority for our work in this section is to build a stronger partnership with parents so they will be more likely to play an active role in supporting their children’s education.

Furthermore, educational research shows a positive correlation between effective parent involvement and student achievement. Based on the aforementioned data we realized that we needed to focus our attention on increasing parent involvement as a way to help increase student achievement.

Part 2 – Annual Goal

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

By June 2019, we will see a 10% increase in the number of parents attending Parent Teacher Association meetings and school based workshops.

We will have a 10% increase in the number of parents completing and submitting the School Survey.
### 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) 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>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.&lt;br&gt;- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>Parents</td>
<td>Sept. 2018 to June 2019</td>
<td>Administration, Parent Leaders, Teachers, Consultants and the Parent Coordinator</td>
</tr>
<tr>
<td>Parent Teacher Association meetings will be advertised in a timely manner and the topics will differ on a monthly basis in order to draw in parents with different concerns and needs. We will offer a PTA meeting in the morning and in the evening to accommodate all parents.</td>
<td>Parents</td>
<td>Sept. 2018 to June 2019</td>
<td>Administration, Parent Leaders, Teachers, Consultants and the Parent Coordinator</td>
</tr>
<tr>
<td>Select parents will take part in Learning Walks in order for them to see the school curriculum and other initiatives in progress.</td>
<td>Parents</td>
<td>Sept. 2018 to June 2019</td>
<td>Administration, Parent Leaders, Teachers, Consultants and the Parent Coordinator</td>
</tr>
<tr>
<td>The Parent Coordinator will facilitate monthly workshops in concert with the Parent Academy at Mercy College. The Parent Coordinator will organize a minimum of one workshop for parents every month that is geared toward making our students’ parents aware of what is expected at school, the curriculum and initiatives in place at our school, the Common Core Learning Standards, and other social emotional topics. The workshops will also focus on providing our students’ parents with practical strategies that they can employ at home with their children to help them become proficient in Literacy and Mathematics.</td>
<td>Parents</td>
<td>Sept. 2018 to June 2019</td>
<td>Administration, Parent Leaders, Mercy College Staff and the Parent Coordinator</td>
</tr>
<tr>
<td>Another way that our parents will play an active role in our school is through the School Leadership Team (SLT). Our SLT has at least 10 members, with 5 of the members consisting of parents and 5 Department of Education staff members. Parents on the SLT will participate in many of the decisions that affect their children academically.</td>
<td>Parents</td>
<td>Sept. 2018 to June 2019</td>
<td>Administration, Parent Leaders, Teachers and outside speakers</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.

| Good Shepard |
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.

The resources that will be leveraged to achieve this annual goal and implement this action plan are:

- Power My learning
- Teachers, Parent coordinator, Consultants, Administration and Patent Leaders
- Common core Learning Standards
- Sample State Tests
- Smart Boards
- State Testing Data

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

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

Part 5 – Progress Monitoring

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

- Parent Survey
- Workshop Reflection Feedback
- Test Simulation Data
- Performance Series Data
- SLT Agendas and Attendance Sheets

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

Learning Environment Survey

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Performance on F &amp; P Literacy Assessment, the Performance Series and performance on test simulations</td>
<td>Provides meaningful practice for early readers in the areas of phonics and phonemic awareness Provides meaningful practice for struggling readers with an emphasis on reading comprehension and reading for meaning/using DRA based texts</td>
<td>Academic intervention is provided in both individual and small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Performance on chapter assessments, unit assessments, test simulations and checks for understanding</td>
<td>Daily 40 minute instruction that addresses remedial instruction in basic concepts, problem solving, explaining various mathematical strategies and dissecting problems into parts</td>
<td>Targeted small group instruction for Level 1 and Level 2 student in Mathematics in Grades 3-8</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Performance on chapter assessments, unit assessments, test simulations and checks for understanding</td>
<td>Lab investigations</td>
<td>Small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Performance on chapter assessments, unit assessments, checks for understanding</td>
<td>Instruction that addresses remedial needs.</td>
<td>Small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor)</strong></td>
<td>Receive ongoing support services from the NYS Department</td>
<td>Age appropriate instructional manuals</td>
<td>Small group and one-to-one</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
| **School Psychologist, Social Worker, etc.)** | of Health around health, nutrition issues and substance abuse  
The nurse provides an asthma program to students that have been diagnosed with asthma  
Sex education classes for middle school students facilitated by St. Barnabas |
## 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)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


### Part A: FOR TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>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.)</th>
<th>There are 50 students in Temporary Housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Provide supplies for back to school, if needed</td>
</tr>
<tr>
<td></td>
<td>Daily check-in by the Family Worker and Guidance Counselor</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>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).</th>
<th>h/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
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

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

At P.S./M.S. 3 we are committed hiring and retaining certified teachers for school wide program. Through an aggressive recruitment process we seek teachers certified through the conventional process as well as through the New York City Fellows Program and Teach for America. We are proactive in attracting and recruiting highly qualified teachers. Specifically formed personnel teams attend all appropriate job fairs, especially those for new teaching fellows and newly certified teachers.

All of our teachers are certified and licensed in the area in which they are teaching. Once teachers are hired we pair them with a mentor (master teachers) for their first year. Throughout their first year, new teachers are offered differentiated professional development and they work with the Generation Ready consultant and Accelerated Literacy Learning consultants.

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).

Professional development is the core to our school’s improvement plan. We offer many professional development opportunities, and have contracted experienced instructional support consultants in the areas of Mathematics and Literacy to work with our staff.

The instructional support personnel is available to assist all staff members with instructional and curriculum issues on-site and off-site. In addition, teachers are encouraged to participate in off-site professional development to increase their knowledge and skill set. Professional development takes place every Wednesday for all staff members.

Grade wide and department planning team meetings will be held during preparation periods on Tuesdays. The meetings are facilitated by the consultants or a teacher. Supervisor(s) will also be in attendance at the meetings.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Being a Pre-Kindergarten to 8 school we are able to provide a smooth to our kindergarten program. The Pre-kindergarten session is in operation a full school year from 8:00 AM-2:20 PM. The pre-kindergarten schedule mirrors the kindergartens schedule. The Pre-kindergarten Literacy program is Splash Into Pre-K (similar to the Journeys program used in grades K to 2 for Literacy). This program is aligned to the Common Core Learning Standards. The Pre-kindergarten Math program is Every Day Mathematics. We have developed a pacing calendar for this program and we have aligned the units to the Common Core Learning Standards. In addition, the students participate in centers to promote their cognitive development and social development. The pre-kindergarten teacher participates in all the school-wide professional development and one on one consultations facilitated by our Literacy and Math consultants and network support people.

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.

Teacher representatives for the school community are going to be selected annually to identify Measures of Student Learning. We will focus on the following questions supplied by the Department of Education:

- What assessments and target populations do we want to use?
- What will we do for growth measurements?

For both decisions, consider:

How much time will this take?

Do we want to invest this time in light of the other critical work in our school?

How does this decision build upon or change the current practices in our school?
The committee will use a six step process, with 1 hour allotted for each step. The steps are as follows:

- Discuss important NYC Department of Education introductory information.
- Review the assessment options.
- Finalize the assessment selection.
- Review the growth measurements.

Present the recommended approach to the principal.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$275,011.00</td>
<td>X</td>
<td>5.</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$140,486.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,079,382.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 3, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

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

PS/MS 3 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

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 November 27th of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)
PS/MS 3, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

**Standards and Assessments by:**

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

I. School Responsibilities: Supporting Home-School Relationships

**Support home-school relationships and improve communication by:**

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

**Provide parents reasonable access to staff by:**

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

Provide general support to parents by:

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

## II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## III. Student Responsibilities

Student Responsibilities:

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

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

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

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

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

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

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

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
<td>☑ After school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ K</td>
<td>☐ 1</td>
</tr>
<tr>
<td>☑ 6</td>
<td>☐ 7</td>
</tr>
</tbody>
</table>
### Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: | ______ |
| # of certified ESL/Bilingual teachers: | ______ |
| # of content area teachers: | ______ |
| 3 | 1 | 2 |

**Describe the direct instruction supplemental program here and include the**

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

**Begin description here: ______**

**Literacy in the Content Areas and Mathematics Tutorial Program for ELLs within the 2018-2019 academic school years.**

During instruction, teachers will incorporate strategies that will help LEP students to acquire and develop their English language and vocabulary skills in order to meet Common Core Learning Standards. The teachers will conduct lessons using the Workshop Model, which consists of the mini-lesson, guided practice, and independent practice, share and conferring.

**Number of ELLs/Grade K-8: 35 students**

**Language of Instruction: English**

**Service Provider and Qualifications:** 1 Certified ESL Teachers and 2 Certified Content/Common Branch Teachers

**Student to Teacher Ratio:** 12:1 (maximum)

**Strategic Objectives**
- For all ELL students to achieve high proficiency levels in Literacy and Mathematics tests.
- To target ELL students through intervention services in Literacy and Mathematics.
- To empower the ELL parent community to better support the academic achievement of their children.

**Schedule for Activities**
- November 2018-February 2019
- Wednesdays and Thursdays

**Impact on Student Learning**
- * Improved performance on running record assessments.
- * Improved written expression as illustrated by weekly assignments.
- * Improved performance on the F & P Reading Assessment.
- * Improved performance on chapter and end of unit assessments.

Furthermore, during the normal school day PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS 3, which is to create a community of learners that promotes high standards and outcomes for all students.
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: _____
Professional learning is the core to our school’s improvement plan. We offer many professional development opportunities, and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S./M.S. 3. The instructional support personnel is available to assist all staff members with instructional and curriculum issues. In addition, teachers are encouraged to participate in off site professional development to increase their knowledge and skill set.
Grade wide planning meetings are held during preparation and all teachers participate in professional development every Tuesday.
The role of the Professional Development Team is to facilitate and provide professional development workshops for all staff members. In addition, members of the Professional Development Team are responsible for arranging classroom inter-visitations, visits to other school sites, workshops on-site and off-site, demonstration lessons and team teaching.
The ESL teacher and content regular classroom teachers will continue to attend professional development sessions sponsored by Accelerated Literacy Learning which will be turn-keyed to other staff members as well. The teachers will collaborate with each other to design ESL friendly lessons that will also benefit all students.

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: _____
We also encourage parents to support their own learning of English through a school-based ESL program with our CBO SoBro. Additionally, SOBRO, a Community Based Organization, provides ESL and GED programs to our parents facilitated by a certified professional. This takes place at the SOBRO headquarters on Monday-Wednesday from 6:00 PM-9:00 PM. Parents will be notified of this opportunity in writing and orally.
### Part E: Budget

**For Schools Not Conceptually Consolidated Only.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____

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

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>003</td>
</tr>
</tbody>
</table>

School Name: Raul Julia

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>Denise Brown</td>
<td>Rick Stapleton</td>
</tr>
</tbody>
</table>

Coach: N/A

ENL (English as a New Language)/Bilingual Teacher

Renata Deluca

School Counselor

Darien Sheff

Teacher/Subject Area

Caroline Maguire/Mathematics

Parent

Auldrey Lufadeju

Teacher/Subject Area

Eileen Cruz/Literacy

Parent Coordinator

Miriam Ortiz

Related-Service Provider

Marilou Quidet

Field Support Center Staff Member

Javier Ocampo

Superintendent

Melodie Mashel

Other (Name and Title) type here

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.

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 |
| 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] | 0 |

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

<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>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Total number of students in school (excluding pre-K) | 350
Total number of ELLs | 35
ELLs as share of total student population (%) | 10.00%

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.

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?

   PS/MS 3 uses DRA (Kindergarten-3), the Performance Series (3-8) and Fountas and Pinnell for reading level correlations. The ENL teacher also uses thematic units of study. At the end of every unit, the students are assessed and are grouped by language proficiency levels. The teacher makes in class observations and creates differentiated assessments based on a performance task.

2. What structures do you have in place to support this effort?
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?
At PS/MS 3 the success of the English Language Learner Program is measured by how well the students perform on the NYSESLAT and other performance assessments. Growth can also be measured by the transition from one proficiency level to the next and performance levels on the New York State exams. In addition to meeting our annual yearly progress for English Language Learners is another way to gauge the success of our program.

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

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.]
At PS/MS 3 data is used to determine what services should be provided to each student. Using Response to Intervention ensures that English Language Learners are given the opportunity to be engaged in rigorous instruction. Instead, of being referred erroneously. Basically, this model is used to build on standard core curriculum already in place in classrooms. It provided intervention through a Three Tiered System. The levels of support can be altered based on the individual needs of each ELL student. Through observation, evaluation and assessment, students individual growth is closely monitored. This framework gives ELLs who are below grade level a chance to receive instruction in a risk free environment. Again, student growth is closely monitored and determining on the level of performance students may or may not be discontinued.

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 reveals that PS/MS 3 has 5 students Entering, 3 students Emerging, 9 students Transitioning and 17 students Expanding. As students transition from one grade to another, they generally move up a proficiency level or remain on the same level. Benchmarks across the modalities affects instructional decisions made by the ENL teacher and the scores are discussed with other staff members servicing these students. Teachers will modify their lessons to meet the needs of the ELL students across the modalities and provide more focused instruction.
According to the most recent English Language arts Exam 0% of ELLs reached a proficiency level of 3 and 4. However, 11.1% of our ELLs reached a proficiency level of 3 and 4 on the Mathematics State exam. The ELL students at PS/MS 3 are closely monitored and are provided with ENL services as per the New York States CR Part 154 mandates. English Language Learners who are Entering and emerging are provided with 360 minutes of ENL instruction. English Language Learners that are Transitioning and Expanding are provided with 180 minutes of ENL instruction. The ENL teacher and the classroom teacher groups students according to their language proficiency levels and their reading levels. The ENL teacher creates lessons that focus on the four language modalities of Listening, Speaking, Reading and Writing. Furthermore, a vast array of teaching materials to compliment the different learning styles. As a result of ELL students not performing as well on the NYS English Language Arts exam, there will be a greater focus on Reading and Writing. Students will be provided with additional scaffolds that will target literacy and writing instruction, in addition to reading and writing strategies.

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

---

**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.
   ELL Programming PS/MS 3 adheres to the mandated requirements that ELLs who score at the entering and emerging levels on the NYSESLAT will receive 360 minutes of ENL services per week. ELLs who score at the transitioning level on the NYSESLAT will receive 180 minutes of ENL service per week.

   ENL instruction will be provided by the ENL teacher through a push-in model primarily and pull-out model when needed. In this model the ENL teacher will serve in the capacity of a co-teacher and supports the ELL students with direct instruction in the classroom setting. Some students who require 360 minutes will receive additional service at times through a pull-out model. Students are grouped by proficiency levels when possible.

b. TBE program. *If applicable.*
   N/A

c. DL program. *If applicable.*
   N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      When designing the ENL schedule, we ensure that we are providing the mandated amount of service as per CR Part 154. The flexibility in scheduling affords the ENL teacher the opportunity to organize groups based on proficiency levels. The ENL teacher meets with the classroom teacher to develop a schedule that best meets the needs of the ELLs in the class.

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.

   ENL instruction is delivered through the content areas with a specific emphasis on Literacy, Writing and Mathematics. Although the main language used for instruction is English, Spanish as well as other languages will be used as necessary through teacher translation or interpretation and/or a student who is dominant in the specific language will be asked to assist. Furthermore, glossary, picture dictionary, thesaurus, picture card, bilingual dictionary will be used to support the native language as well.

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

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

   Students who are SIFE are provided with additional services. Parents are interviewed at registration to further assist the school with information pertinent to the child’s educational background ensuring proper class placement. When students arrive at our
school, they are given an informal assessment. Students are assessed in their classrooms and are provided with the opportunity to work in homogeneous groups. At times, SIFE students are paired with another student of the same country in order to provide them with additional support. The students are reintroduced to a school setting. Students and parents are also given the opportunity to meet with a guidance counselor, the dean and the teacher. Staff members are also made aware of these students and are provided with best practices, activities and training that can further facilitate and support them. These students are also monitored inorder to organize a plan that would hone in on the their weaknesses and strengths. In addition, they are provided with the same educational materials as all the other ELLs.

The plan for newly arrived ELLs includes, but is not limited to a parent workshop or individual conference for the selection of a program that best meets the needs of the ELLs and their parents. Once our ELLs are identified and placed in their program selection, they are then provided with the services of English as a New Language using the push-in and/or pull-out models. In addition, our ELLs are provided with a class partner, Academic Intervention Services, and scaffolding.

In order to address the No Child Left Behind policy, student’s progress is tracked and monitored as these children will be required to take the ELA after one year. To ensure students are prepared, the ENL teacher provides these students with two ENL units with intense focus on language acquisition. In addition, these children also receive ELA instruction during the school day.

Students receiving 4 to 6 years of English as a New Language are also monitored in order to provide them with tailored instruction based on the results of the NYSESLAT modalities, ELA State exam, teacher assessments, class work and homework. Afterwards, the students are provided with services according to their individual needs. These services usually include academic intervention. Additionally, ELLs who have reached a proficiency level on the NYSESLAT will be provided with two years of transitional support through testing accommodations and special programs offered after school.

Long term ELLs are provided with all mandated services and safety nets such as AIS support in Literacy and Math, and individualized or small group instruction. Their progress is closely monitored to ensure that they receive the necessary services. Teachers provide students with meaningful feedback on their work and allow students the opportunity to self assess and set educational goals for themselves. In addition to the common core learning standards, teachers provide exemplars so students can have models. Students are also trained on different rubrics for the various writing genres.

The plan to support ELLs who pass the NYSESLAT is to continue to provide them a per mandate, with additional 2 years of support for additional testing accommodatations, small group instruction and access to the ESL resources if needed. In order to provide ELLs who have passed the NYSESLAT with transitional support, the children will be tracked and monitored. In doing so, support will be provided in the subject areas as needed per individual students. In order to determine what supports are needed, various
forms of assessments will be utilized including State exam results. Title III will also be offered to these students as well as testing accommodations.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   Some of the instructional strategies teachers use for ELL-SWDs include, but are not limited to: multisensory approach, modeling every activity, using mnemonic strategies to promote memory association, direct instruction, pacing instruction carefully thus ensuring clarity, presenting technical content in small incremental steps, writing legibly with focused text, using props to present narrative situations, using highlighters and underlining key words, using word frames, visual cues, outlining texts with a focus on the main idea, and using various forms of assessments.
   The materials used to provide instruction varies. Some materials include, but are not limited to: foam, raised and magnetic letters and numbers, dry erase boards, counters, beads, making word cards and other hands-on and teacher created activities. Grade appropriate materials are used to develop a word center. In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, the school has scheduled support periods within some teachers' programs. Some teachers provide math support and small group instruction and other teachers provide literacy support or small group instruction. These providers work closely with the classroom teachers in order to integrate the class curricula with the instruction provided. The children chosen for small group instruction are usually identified by the classroom teachers, school administrators, exam history or are IEP driven. Furthermore, ELLs who are classified with learning disabilities are served as per their IEP and receive multiple services.

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?
   Some of the instructional strategies teachers use for ELL-SWDs include, but are not limited to: multisensory approach, modeling every activity, using mnemonic strategies to promote memory association, direct instruction, pacing instruction carefully thus ensuring clarity, presenting technical content in small incremental steps, writing legibly with focused text, using props to present narrative situations, using highlighters and underlining key words, using word frames, visual cues, outlining texts with a focus on the main idea, and using various forms of assessments.
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Furthermore, ELLs who are classified with learning disabilities are served as per their IEP and receive multiple services. The majority of our ELL-SWDs are serviced through a integrated team teaching approach.

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

The targeted intervention programs for ELLs in ELA, math, and other content areas are:

- Academic Intervention Services
- Guidance Counseling
- Small Group Instruction
- IReady
- Saturday Academy
- Title III After school for ELLs

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

For the upcoming school year, the school is considering an afterschool program for grades 3-8. This program will meet 2 times a week for 2 hours per session. The program will run on a 6 week rotational schedule. The goal is to promote language acquisition and improve in reading and writing through the study of thematic units.

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

We will continue to make the existing program better.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. The ELL students are able to take advantage of various programs as long as they meet the criterion for these programs. They are not excluded from schoolwide activities and events. They are represented in every initiative at PS/MS 3.

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.

Paste response to question here:

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

The home language is support by providing the students, when necessary, translations of texts, bilingual books, glossary, dictionary, native language articles, books, literature and computer software.

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

Required services support and resources correspond to ELLs ages and levels. We purchase grade and age appropriate materials to support this program. The programs also come with math manipulatives, picture cards, alphabet cards picture books and guiding reading materials. The support services are provided by licenced teachers. Supports includes small group instruction, guiding groups, and peer groups.

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?

Paste response to question here:
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).
Some procedures used to assist newly enrolled ELLs are:
- Orientation in September emphasizing expectations per grade
- Supply lists
- Pamphlets with tips for starting the school year the right
- Conducting building tours
- Family Night
- Math Night

17. What language electives are offered to ELLs?
Paste response to question here:

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)?

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?
Teachers must meet State certification licensing requirements. The teachers are licensed in the area in which they teach. The staff is provided with many opportunities for professional development on various topics that address the needs of the ELLs both in the mainstream and special education. Professional learning will take place during grade meetings, common preps, professional development, lunch time collaboration meetings and afterschool. All staff will participate in these workshops. The topics covered for professional development are, but not limited to:

Who are our ELLs and how are ELLs identified-HLIS/LAB-R/NYSITELL?
Lesson planning and correlation with the standards and performance indicators
- Examining the language proficiency levels, language progressions and developing sample lessons
- What is the NYSESLAT?
- Tailoring lessons in the content areas to further meet the needs of ELLs
- Examining the four language modalities Listening, Speaking, Reading and Writing and creating activities and teaching strategies for each modality
- Differentiated Instruction
- Addressing the Learning Styles
Implementing CharlotteDanielson's- A Framework for Teaching
Common Core Learning Standards: Implications for all ELLs

In addition, all staff members are encouraged to meet once a week for grade planning. The ESL, special education, and the monolingual staff meet and plan collaboratively. Teachers also meet with the ENL Teacher to facilitate the implementation of future instruction as well as the use of the ESL toolkit and to address compliance issues. The Testing Coordinator works closely
with the ENL staff in ordering grade specific and age appropriate materials, test prep booklets and providing on-going staff development with an emphasis on test taking strategies and thematic units. Refer to Question 1

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

All students have transitional meeting with the guidance counselor.
Teacher will participate in off site professional learning and some on site professional learning in order to fulfill these requirements.

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**Parental Involvement**

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

   At PS/MS 3, developing a strong bond between the home and school community is essential for academic success. When parents are involved in their child's education, children become more enthusiastic as well. At present, there is a Parent Teacher Association which meets once a month. Parents elect their own cabinet members: President, Treasurer and Secretary. The Parent’s Association collect annual membership dues and promote and execute fund raisers. The PTA funds various school activities, including but not limited to, kindergarten and grade 8 graduations, field day and appreciation luncheon. ELL parents are welcomed and encouraged to attend these meetings. ELL parents are provided with interpreters which facilitate communication in the parents native language. The PTA, Parent Coordinator and the school provide workshops for parents on all area.

   In addition parents are also involved in the School Leadership meetings. During this meeting, the parents association president and elected parents meet with the Principal, elected teachers and the UFT representative as per Chancellor’s Regulation A-655.

   Parents needs are evaluated through parent surveys, parent-teacher conferences and individual meetings. A parent bulletin board has been set up to display the upcoming school events, news, reminders, lunch menus, workshops and monthly calendars. In addition, parents will be offered special training on the NYC School Account and how to help their child at home.

   In order to further foster communication, parents will also be provided with their child’s teacher’s DOE email address. Furthermore, the PS/MS 3 website also provides parents with a variety of schoolwide information. The Parent Coordinator also sends out e-mails and makes phone calls to parents informing them about upcoming events and workshops. The Parent Coordinator also addresses personal parent issues, concerns and questions. Once a year the parents are encouraged to fill out The Learning Environmental Survey. The results are discussed in order to implement change at the school based on the feedback from the parents.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Some ELL parent involvement includes, but is not limited to:

   Orientation in September emphasizing expectations per grade
   Conducting building tours
   Family Night
   Math Night
   Literacy Night
   Field Day
   Common Core Workshops
   Dads Bring Your Child to School
High School Fair
PTA Meetings
Parent Teacher Conferences

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Denise Brown, 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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Brown</td>
<td>Principal</td>
<td></td>
<td>10/16/15</td>
</tr>
<tr>
<td>Rick Stapleton</td>
<td>Assistant Principal</td>
<td></td>
<td>10/16/15</td>
</tr>
<tr>
<td>Miriam Ortiz</td>
<td>Parent Coordinator</td>
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<td>10/16/15</td>
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<tr>
<td>Renata Deluca</td>
<td>ENL/Bilingual Teacher</td>
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<td>10/16/15</td>
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<tr>
<td>Auldrey Lufadeju</td>
<td>Parent</td>
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<td>10/16/15</td>
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<tr>
<td>Caroline Maguire</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/16/15</td>
</tr>
<tr>
<td>Eileen Cruz</td>
<td>Teacher/Subject Area</td>
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<td>10/16/15</td>
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<tr>
<td>N/A</td>
<td>Coach</td>
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<tr>
<td>N/A</td>
<td>Coach</td>
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<td>10/16/15</td>
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<tr>
<td>Darien Sheff</td>
<td>School Counselor</td>
<td></td>
<td>10/16/15</td>
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<tr>
<td>Melodie Mashel</td>
<td>Superintendent</td>
<td></td>
<td>10/16/15</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td></td>
<td>Other</td>
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<td>Other</td>
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<td>1/1/01</td>
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</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

   According to the RHLLA we have concluded that our school services three major language groups. These include Spanish and French-Creole. We have teachers, school aides, paraprofessionals and the parent coordinator to facilitate the day to day translations on a needs basis. All communications sent to parents are in the language that the parent has requested. We make an effort to send home communications to the Non-English parents in their preferred language. Our school also utilizes the service of the DOE Translation Unit.

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.
Parent's preferred languages for both written and oral communication are:

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</thead>
<tbody>
<tr>
<td>English</td>
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<tr>
<td>Spanish</td>
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<tr>
<td>French-Creole</td>
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</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.

Spanish

**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>Parental Notification letters</td>
<td></td>
<td>Parental Notification letters are translated using bilingual school personnel and/or the service provided through the Department of Education. We have staff available that speak and write the languages mentioned above. For written translation we also utilize the services that have been provided by the Department of Education. Parents are informed of their rights with the Parent Bill of Rights, translated in the languages mentioned above. Also, interpretation service availability for the covered languages is posted for parents. Some of the notice provide to families throughout the course of the school year inclde, but are not limited to:</td>
</tr>
<tr>
<td>Family Night</td>
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<tr>
<td>Lunch Forms</td>
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</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>
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<tbody>
<tr>
<td>Family Night</td>
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<tr>
<td>Common Core Workshops</td>
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<tr>
<td>Math Workshops</td>
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<tr>
<td>Literacy Night</td>
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<tr>
<td>Parent Teacher Conferences</td>
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<tr>
<td>Annual Review/EPC</td>
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<tr>
<td>High School Fair</td>
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Throughout the the school year the following face-to-face meetings take place:

- Family Night
- Common Core Workshops
- Math Workshops
- Literacy Night
- Parent Teacher Conferences
- Annual Review/EPC
- High School Fair

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

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.
Part D: Providing Notice of Language Assistance Services

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

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

The Welcome Poster is posted in the Main Lobby. The Parents' Bill of Rights is provided to the parents during meetings. The Parents' Guide to Language Access is provided the parents via the Parent Coordinator. The Language ID Guide is available at the security desk and in the main office.

Part E: Monitoring Provision of Language Services

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

The following items are used to gather feedback from the parents:

Parent Survey

Parent Needs Assessment

Learning Environment Survey

Parent Conferences

Parent Teacher Association