2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 08X093
School Name: P.S. 093 ALBERT G. OLIVER
Principal: JONATHAN KAPLAN
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 93

School Number (DBN): 08x093

BEDS Code: 32080010093

Grades Served: Pre K - 5

School Address: 1535 Story Avenue, Bronx, NY 10472

Phone Number: 718-430-1700

Fax: 718-430-1705

Email Address: jkaplan15@schools.nyc.gov

School Contact Person: Mr. Jonathan Kaplan

Principal: Mr. Jonathan Kaplan

UFT Chapter Leader: Ms. Roxanne Mathuri

Parents’ Association President: Ms. Earl Taylor

SLT Chairperson: Ms. Michelle Roth

Title I Parent Representative (or Parent Advisory Council Chairperson): Ms. Lachelle Graham

Student Representative(s): N/A

CBO Representative: Melba Osorio

District Information

Geographical District: 8

Superintendent: Dr. Erika Tobia

Superintendent’s Office Address: 1230 Zerega Avenue, Bronx, NY 10473

Superintendent’s Email Address: etobia@schools.nyc.gov

Phone Number: 718 – 828-4535

Fax: 718-828-6239

Field Support Center (FSC)
FSC: Bronx

Executive Director: Ms. Nancy Saffer

Executive Director’s Office Address: 1230 Zerega Avenue, Bronx, NY 10473

Executive Director’s Email Address: Nsaffer@schools.nyc.gov

Phone Number: 718-828-7776

Fax: 718-828-3113
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>Mr. Jonathan Kaplan</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ms. Roxanne Mathurin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Mr. Earl Taylor</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Ms. Agnes Lopez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Ms. Eileen Ponce</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Ms. Michelle Roth</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ms. Nadine Johnson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ms. Leann Viera</td>
<td>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>Ms. Connie Contreras</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Mr. Sean Turner</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
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<tr>
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<td>Member/</td>
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<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 prepares 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

2018-19 CEP 8
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the collaborative efforts of the P.S. 93 school community our vision is to inspire, motivate, and instill within each student a desire to develop intellectually, socially, and emotionally to their greatest capacity.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Our school community is unique in many ways. Our student population mostly comes from generations that attended our school. With the influx of West African children the dynamics of the building have changed and enriched our school environment.

Students feel supported on a daily basis. Our mantra had become that every student should connect with an adult in the building and we foster peer relations through activities that take place throughout the building.

Our school has affiliations with Wellness In The Schools, Fan 4 Kids, Montefiore Hospital, and the New York Botanical Gardens.

We will continue to use the Benchmark writing program and offer support if needed.

In looking at the results of the Danielson Framework, we are looking to increase our rigor in instructional practices within the classroom through effective questioning techniques.

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

We have a variety of different types of learners and some of our student population have IEP’s to meet their individual academic needs.

We have an ENL population which consists of Spanish speaking students and students from West Africa with languages from Twi to Amharic.

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.

As per last year’s standardized testing data, our school made small holistic gains in ELA (2%) and Mathematics (4%). We continue to have a large percentage of level one students in both reading and mathematics. One of our main focuses for this year will be to decrease the amount of level one students in both areas.

Our strong community ties and the trust that has been built with the community has been tantamount to our successes.
### School Demographics and Accountability Snapshot for 08X093

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05</th>
<th>Total Enrollment (2017-18)</th>
<th>340</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td>46</td>
<td>28</td>
<td>31</td>
<td># Special Classes (ELA)</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>30</td>
<td># Special Classes (Math)</td>
<td>N/A</td>
<td># Integrated Collaborative Teaching (ELA)</td>
</tr>
<tr>
<td></td>
<td># Special Classes (Math)</td>
<td>N/A</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>12</td>
<td># Visual Arts</td>
</tr>
<tr>
<td></td>
<td># Music</td>
<td># Drama</td>
<td># CTE</td>
<td>12</td>
<td># Foreign Language</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>73.0%</th>
<th>% Attendance Rate</th>
<th>90.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>71.5%</td>
<td>% Reduced Lunch</td>
<td>0.3%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>4.7%</td>
<td>% Students with Disabilities</td>
<td>23.5%</td>
</tr>
</tbody>
</table>

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

| % American Indian or Alaska Native | 1.5% | % Black or African American | 47.9% |
| % Hispanic or Latino | 48.5% | % Asian or Native Hawaiian/Pacific Islander | 0.3% |
| % White | 1.2% | % Multi-Racial | 2.1% |

#### Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th>6.12</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>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>16%</td>
<td>Average Teacher Absences (2014-15)</td>
</tr>
</tbody>
</table>

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

| ELA Performance at levels 3 & 4 | 24.8% | Mathematics Performance at levels 3 & 4 | 26.6% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 64% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

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

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

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

| Reward | No Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |
| Priority School | No | Focus Subgroups | N/A |

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

#### Elementary/Middle School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | NO |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | NO |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | NO |

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

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | YES |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | NO |

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

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

#### High School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

| Met Adequate Yearly Progress (AYP) in Graduation (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | 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

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.

As per the results of NYS ELA exam, 28.2% of grade three students scored at levels three and four, 26.8% of grade 4 students scored at levels 3 and 4, 20.4% at grade 5. As per the results of NYS Mathematics exam, 25.6% of grade three students scored at levels three and four, 24.4% of grade 4 students and, 29.2% of students in grade 5.

As per the results of NYS ELA exam, 25.6% of grade three students scored level one, 29.3% in grade four, and 44.9% of students in grade five. As per the results of NYS Mathematics exam, 33.8% of grade three students scored level one, 39% in grade four, and 45.8% of students in grade 5.

As per the 2016-2017 School Quality Snapshot we are in good standing in rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong community family ties and trust.

In looking at the results of the Danielson Framework, we are looking to increase our rigor in instructional practices within the classroom through effective questioning techniques. We are also looking into developing teacher generated assessments within the classrooms geared towards data collected during teacher teams.

The priority need for our school is to decrease the number of students attaining Level 1 and push the number of students attaining a Level 2 to Level 3 on both NYS ELA and Mathematics exams.

Part 2 – Annual Goal

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

By June, 2019 we will decrease the amount of students attaining Level 1 on the NYS ELA by 5 percent as a result of an increased focus on sight words through Fountas and Pinnell three times a year. By June 2019, there will be a 5 percent decrease in the students attaining a Level 1 in Math as a result of an increased focus on problem solving as measured through I-Ready Diagnostic BOY and EOY test.
### 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><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018 – June 2019</td>
<td>Classroom teachers and administration.</td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td>Classroom Teachers</td>
</tr>
</tbody>
</table>

Along with administration, teacher teams will meet bi-weekly to examine student work and data trends to make strategic instructional decisions resulting in improved student outcomes.

We will continue to have a clearly defined structure to our literacy block which included Independent and Guided Reading, writing and word work.

We will continue to use the Fountas and Pinnell Leveled Assessment system – See attached assessment calendar.

Teachers will utilize the P.S. 93 Continuum of Literacy to drive daily Guided Reading Instruction.

We will continue our use of the Core Ready Reading Program.

We will continue our use of the Benchmark Writer’s Workshop using rubrics and checklists to confer with students.
We will continue phonics instruction in grades K – 2 using Recipe for Reading.

We will implement a vocabulary program in grades 3 – 5.

We will implement Envisions Mathematics in Grades K – 5 including assessments after each topic – See attached assessment calendar.

We will incorporate a 30 minute problem solving block in addition to our regular daily math block.

Funding permitting we will utilize iReady data to help differentiate and drive mathematics instruction.

| All Students | n/a | 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.

We will continue to hold parent workshops on a weekly basis to keep parents informed and involved in all areas of instruction. This will take place throughout the year. The administration will be involved in these workshops. School Leadership Team members will be informed as a conduit to the community.

### 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.

Title I SWP and Title III Part A. Per session funds will be made available to implement a Saturday Academy pending funding.

**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>
<tbody>
<tr>
<td></td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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.

Fountas and Pinnell levels will be assessed four times per year. Topic math assessments will be given at the conclusion of each unit and data will be assesses to address gaps. Pre and post writing assessments will be given in areas of narrative, opinion and informational writing. Students will also be assessed in science and social studies.
In January, all parents will receive an additional Progress Report indicating their child’s progress.

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

Fountas and Pinnell running records, Topic assessments Envisions Mathematics Program, Benchmark writing assessments, Passport Science Unit Assessment and Harcourt Brace and Amplify Science assessments. Teachers will also use various informal assessments to monitor student progress.

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

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

Part 1 – Needs Assessment

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

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

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

3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

   The school administration has established a culture for learning that communicates high expectations to staff and families and are connected to college and career readiness. These high expectations are consistently provided to teachers and families through ongoing communication and collaborations.

   Our focus will be on rigorous instruction as we had a slight drop in ELA scores through inquiry work, professional development and a new reading program.

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, there will be a 10 percent decrease in the number of students arriving late on a daily basis as a result of parent workshops and monthly celebrations, celebratory bulletin boards as measured by ATS data.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All parents of students Grades PreK - 5 | September 2018 - June 2019 | School Administration |
| We will increase communication between classroom teachers and the home through the use of newsletters, class Dojo and the use of Family Engagement time each Tuesday. | All parents of students Grades PreK - 5 | September 2018 - June 2019 | School Administration |
| We will utilize our parent coordinator as a liaison between school and home. The parent coordinator is responsible for a monthly calendar and coordinating workshops for parents. | All parents of students Grades PreK - 5 | September 2018 - June 2019 | School Administration |
| Administration will continue to have an open door policy and contribute to workshops, attend monthly PA meetings and workshops. | All parents of students in Grades PreK - 5. | September 2018 - June 2019 | School Administration |
| n/a | n/a | n/a | n/a |

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.

Ongoing feedback to families to understand their children’s academic and social progress is consistently made via phone calls, newsletters, emails, and progress reports and include a set of students’ recommendations to support their needs and strengths in moving to their next academic level.

We will be hosting Administrative Teas every other month to update parents on school goals and listen to any concerns they have.

Workshops will be conducted on Family Engagement day and P.A. general meetings. We will backpack materials with information about our new reading programs and skills and strategies.
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.

Tax Levy, Title I SWP and Title III Part A

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>
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</thead>
<tbody>
<tr>
<td>X</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>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 1, 2019 parents will be given a mid year survey to see whether or not we are on track towards our goal.

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

Mid year 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 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

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

Professional Development Needs Assessment will be distributed to all teachers in September. We will also look at results from past year PPO and satisfaction survey. A year long professional development plan will be established based on the results of this survey. Professional development is also based upon citywide expectations. In looking at student test data we are providing teachers with professional development in the areas of reading, writing and mathematics. Consultants will be hired to assist teacher’s in reading and mathematics programs. Our Professional Development Plan is a fluid document and will be updated throughout the year based upon student need and teacher feedback.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June, 2019 - 90 percent of the teachers will participate in inquiry teams using protocols to analyze student work, identify a problem of practice and create an action plan to address the problem within the classrooms and evaluate if their action plan impacted student learning through the use of I-Ready assessments, and math unit tests in Envisions.</td>
</tr>
</tbody>
</table>
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 grades K - 5.</td>
<td>September 2018 - June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

Administration will look at data from Danielson to drive differentiated professional development for all teachers in the areas of questioning and discussion techniques and well as assessment.

We will continue on-site as well as off-site professional development opportunities for our staff including ongoing Pearson training on Envisions.

Our Universal Literacy Coach will provide professional development for our teachers in all aspects of literacy with a concentration on interpreting data from Fountas and Pinnell running records.

Pending funding, we will continue our work with NTN to insure student success in mathematics.

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.

Parents will be engaged throughout the year. A Parent Engagement Plan will be established. This will run from September through June and the administration will oversee Parental Engagement at our school. Through the Parent's Association general meetings we will communicate with all constituents.
### 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.

- SWP, Title One, Title III

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

### Part 5 – Progress Monitoring

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

By February 2019, we will do a mid year assessment looking closely at results of teacher observations.

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

- Danielson Framework

**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.

An informal survey was taken of staff inquiring as to how school leadership could provide assistance in developing and delivering instructional and social-emotional support to drive 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–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.

Through School Leadership, by June, 2019, on average teachers will improve 40 percentage points on their ratings of Danielson in component 3-C in Advance as a result of timely meaningful and actionable feedback and coaching.
### 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>
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</thead>
<tbody>
<tr>
<td>All Staff Members</td>
<td>September 2018</td>
<td>School Administrators</td>
</tr>
<tr>
<td>All Teachers</td>
<td>September 2018- June 2019</td>
<td>School Administrators</td>
</tr>
<tr>
<td>School Community</td>
<td>September 2018- June 2019</td>
<td>School Administrators</td>
</tr>
</tbody>
</table>

In September, school leaders will provide a professional handbook for staff, teachers and paraprofessionals that outlines clear expectations and professional duties. The staff handbook also includes the school's mission, expected lesson planning, the use of preparation periods, and the expected professional attire and conduct.

During the year, school leaders will construct a professional development plan based on the needs of teachers and the competencies of the Danielson Framework for teachers.

Ongoing feedback to families to understand their children's academic and social progress is consistently made via phone calls, newsletters, emails and progress reports and include a set of students' recommendations to support their needs and strengths. All three administrators have open door policies, allowing them at any time to meet with teachers and parents.

### 3b – Parent and Family Engagement

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

Ongoing feedback to families to understand their children's academic and social progress is consistently made via phone calls, newsletters, emails and progress reports and include a set of students' recommendations to support their needs and strengths. All three administrators have open door policies, allowing them at any time to meet with teachers and parents.
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.

| Title I SWP, - other funding as available |

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

Part 5 – Progress Monitoring

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

By February, 2019, We will do a mid year survey and have frequent ongoing communication with teachers. Our administration will attend PTA meetings for many open forums to hear the voice of the community.

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

Mid year 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.

A needs assessment will be sent to all parents via the Parent Coordinator. Parent Engagement workshops will be established based upon the results of this survey as well as student needs as evidenced by test data. Parents workshops will be conducted around the new reading program and our instructional focus.

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 there will be a 10 percent increase in parent participation as a result of the initiation of family math nights, as measured by sign in sheets, agendas, and feedback forms.
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).

School leaders will provide families with a Parent Engagement Schedule for Tuesdays during the school year. The schedule includes various topics including how to help students with disabilities and ENL students.

School leaders will install a parent bulletin board displayed at the front entrance to provide parents with current information and activities happening at the school. Information and activities include parent workshops, Saturday programs and summer camp opportunities. In addition, school leaders provide monthly calendars to families that include upcoming assessments, and special events and activities.

Target Group(s) Who will be targeted?  
Timeline What is the start and end date?  
Key Personnel Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>School Community</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders will provide families with a Parent Engagement Schedule for Tuesdays during the school year. The schedule includes various topics including how to help students with disabilities and ENL students.</td>
<td>September 2018 - June 2019</td>
<td>School Community</td>
</tr>
<tr>
<td>School leaders will install a parent bulletin board displayed at the front entrance to provide parents with current information and activities happening at the school. Information and activities include parent workshops, Saturday programs and summer camp opportunities. In addition, school leaders provide monthly calendars to families that include upcoming assessments, and special events and activities.</td>
<td>September 2018 - June 2019</td>
<td>Administration</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.

Montefiore Hospital, Welless in the Schools, Fan for Kids. We also partner with West Hab and the YMCA.

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.

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

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

Part 5 – Progress Monitoring

2018-19 CEP
**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2019 We will do a midyear survey of parents to monitor progress.

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

- Needs assessment

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Fountas and Pinnell level</td>
<td>Guided reading instruction</td>
<td>Small group</td>
<td>During school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Scores on unit assessments from Go Math</td>
<td>Guided math instruction</td>
<td>Small group</td>
<td>During school day</td>
</tr>
<tr>
<td>Science</td>
<td>Scores based on unit assessments Harcourt Brace.</td>
<td>Guided science instruction</td>
<td>Small group</td>
<td>During school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>School based on unit assessments Passport</td>
<td>Guided social studies instruction</td>
<td>Small group</td>
<td>During school day</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Based upon Child Study Team recommendations</td>
<td>At risk counseling, SETTS and speech services.</td>
<td>Small group</td>
<td>During school day</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)
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

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.)

<p>| | |</p>
<table>
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<tbody>
<tr>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

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

- Busing, counseling and outreach from our social worker

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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<tbody>
<tr>
<td></td>
<td>N/A</td>
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</tbody>
</table>

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

| N/A |  |
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Our hiring practices include a committee that looks at potential new teachers and requires a demonstration lesson prior to hiring.

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).

A needs assessment is conducted in the beginning of the school year to determine teacher input. Data from Danielson Framework and assessments is looked at to determine areas of instructional support.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

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).

Not Applicable
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.).

We hold various parent workshops throughout the school year. Students are working with Building Blocks mathematics program which has made the transition to Kindergarten Go Math seamless.

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.

Our professional development team meets several times throughout the school year to determine need.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</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 A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$247,705.00</td>
<td>X</td>
<td>10 and 12</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$89,829.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200.00</td>
<td>X</td>
<td>10 and 12</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,217,687.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<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. Public School 93. 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>
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<table>
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<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</thead>
<tbody>
<tr>
<td>Public School 93 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

  ● 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;

The school’s Parent Involvement Policy

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

● provide opportunities for parents to help them understand the accountability system

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program.
● 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;

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**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.

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**School-Parent Compact (SPC)**

Public School 93, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.
I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
II. Parent Responsibilities

- 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.
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>08</td>
<td>Bronx</td>
<td>093</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albert G Oliver</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Principal: Jonathan Kaplan
- Assistant Principal: Jacqueline LaRusso
- Coach: Ms. Yamagucci
- Coach (type here)
- ENL (English as a New Language)/Bilingual Teacher: Ms. Devanny
- School Counselor: Ms. Smith
- Teacher/Subject Area: Ms. Julie Hallahan
- Parent: Ms. Maritza
- Teacher/Subject Area: Ms. Denardo
- Parent Coordinator: Ms. Laura Barton
- Related-Service Provider: Ms. S. Carpentier
- Field Support Center Staff Member: Ms. DeLa Cruz
- Superintendent: Dr. Karen Ames
- 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 not currently teaching in a bilingual program | 1 |
| Number of teachers who hold both content | area/common branch and TESOL certification | 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 who hold both a | bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers | not currently teaching in the ENL program | 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 |
| Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 310 |
| Total number of ELLs | 19 |
| ELLs as share of total student population (%) | 6.13% |
**Part II: ELL Demographics**

### A. ELL Programs

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

Check all that apply:

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

**This school offers (check all that apply):**

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

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

**Bilingual Program Breakdown**

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

**Part III: Assessment Analysis**

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

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

   We are currently using Fountas and Pinell to assess the early literacy skills of our ELLs as well as our monolingual students. The administration of the NYSITELL and the NYSESLAT determine the level of English Language Proficiency. The data is used to inform instruction and to differentiate specifically for our ELLs students. Our schools instructional focus is writing which encompasses all of our English Language Learners. What we are finding in our ELLs population is that when frontloading vocabulary, our ELLs students seem to excel when working on comprehension activities. Also used is Getting Ready for the NYSESLAT by Attanasio and Associates. Data is used from F and P and classroom data from classroom teachers.

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? Success is evaluated based on the results of the NYSESLAT (each modality) and also on the attained proficiency levels on the NYS English Language and NYS Mathematics Assessments. As with any AYP goal, this is contingent upon scores reported by New York State and their assessments. Vocabulary and writing are a major focus. Progress is measured through testing and classroom performances.

4. What structures do you have in place to address interventions once the summative data has been gathered? Teachers meet to plan next steps i lesson planning. Data is looked at closely and our ENL teacher collaborates and plans with teachers.

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.] Data is used in our school to inform instruction for all of our students. In looking at the RTI framework for our ELL students, they are tiered into the various levels and differentiated instruction is planned through the depth of knowledge framework. With this framework our ELL students instruction parallels all instruction that takes place in our school. The methodology of deliverance is different but set goals and objectives are the same.

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 pattern reveals that many of our students are proficient in listening and speaking but need further development in reading and writing. In looking at our NYSESLAT scores we see many of our children have moved into expanding and transitional thus moving into 180 minutes from 360 minutes. We have seen improvement in all modalities of listening speaking reading and writing. Data is used to track and plan for our ENL’s. We had great improvement in the State scores as well. With one student scoring a four in math.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Data results are shared amongst classroom teachers and are planned for in their lesson plans.

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**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.
      
      Our ELLs are given the same curriculum as all of our students in our school. Our ELLs program adheres to State Learning Standards in all areas. Through the use of balanced literacy supported by our reading and writing program (Core Ready for Reading, Benchmark Writing) and the use of GO Math in support of our math program, our ELLs are prepared through a differentiated approach. Our curriculum is aligned with the Common Core Standards inclusive of an ELLs component. The organizational models used are push-in/pull-out model. Collaboration between the classroom teacher and our ENL specialist is continuous throughout the school year. Our classroom make-up of students is balanced by ability. Our ELLs are placed in classrooms with mixed proficiency levels. Children are serviced within the classroom and in our ESL classroom.

   b. TBE program. *If applicable.*
      
      Paste response to questions here:

   c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   All our programs for ELLs offer the necessary ENL and ELA instructional minutes required. These regulations require that students, grades K-8, at Entering and Emerging as well as Transitioning levels of English proficiency must have 360 minutes of ENL. At the expanding levels of English proficiency, students in our grades receive 180 minutes of ENL and 180 minutes of ELA instruction. The certified ENL teacher provides the necessary hours of instruction to designated students. Classroom teachers also reinforce language strategies in literacy instruction within their class during differentiated instruction. Students are grouped according to ability and the classroom has different centers.

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.

   Literacy materials used within ENL instruction are content area based to coincide with the content area curriculum in each grade. Instruction is differentiated through higher order questioning and activities assigned. Students are planned for separately in lesson plans from the classroom teachers.

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

   All eligible children are tested in the English Language version of the NYSITELL upon entrance to the school. Also, helpful in the evaluation process is the information provided on the Home Language Identification Survey. Based on the results of the English Language form of the NYSITELL, the Spanish version may be administered. Recommendations, based upon these assessment results are then made for ENL instruction.

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

   a. At this time our school has no students who have had interrupted education but if we were to have any we would do the following: Look at any prior records of school history, assess through an approved assessment tool to indicate a child’s current level in all modalities, enlist the help of instructional staff, and monitor closely through follow-ups with our RTI committee.
   b. Students who fall under this criteria are placed accordingly in a classroom supported by Academin Intervention Services. Computer programs such as Imagine Learning, Brain PoP ESL, Saturday Academy, ENL services and an Extended Day program.
   c. Students who fall under this criteria are placed accordingly in a classroom supported by Academic Intervention Services, Computer programs such as Imagine Learning, Brain Pop Jr, and Brain Pop ESL, Saturday Academy, ESL services and an Extended Day Program.
   d. Our long term ELLs will be tracked and assessed yearly and if necessary will be brought up to our Child Study Team to be evaluated for a possible referral to the Committee on Special Education.
   e. We have a transitional program which involves our ENL teacher and classroom teacher. Built-in to the ENL teacher’s schedule are articulation periods which will allow her to "check-in" with teacher of students who were eligible and have tested out of the ENL program.

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?

   All Students are exposed to grade level curricular materials. Vocabulary is developed through a multi-sensory approach. Depending on grade level, picture cards or vocabulary word cards are used. Our schools instructional focus is centered around
writing and comprehension. In select grades big books are used to develop language and meaning. Higher order questions and thoughtful responses are developed using specific vocabulary to develop meaning and comprehension. Some of the strategies used to make content more comprehensible for ELLs-SWDs are scaffolding skills, bridging, explicit modeling, sentence starters, modification of text, small group instruction and guided reading. The students are administered grade level materials on their grade level.

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?

Students who are identified as ELL-SWDs are provided with instruction based on their individual needs. Some students are part of a stand alone program (mixed proficiency model) and others are provided with instruction based on their individual needs. Some students are part of a stand alone program (mixed proficiency model) and others are provided with instruction during the classroom literacy block. The ENL teacher will provide support to eligible students during this instructional period. Additional enrichment time is provided during our school-wide AIS program from 2:25-4:25. In addition, we ensure scheduling flexibility by allowing service providers to collaborate with teachers so that students are not pulled out for services during reading and mathematics. The ENL provider pushes in.

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

Support for students within the classroom and outside of the classroom comes in many varieties of instructional practices and resources. We offer academic Intervention Services, Saturday Academy, Stand Alone, Integrated ENL services, computer programs such as Brain Pop, Mathletics, Imagine Learning and Common Core materials from Reading Fundamentals and GoMath.

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

We will be using a new curriculum in literacy called reading Core Ready and Benchmark for writing, and an ENL component will be built in. Speaking and listening are strong amongst our students in the upper grades. Writing and Reading is a focal point for all our students. Writing is our greatest area of need according to the data.

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

N/A

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

Special invites are sent for after-school activities and Saturday Academy. Our written translation and oral interpretation allow them to be kept in the "loop" about happenings and activities, and pertinent information about our school.

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.

Computers, the library, Common Core materials and other resources are available to our ENLs and to our non-ENLs. We use Attansio and Associates, and Getting Ready for the NYSESLAT to prepare the students for the NYSESLAT.

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

ENL is a push-in, pull-out model. Native language support is delivered through the mandated instructional periods of native language arts and through materials that support ENL acquisition. Teacher translates and communicates with parents and had workshops throughout the year.

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

We are a team that is ready, willing and able to support our students. All of our support and service providers articulate with our classroom teachers to ensure that our ENLs have access to the most current and progressive materials. Attendance records are kept by our ENL teacher and our classroom teachers are cognizant to the needs of their students.
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?

Computers, the library, Common Core materials and other resources are available to our ENLs and to our non-ENLs. We use Attansio and Associates, and Getting Ready for the NYSESLAT to prepare the students for the NYSESLAT. We do not share space.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We hold parent orientations for newly enrolled ELLs. Interviews are conducted by our ENL teacher and principal. A new family orientation takes place and includes ELLs.

17. What language electives are offered to ELLs?

N/A

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

N/A

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Professional Development and Support for School Staff

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

Our ENL teacher is sent to Professional Development offered by our district including changes to assessment criteria and implementation.

Our ENL teacher meets with teachers throughout the year including grade level meetings.

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.

We help with school choice and ensure that parents of our ELLs are aware of their options.

We look to district driven Professional Development outside of the building as well as internal Professional Development. Attendance is taken. Our ENL teacher attends all NABE and Dual Language conferences. Teachers meet with my ENL teacher and discuss data and are given time to plan lessons.

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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?
All parents are communicated with and attend various activities. ELL workshops take place periodically throughout the year. Parents attend Parent Teacher Conferences and PA meetings in which all events are translated to the parents in mailings. Classroom celebrations such as publishing parties and writing celebrations are communicated to parents in back-pack mail and are translated as well.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All activities are attended by our families of ELL’s. Communicated by our ENL teacher and translation services are offered.

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.

All parents are communicated with in their language. Our ENL teacher meets with parents during parent teacher Conferences.
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, Jonathan Kaplan, 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>Jonathan Kaplan</td>
<td>Principal</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Jacqueline La Russo</td>
<td>Assistant Principal</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Laura Barton</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Jacqueline Devanny</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Maritza Brown</td>
<td>Parent</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Julie Hallahan</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Kristy Denardo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/15/17</td>
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<tr>
<td>Francis Ortiz</td>
<td>Coach</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Eula Smith</td>
<td>School Counselor</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Dr. Karen Ames</td>
<td>Superintendent</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Kristy Dela Cruz</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Jonathan Kaplan</td>
<td>Other _____ P</td>
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<td>Johnathan Kaplan</td>
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<td>Jonathan Kaplan</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 08x093  School Name: PS 93  Superintendent: Dr. Karen Ames

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>Jackie</td>
<td>Devanny</td>
<td>ENL coordinator</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Throughout the year we take different measures to ensure that our non-English speaking parents are actively engaged and involved in our school community. Mailings in English and Spanish are sent home to parents in reference to happenings and important dates at our school. My ENL teacher not only holds her orientation meetings early in the year with parents, she also does outreach through phone calls and letters home to these families concerning various school matters. We continue to value all parent's contributions to our school community. One hundred percent of our parents completed the home survey which shows our commitment to hearing all of our parents whether English speaking or non-English speaking. During registration, our non-English speaking parents are given assistance by various members of our staff paying close attention to the Home Language Survey.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Twi speaking families prefer their oral and written communications in English. Our Spanish speaking families prefer their oral and written communications in Spanish. We provide both for our families.</td>
<td>English</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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

   | Twi |

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>All documentation sent home by backpack mail and through the New York postal service are translated into Spanish. This includes the aforementioned items listed above in the parenthesis.</td>
<td>09/09/18</td>
<td>assistance of the secretaries.</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the year our ELLs families are communicated with frequently. The following set dates are our official parent-teacher conferences which does not preclude the many other interactions that take place throughout the year. September 17, 2015, November 5, 2015, March 3, 2016 and May 12, 2016. Informal interactions take place on a daily basis.</td>
<td>9/18 10/18 11/18</td>
<td>Through frequent workshops.</td>
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</table>

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

phone calls.

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.

Opening Day Faculty meeting

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.)

Parents have been informed by backpack mail in both Spanish and English.
**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?

A parent survey will go home home this year in both Spanish and English.