2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 11X103

School Name: P.S. 103 HECTOR FONTANEZ

Principal: FARID REYES
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Hector Fontanez School</th>
<th>School Number (DBN):</th>
<th>11X103</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>321100010103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>4125 Carpenter Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 655 0261</td>
<td>Fax: 718 654 7930</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Farid Reyes</td>
<td>Email Address: <a href="mailto:Freyes2@schools.nyc.gov">Freyes2@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Farid Reyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Joshua Glaser</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Philomena Norte</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Martha DeCaille</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>NA</td>
<td></td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td>NA</td>
<td></td>
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</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>11</th>
<th>Superintendent:</th>
<th>MeishaRoss Porter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1250 Arnow Ave., Bronx, NY 10469</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:mross@schools.nyc.gov">mross@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 519-2620</td>
<td>Fax: (718)-519-2626</td>
<td></td>
</tr>
</tbody>
</table>

Field Support Center (FSC)
Bronx Field Support Center

Executive Director: Jose Ruiz

FSC: 1230 Zerega Avenue, Bronx, NY

Executive Director’s Office Address: jruiz2@schools.nyc.gov

Executive Director’s Email Address: (718) 817-7700

Phone Number: (718) 828-2103

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farid Reyes</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Joshua Glaser</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Candy Rose</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Marilyn Wimbush</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Martha DeCaille</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Debra Bishop</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Leon Britto</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariette Morrissey</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Erin Dietz</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Philomena Nortey</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>Michael Murphy</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Carla Telfah</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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</thead>
<tbody>
<tr>
<td>We work constantly to ensure that students become passionate and enthusiastic learners while acquiring the knowledge and skills necessary to participate in our global society.</td>
</tr>
</tbody>
</table>
2. **Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.**

The Hector Fontanez School provides a rigorous and nurturing education to about 1000 students of diverse backgrounds and educational experiences. We provide our students with a very strong arts program that includes Education Through Music and visual arts. We believe that by analyzing informal and formal data we can plan instruction that aims to support students’ strengths and needs.

This year we will work to ensure a rigorous instruction across the grades. As a school we are focusing on supporting our students' meta-cognitive skills development. Based on teacher observation reports and PPO visits, many of our teachers were working hard at following curriculum maps, but still need more focused attention on differentiating instruction based on the current needs of the students. They also still need more focused attention on how to use formative assessments to monitor student learning throughout a lesson. It was evident in our classroom visits that students were often not being pushed to question what they are thinking about or question the thinking of others. Our teachers will benefit from hands-on support in recognizing when to push that thinking and make it visible for students as well. They started the year with setting the expectations and norms for each of the subject areas while giving time for students to reflect on the importance of the work they do.

In addition to this work, the Professional Learning Committee (PLC) analyzed the school's current state and desired state in all components of the Framework for Great Schools. Through that work, the PLC was divided into four task forces that developed professional learning opportunities for teachers and engaging workshops for parents for the 2018-19 school year. The four task forces were: Questioning and Discussion Techniques-developing meta-cognitive skills, Parent Engagement, and Communication Across Grades. Each task force designed their goals in conjunction with the CEP goals. Throughout the school year, Monday PD sessions, additional professional learning experiences and parent workshops were offered by these teams to continue to build a cohesive understanding of research based pedagogy and content knowledge. At the end of the year, through teacher feedback and parent surveys, the task forces were able to decide on how to make continued improvements in all aspects of our school community for the 2018-2019 school year.

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

We have and will continue working to ensure that our ELL and Special Education population receive the support needed so they can succeed. Our ELL students are in need of academic support to develop language (Native Language and ESL) and mathematical skills that are critical for their success. Our special education students are challenged by existing gaps in ELA and Mathematics as well as their emotional and social challenges. ENL students and special education students will be supported through the implementation of best pedagogical approaches to ensure that their academic gaps in ELA and Math will be addressed effectively. In addition, we will provide the social and emotional support for all our students so they can build the skills that will allow them to maximized their learning experiences.

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.**

P.S.103 will continue to increase academic rigor, collaboration among teachers, and parental engagement, as well as providing students the emotional and social support needed for them to succeed in a very demanding educational world.
<table>
<thead>
<tr>
<th>School Demographics and Accountability Snapshot for 11X103</th>
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</thead>
</table>

**School Configuration (2018-19)**
- Grade Configuration: 0K,01,02,03,04,05
- Total Enrollment (2017-18): 1129
- SIG Recipient (Y/N): No

**English Language Learner Programs (2018-19)**
- Transitional Bilingual: YES
- Dual Language: YES
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**
- # Special Classes (ELA): 93
- # SETSS (ELA): 59
- # Integrated Collaborative Teaching (ELA): 104
- # Special Classes (Math): 55
- # Integrated Collaborative Teaching (Math): 104

<table>
<thead>
<tr>
<th># Special Classes</th>
<th>Dual Language</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>52</td>
<td></td>
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</tr>
</tbody>
</table>

**School Composition (2017-18)**
- % Title I Population: 89.0%
- % Attendance Rate: 90.1%
- % Free Lunch: 88.1%
- % Reduced Lunch: 2.2%
- % Limited English Proficient: 17.7%
- % Students with Disabilities: 20.8%

**Racial/Ethnic Origin (2017-18)**
- % American Indian or Alaska Native: 2.7%
- % Black or African American: 49.3%
- % Hispanic or Latino: 42.8%
- % Asian or Native Hawaiian/Pacific Islander: 2.3%
- % White: 2.3%
- % Multi-Racial: 3.3%

**Personnel (2015-16)**
- Years Principal Assigned to School: 8.34
- # of Assistant Principals: 8
- % of Teachers with No Valid Teaching Certificate: 1%
- % Teaching Out of Certification: 2%
- % Teaching with Fewer Than 3 Years of Experience: 14%
- Average Teacher Absences: 6.7

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: 30.1%
- Mathematics Performance at levels 3 & 4: 21.4%
- Science Performance at levels 3 & 4 (4th Grade): 67%
- Science Performance at levels 3 & 4 (8th Grade): 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
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

**Overall NYSED Accountability Status (2018-19)**
- Reward: No Recognition
- 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)**
- American Indian or Alaska Native: N/A[Black or African American]
- Hispanic or Latino: NO[Asian or Native Hawaiian/Other Pacific Islander]
- White: N/A[Multi-Racial]
- Students with Disabilities: NO[Limited English Proficient]
- Economically Disadvantaged: NO[ALL STUDENTS]

**Met Adequate Yearly Progress (AYP) in Math (2016-17)**
- American Indian or Alaska Native: N/A[Black or African American]
- Hispanic or Latino: NO[Asian or Native Hawaiian/Other Pacific Islander]
- White: N/A[Multi-Racial]
- Students with Disabilities: NO[Limited English Proficient]
- Economically Disadvantaged: NO[ALL STUDENTS]

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- American Indian or Alaska Native: N/A[Black or African American]
- Hispanic or Latino: NO[Asian or Native Hawaiian/Other Pacific Islander]
- White: N/A[Multi-Racial]
- Students with Disabilities: YES[Limited English Proficient]
- Economically Disadvantaged: NO[ALL STUDENTS]

### High School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- American Indian or Alaska Native: N/A[Black or African American]
- Hispanic or Latino: N/A[Asian or Native Hawaiian/Other Pacific Islander]
- White: N/A[Multi-Racial]
- Students with Disabilities: N/A[Limited English Proficient]
- Economically Disadvantaged: N/A[ALL STUDENTS]

**Met Adequate Yearly Progress (AYP) in Math (2016-17)**
- American Indian or Alaska Native: N/A[Black or African American]
- Hispanic or Latino: N/A[Asian or Native Hawaiian/Other Pacific Islander]
- White: N/A[Multi-Racial]
- Students with Disabilities: N/A[Limited English Proficient]
- Economically Disadvantaged: N/A[ALL STUDENTS]

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
- American Indian or Alaska Native: N/A[Black or African American]
- Hispanic or Latino: N/A[Asian or Native Hawaiian/Other Pacific Islander]
- White: N/A[Multi-Racial]
- Students with Disabilities: N/A[Limited English Proficient]
- Economically Disadvantaged: N/A[ALL STUDENTS]
## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>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</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

After conducting a comprehensive assessment of our school by analyzing the feedback given by the Superintendent's, Instructional Focus Team, teacher observations, and the performance by our students, we concluded that:

**Strengths:**

- Teachers are implementing and incorporating professional development sessions from in house staff members as well as outside consultants based on identified patterns in observations and teacher surveys.
- Teachers are analyzing formal assessments to inform their practice and to revise curriculum maps based on identified students’ strengths and needs after data analysis meetings with Administration and the Data Specialist.

**Needs:**

- Teachers need to increase academic rigor by planning questions and building structures for discussion techniques through tasks that enhance students’ opportunity to develop Higher Order Thinking Skills-Meta-cognitive skills.
- Teachers need to become experts in using reading, math, science, and social studies informal assessments to plan for differentiation in daily instruction.
- Students’ reading fluency and comprehension needs need to be addressed with actionable and specific feedback to teachers from administrators in order to increase students’ performance when reading literature and informational texts.

**NYS ELA Test Results:**

- Grade 3 - Limited English Proficient - Constructed Response Average Proficiency Level - 0%
- Grade 4 - Limited English Proficient - Constructed Response Average Proficiency Level - 0%
- Grade 5 - Limited English Proficient - Constructed Response Average Proficiency Level - 0%
- Grade 3 - SWDs - Average Proficiency Level - 0%
- Grade 4 - SWDs - Average Proficiency Level - 0%
- Grade 5 - SWDs - Average Proficiency Level - 0%

**Reading Percentages on grade level at the end of June 2018:**

- Grade K - 38%
- Grade 1 - 42%
- Grade 2 - 41%
- Grade 3 - 45%
- Grade 4 - 73%
- Grade 5 - 53%

**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, on average 50% percent of our students in grades 1-5 will be reading on grade level or above as measured by end of the year F&P benchmark assessments.
### 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 Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, Teachers</td>
<td>August 2018- to June 2019</td>
<td>. In and Out school facilitators. Teachers Administrators</td>
</tr>
<tr>
<td>Students</td>
<td>August 2018- to June 2019</td>
<td>. In and Out school facilitators. Teachers Administrators</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept 2018 to June 2019</td>
<td>.Instructional Coaches .Media Center</td>
</tr>
</tbody>
</table>

- Preventing Academic Failure (PAF) Special Education for daily reading and writing practice based on their current proficiency level. There are frequent needs assessments conducted within the program that help the teachers check for progress and decide on next steps.
- Questioning and Discussion Techniques-Meta-cognitive skills.
- Write Time for Kids (ENL) - Teachers developed a new writing curriculum that is targeted towards the writing needs of the current grade level, which includes sentence and paragraph structures. They will data tracking sheets for each unit of study, and during data talks discuss the progress of students through the use of the program.
- Professional development for teachers on best teaching practices addressing the education of ENLs and Special Education students by FSC mentors and administrators
- Autism Spectrum and ABA Training - Teachers are being sent out to receive training in these areas and then coming back to facilitate meetings with fellow colleagues on new teaching practice to meet these students’ needs
- Learning Leaders for Language Acquisition (ENL teachers and select general education teachers across grades)
- Parents will be invited to participate in workshops addressing reading issues and how they can support children at home. Reading teachers and Media Center Teacher will plan and facilitate these workshops.

### 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.**

Parents will be invited to a number of workshops focused on understanding the NY State Common Core Standards in ELA and Math. Parents will be supported by the ELA and Math teachers by providing them with opportunities to learn...
what is expected in both subjects by accomplishing tasks that are required their children be able to master. In addition, parents will be invited to celebrate the work done by the students and to visit the school throughout the school year to attend informative sessions about how to best support their children at home. Furthermore, parents will be invited to workshops addressing the many ways that they can support their children at home to continue developing ELA and Math skills.

These activities will take place from September 2018 to June 2019.

Teachers, school coaches, assistant principals and the principal will be the key personnel responsible for implementing and overseeing the school year plan to get parents involved in their children's education.

**Part 4 – Budget and Resource Alignment**

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

- Professional Development
- Instructional Programs
- Per session allocation
- 3 Coaches
- 3 math teachers
- Librarian

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

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

**Part 5 – Progress Monitoring**

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

During the following benchmark periods, November, January, March, and June, we will use the F&P Reading Assessments to monitor the steady increase in students' September reading levels comparative to the grade's benchmark proficiency levels (level 3 and 4):

**Overall Goal**

P.S.103 cabinet will analyze data generated after each benchmark (midpoints in November, January, March and June) to plan for school-wide supports to address the needs of those students that are not reaching expected levels for the end of the school year 2018-19. Especial attention will be given to students' comprehension levels.

November Benchmark:

Grade 1 - F/G
Grade 2 - J/K/L
Grade 3 - N
Grade 4 - Q/R
Grade 5 - T

January Benchmark:
Grade 1 - G/H
Grade 2 - K/L
Grade 3 - O
Grade 4 - R/S
Grade 5 - U

March Benchmark:
Grade 1 - H/I/J
Grade 2 - L/M
Grade 3 - O
Grade 4 - R/S
Grade 5 - U

June Benchmark:
Grade 1 - I/J/K
Grade 2 - M
Grade 3 - P
Grade 4 - S/T
Grade 5 - V
<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fountas and Pinnell Benchmark Assessments</td>
</tr>
<tr>
<td>Part 5c.</td>
<td>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What are the school’s strengths relative to this Framework element?</strong></td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. <strong>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</strong></td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. <strong>What policies, practices, and structures are in place to ensure you are supporting the whole child?</strong></td>
<td>After analyzing the OORS reports and school survey focusing on our progress in creating a supportive school community environment, we realized that the dean’s office in collaboration with the school guidance and the implementation of the PBIS program and PATHS had provided students, teachers, and parent guidelines and protocols to maximize the instructional time. However, we feel that our school community needs an extra support to build healthy and positive relationships among all staff members, parents, and students. Therefore, we need to facilitate an emotional and social program that meets the needs of everyone involved.</td>
</tr>
</tbody>
</table>

#### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td>By June 2019, 100% of our students will be instructed in the PATHS program (Promoting Alternative Thinking Strategies), which positively increases their self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem as evidence by a 25% decrease of in-house suspensions.</td>
</tr>
</tbody>
</table>

2018-19 CEP
### 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:

**Activities/Strategies:**
- 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>Teachers and support personnel will continue being supported on how to effectively facilitate the PATHS program and will schedule time during school hours to facilitate the lessons included in the program.</td>
<td>Teachers Support personnel Sept 2018 to June 2019</td>
<td>Teachers Administrators</td>
</tr>
<tr>
<td>The PBIS committee (CHANGE) will be facilitating the implementation of Coach Bucks to be distributed to students by staff members, as a sign of positive behavior. Mega bucks will be used at a higher value for students that on a weekly basis wear uniform, come to school, and are on time. The bucks will be used to trade in for items at the school store. The grade that collects the most bucks for the month will be able to sign up for an incentive activity, such as Arts and Crafts, Just Dance, Popcorn Movie, etc. Students will be encouraged to exercise better judgment by collecting solving as measured Coach Bucks, monthly grade team building assemblies, and feedback provided by faculty members, daily.</td>
<td>Teachers Support personnel Sept 2018 to June 2019</td>
<td>Teachers Administrators CHANGE committee (PBIS)</td>
</tr>
<tr>
<td>All students including ENL and SWD students will be part of this program with the entire school.</td>
<td>Students Sept 2018 to June 2019</td>
<td>Teachers Administrators</td>
</tr>
<tr>
<td>Parent Letters are generated through the program to give them details about the specific lessons the students will be engaging in throughout a particular unit. It will also give them ideas on how to continue to the positive attitude at home. Letters are also available in Spanish. During Back to School Night, teachers and administrators explained the contents of the PATHS program to parents. The Parent Engagement Task Force is working with the PTA in conducting workshops promoting the contents of the program. Parents are also invited to attend the grade specific assemblies where the students will showcase the PATHs program learning with their class.</td>
<td>Parents Sept 2018 to June 2019</td>
<td>Teachers Administrators</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

The school's dean and guidance office will provide opportunities (workshops) to parents throughout the school year (2017-18) so they get information about the school's expectation and support systems in place to ensure that they have the tools to support their children while at home and at school. A parent letter will be developed and sent monthly informing parents about content area goals for the month, events, and other pertinent information.

School coaches will gather the information that will be included in the school's monthly letter and ensure that the parents get the information in a timely manner.

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.

During monthly data talks with teachers, administrators will ask for evidence of student learning outcomes based on PATHS lessons. Full day professional development was provided before school started. In November, the teachers will receive the second full day PD. On a weekly basis, we have a staff member collecting each classes total bucks for the prior week. At the end of the month, the grade with the most bucks will win an afternoon of Choice activities.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
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<th></th>
<th>Title III, Part A</th>
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<tbody>
<tr>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

November 2018, February and May 2019, will be the time when SLT, Dean’s office, CHANGE committee, and administrators will look and data (OORs, attendance to assemblies, teachers’ reports) and discuss our progress towards achieving the goal(s) by measuring the amount of bucks specific grades have been able to collect over the course of the month, percentage of student-student and student-teacher incidents, suspensions as well as the grade assemblies parent and student attendance and participation.

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

By the end of June 2019 we will have decreased by 25% the number of school suspensions. The percent number of coach bucks given to students for making the right decisions, the amount of goods sold using coach bucks at the store monthly; Superintendent and Principal suspension lists, dean’s office log, teacher incident reports/email correspondences/phone conversations with administration and Dean’s office about students, parent meeting records will be used to evaluate the effectiveness of reaching the goal.

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>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>PS 103 has always been a collaborative working environment as evidenced by our Quality Review, Peer Review, Learning Environment Surveys and PPO reports. Through feedback provided by our school’s Professional Learning Committee, it was decided that we focus on ELA &amp; Math Vertical Planning teams.</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?</td>
<td>It was also evident that our ENL and SWD teachers were not given sufficient time to plan together and share ideas and resources. Therefore, a designated period weekly has been put into the schedule. They will also have designated Monday PD times to meet as a team to discuss curriculum and current needs of students. In addition, since we have departmentalized our 3rd, 4th and 5th grades, a common planning time has been scheduled daily for teachers to plan and collaborate. Furthermore, we have requested 5 days for early dismissal so our teachers could have an extended period of time to get together for PD in ELA and Math and planning instruction purposes.</td>
</tr>
</tbody>
</table>

Since P.S103 didn’t meet AYP in mathematics, the school community will continue the emphasis on improving our math instruction via data analysis, and therefore, provide targeted students with extra support including an after school program and push in AIS program.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 100% of teachers and paraprofessionals will participate in collaborative practices as measured by in-house and out of school professional learning opportunities, inquiry sessions, data analysis meetings, and curriculum planning.</td>
<td></td>
</tr>
</tbody>
</table>
### 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 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>Teachers</td>
<td>October 15, 2018 - June 10, 2019</td>
<td>Professional Learning committee, administration</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>Sept 22, 2018 - June 10, 2019</td>
<td>Administration, TCICP, Paraprofessionals</td>
</tr>
<tr>
<td>ICT Teacher, ELL Teachers</td>
<td>Sept 15, 2018 - June 10, 2019</td>
<td>Coaches, Administration</td>
</tr>
<tr>
<td>Teachers, Parents</td>
<td>Sept 15, 2018 - June 10, 2019</td>
<td>Grade Team Leaders, Coaches, Administration</td>
</tr>
</tbody>
</table>

**Professional Learning committee will plan professional development cycles for the entire school staff.** Math and ELA Vertical Team Members will direct professional inquiry and collaboration amongst teachers on a monthly basis. School data from benchmarks assessments, teachers pedagogical implementations collected through formal and informal observation as well as learning walks will be utilized to determine the subjects to be addressed.

**Paraprofessionals will be part of cycles of PD addressing the needs of special education students more specifically their social and emotional development.**

**ICT teams, Self-Contained teacher teams, and ENL teachers will meet regularly with administration to strengthen team teaching models and individualized instruction based on current student needs using current reading, writing, and math unit assessment data tracking sheets, as well as in class formative assessments.**

**Grade Team Leaders will facilitate team meetings and share professional work with the school community including parents.**

During bi-monthly Children at Work sessions, teachers will showcase with students the new methods of learning based on common core standards and current pedagogical structures for the parents.

### 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 invited to an open house, conferences, and Students at Work activities so they are aware of how P.S103 is supporting their child, State, city and school expectations, and get resources to support their child at home. Faculty members including teachers and administrators will facilitate. In addition, parents will be invited to literacy
activities where they will be learning about how to support their children at home. Parents will be participating in "Book of the Month" activity in which they will have the opportunity to read the same book in English and Spanish and participate in a guided discussion with administrators and librarian. Furthermore, parents will be invited to participate in our adult education program focusing on learning English as a Second Language.

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.

On a monthly basis, the Math and ELA Vertical Teams meet during an extended day period of Other Professional work to work on the current needs of our school in those respective subject areas. There is 1 teacher per grade as well as Coaches, Math/Reading Specialists, and an Administrator on each team. These teams will periodically facilitate professional learning on Monday afternoons when prepared to share with the grade teams new pedagogical practices or assessment revisions.

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

<table>
<thead>
<tr>
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<th>Title III, Part A</th>
<th></th>
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</tr>
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<tbody>
<tr>
<td>X</td>
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<td>X</td>
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<td>Title II, Part A</td>
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<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 the December 2017, March 2018, and June 2018 benchmarks, we will monitor the progress towards achieving our goal with attendance at PD sessions in and out of school, the amount of teachers coming forward to facilitate learning experiences, and revisions to curriculum based on common planning time discussions over inquiry and data.

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

Feedback forms from ELA and Math Vertical Team professional learning sessions with teachers

Advance reports on teacher practices and content knowledge related to information gained from professional learning sessions

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Trends, Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>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?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Our school’s instructional focus is on Academic Rigor-Meta-cognitive skills development. We use units of study in ELA, the Teacher’s College units of studies, and the infusion of Close Reading components to provide students with the instructional shifts with regard to reading on grade level. Teachers use informal and formal data to plan and facilitate challenging instruction that meets the needs of every student in their class. All rigorous lessons are inclusive of differentiated opportunities to support student learning. Our school uses the Eureka Math Program and infuses math exemplars into the curriculum to push the rigor in mathematics. Based on the data, administrators and staff review and make adjustments to the curriculum when needed. Our Data Specialist hosts data meetings and supports staff on analyzing and using data to further meet the needs of students.

When analyzing our school MOTP data at the end of 2018, it showed that only 85.09% of our teachers were effective in Domain 3 - Instruction and 84.48 effective in Domain 1 - Planning and Preparation. When looking at each measured component of Domain 3, Questioning and Discussion Techniques (3b) had 62.64% effective, Engaging Students in Learning (3c) had 77.01% effective, and Using Assessment in Instruction (3d) had 85.63% effective. When looking at each measured component of Domain 1, Demonstrating Knowledge of Content and Pedagogy (1a) had 90.23% effective for observations and Designing Coherent Instruction (1e) had 78.74% effective for observations. Based on teacher observations, reports and staff feedback, many of our teachers are working hard at following curriculum maps, but still need additional focused attention on designing engaging and meaningful learning experiences that are differentiated based on the current student needs and the standards.

P.S103 started working in May 2016 with CKingEducation. The PD focus in grades K-2 was building, engaging and meaningful fluency activities/games in the areas of number sense and place value. Last year, CKingEducation continued working with 3-5 in building up their pedagogy around grade-level appropriate math fluency and content knowledge. This year, she will continue the work K-5 in helping teachers build up awareness around getting students to think meta-cognitively when problem solving. The Math Vertical Team will get more intense coaching in and training from CKingEducation in order to serve as model classrooms for their fellow colleagues. Last year, CKingEducation conducted an Adapted Lesson Study with a group of 12 K-2 teachers. This year she will expand that work to include 12 more teachers, supporting the teachers that piloted the lesson study last year to serve as facilitators.

The Professional Learning Committee (PLC) was created to provide staff an opportunity to build their own capacity to be teacher leaders. The PLC is comprised of Administrators, the Union Chapter Leader, Coaches, 1 reading specialist, 1 Cluster teacher, 1 Paraprofessional, 1 ENL teacher, 1 Special Education teacher, and 6 General Education Teachers to represent the whole school community.
## 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–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of June 2019 and based on student performance in ELA and Math as well as MOTP data, administrators will plan and facilitate inter-class visitations where identified teachers will have the opportunity to visit other teachers in house and out of school to observe best teaching practices that are rigorously plan and will support them in improving their practice and pedagogy in accordance with the Danielson Framework. Students' progress as well as evidence collected from formal and informal observation will be used to periodically assess our progress towards achieving the goal.</td>
</tr>
</tbody>
</table>
## 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>
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</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). | Staff | October 1, 2018-June 14, 2019 | Principal, Assistant Principal |

On-going observations cycles using the Danielson Framework and weekly data talks with individual teachers, will allow the Principal and Assistant Principals the opportunity to provide effective feedback actionable and obtainable next steps to support teachers in their instructional practices as they support their students in meeting Common Core grade standards in ELA, Math.

For SWD students, we will engage them in PAF instruction at their accessible level. Administrations will work with teachers in monitoring the progress individual students are making in their reading levels through the use of consistent formative assessments.

In ELA, the Teacher’s College units of studies, and the infusion of Close Reading components will provide students with the instructional shifts with regard to reading on grade level. The revised Social Studies and Science curriculum maps will incorporate teaching points that address key literacy skills, domain-specific vocabulary, as well as access to knowledge relevant to the grade-level.

In addition to using the Eureka curriculum and math exemplars, teachers will ensure that center based lesson task and activities are differentiated, have multiple entry points and driven by teachers’ analysis of data.

Ms. Christine King’s PD sessions will continue to allow opportunities for K-2 teachers to collaborate and refine their pedagogy and content knowledge through adapted lesson studies. Ms. King will work with grades 3-5 in also building in...
structures that break down the components of key standards and offer them structures that allow for student build up their meta-cognitive skills when problem solving.

By May, after teachers and students have been immersed in various pedagogical structures for Math instruction, the students along with their teachers will showcase their learning through a Math Fair for parents. The students will be engaging parents in the process they took throughout the year to build conceptual knowledge around key mathematical standards for their grade level.

Students will use rubrics, and participate in feedback sessions with teachers with actionable and specific next steps. This will support students in knowing their goals and effectively articulating their next steps in order to produce finished products that meet the Common Core Learning Standards appropriate for the grade.

The PLC task forces will meet regularly to create the Professional Learning Plan for each month as well as to identify a focus for each month. The PLC task forces will take into account our instructional focus and the most immediate needs of our school to guide them to effectively plan.

Classroom teachers, clusters and support service providers will use the school wide “Pedagogy Checklist”, created by administration and staff as an additional tool to plan and deliver instruction. To build a common understanding around what is good “pedagogy.” The following five categories will be addressed: (1) Engaging Students in Learning (2) Using Assessment in Instruction (3) Use of Resources (4) Using Questioning and Discussion Techniques (5) Creating an Environment of Respect and Rapport

| Students Professional Learning Committee (PLC) | Sept 6, 2018-June 26, 2019 | PLC Facilitator, Administration |
| Classroom teachers, cluster teachers, support service providers | |

### 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.

The school's PTA, coaches, teachers, guidance office, dean's office and administrators will plan opportunities throughout the school year (2018-19) to engage parents in sessions (September 17, 2018, October 16, 2018, December 12, 2018, January 8, 2019, March 19, 2019, May 23, 2019) that will support their understanding on how to become positively involved in their children's education. Parents will review literature and be immersed on completing ELA and Math tasks that will support their understanding on how to best support their child at home in both subjects. Also, parents will discuss topics on how to support their children at home in ELA and Math subjects providing that tools given to them can be implemented at home.

### Part 4 – Budget and Resource Alignment

2018-19 CEP
**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session, professional development resources including book and PD, feedback sessions

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

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

**Part 5 – Progress Monitoring**

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

In December, March, and June, teachers and administrators will engage in data analysis meetings around ELA and Math benchmark data led by administration and coaches. Lessons will be evaluated by administrators during frequent informal and formal observation feedback sessions. In addition, our teacher made "pedagogy checklist" will help monitor the use of consistent, actionable feedback to all teachers from administrators. During monthly inquiry meetings, we will monitor the progress students will attain after teams analyzed the data and making revisions to curriculum to meet the current students' needs.

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

Inter-class visitation forms; Advance reports and data analysis reports of ELA, Math, Science, and Social Studies assessments

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td>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?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to our attendance records only 15 percent of our parents participated in the year-round activities conducted by staff members that included workshops on Content Areas and Testing Information during school hours and during evening events. We conducted workshops specific to parents of SWDs and ENLs, other than the beginning of the year orientations. Our data indicates that there was academic progress and our levels of proficiency increased by 4% in ELA and 3% in Mathematics. However, we know that we will need to continue working on creating specific workshops that meet the needs of our ENL and SWD parents.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>By June 2019, we will increase parental involvement by an average of 30 parents as measured by attendance at events that focus on common core aligned learning, assessments/feedback, and/or school-wide culture.</th>
</tr>
</thead>
</table>
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 Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Sept 2018 - June 2019</td>
<td>Parent Engagement Task Force, Teachers, PTA, Parent Coordinator</td>
</tr>
</tbody>
</table>

Parent Engagement Task Force will conduct bi-monthly Parent Workshops in areas of ELA, Math, Science, and Social Studies to further support the children.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Sept 2018 - June 2019</td>
<td>Parent Engagement Task Force, Teachers, PTA, Parent Coordinator</td>
</tr>
</tbody>
</table>

Children At Work days will occur three times during the year, where parents are invited to participate in an instruction activity with their child in the classroom.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Sept 2018 - June 2019</td>
<td>Parent Engagement Task Force, Teachers, Administration, Parent Coordinator</td>
</tr>
</tbody>
</table>

Parent workshops during school hours and during extended time hours will be offered to ENL and SWD parents by the teachers, where they share with them simple strategies/games that they can work on with their students at home in reading and in math.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</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.

N/A

Part 4 – Budget and Resource Alignment

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

The Parent Engagement Task Force is a group of teachers, administrators, PTA representatives, and Parent Coordinator who meet during early morning hours or after school to discuss the next steps in reaching out to parents. They reach out to different subgroup teachers and grade team teachers to facilitate learning opportunities for parents on a monthly basis.

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

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

Part 5 – Progress Monitoring

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.

During the December (2017), March (2018), and June (2018) benchmarks, we will analyze the progress of the attendance rates at events, as well as an analysis of which events had larger attendance and why. We will also analyze the means we used to reach out to parents in comparison to the attendance rate for each event.

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

| Attendance sheets from events, feedback forms from parents |

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Reading assessment-F&amp;P benchmarks</td>
<td>Guided Reading</td>
<td>Small Group Instruction with classroom teacher, coach, and/or reading specialist</td>
<td>During school hours, library book time</td>
</tr>
<tr>
<td></td>
<td>Students that are identified by state as in need of small instruction</td>
<td>Fountas and Pinnell Leveled Literacy System</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension Strategy Intervention using the resources from ReadWorks. Org</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Rescue</td>
<td>One to one</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Rti framework</td>
<td>Reteachactivities</td>
<td>Small and targeted instruction</td>
<td>During school hours, early and afternoon programs</td>
</tr>
<tr>
<td></td>
<td>Prerequisite, benchmark and unit assessments</td>
<td>Differentiated entry points</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students identified by state as in need of small instruction</td>
<td>Imagine Math</td>
<td>One to one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direct/explicit instruction</td>
<td>Small group with cluster or coach</td>
<td></td>
<td></td>
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<td>----------------------</td>
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<td>----------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Fountas and PinnellReading Assessments on nonfiction texts</td>
<td>Interactive read aloud sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discovery Education media resources (videos, image analysis, articles)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Small group instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>During school hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Fountas and PinnellReading Assessments on nonfiction texts</td>
<td>Interactive read aloud sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discovery Education media resources (videos, image analysis, articles)</td>
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<tr>
<td></td>
<td></td>
<td>Small group instruction</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>During school hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td>Mandated sessions for at risk students</td>
<td>SETSSessions with select students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IEPmeeting results</td>
<td>Guidancecounselors sessions for emotional support</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher recommendations</td>
<td>PBIS/Dean's Office Assemblies- positive reinforcement of behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole class or small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One-to-one conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>During school hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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


#### Part A: FOR TITLE I SCHOOLS

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.)

   - [110](#)

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

   - Teacher Support; Buddy Teacher to Student assigned; School supplies (notebooks, folders, pencils); Extra uniforms (navy sweatpants, white collared shirts, white gym t-shirts)

#### 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).

   - Not applicable

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](#).

<table>
<thead>
<tr>
<th>Not applicable</th>
</tr>
</thead>
</table>

| No allocation |
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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers for our school.
- Our pupil personnel secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Peer Mentors and Coaches will continue to be assigned to support new and struggling teachers.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- We will continue to support the teachers in their ongoing education which lead to the completion of a license/tenure making them highly qualified teachers.
- We will provide professional development opportunities for newly hired teachers to enhance their professional growth.

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).

Teachers and administrators will work together to decide, design, and facilitate professional development opportunities to enhance teachers’ practice and to ensure students’ success.

Ms. Rosa Delgado will work in developing the teacher knowledge and pedagogy in language development skills within content area instruction for a group of teacher leaders (Ms. Vega, Ms. Morissey, Ms. Kim, Ms. Romero, Ms. Glasgow, Ms. Gerber, Ms. Murray, Mr. Toro, Ms. Dominguez). Those teachers will serve as models for colleagues on their grade.
Ms. Christine King of CKingEducation will continue to support the school in developing engaging, meaningful practices around number sense and place value for grades K-2 and move forward with the needs of the teachers and students in grades 3-5.

Part 3: TA Schools Only

3a. Use of Program Resources

| Describe how the TA program resources will assist participating children to meet proficiency. |
| N/A |

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| We assess students prerequisite knowledge in the content areas and identified students at risk to provide them with extra support. We provide parents with informational sessions and workshop on how they can best support their child at home. |
| In June 2016, we invited a local pre-school - teachers, parents, and students - to spend a half day at our school where they met with Kindergarten teachers, visited classrooms, ate lunch at the cafeteria, and took a tour of the main locations of the building. The parents engaged in a quick orientation by the grade level Coach and Administrator giving them information about how to support their child in being prepared for the upcoming school year. |

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. |
| We have a Data Vertical Team with teachers from K-5 engaging in the conversation about reviewing the data collection tools we have for all subject areas. They will then analyze and streamline the feedback from their grade teams and administrators about the usefulness of our assessments and data tracking systems in real-time. |

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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$998,084</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$160,925</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$25,806</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$6,742,519</td>
<td>X</td>
</tr>
</tbody>
</table>

\(^1\) Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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

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

The school’s Parent Involvement

- Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

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

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

**School-Parent Compact (SPC)**

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

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

**Name of School:**

**DBN:**

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

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: ____

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

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

Total # of teachers in this program: ____

# of certified ESL/Bilingual teachers: ____

# of content area teachers: ____
## Part B: Direct Instruction Supplemental Program Information

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

Begin description here:

P.S. 103 will provide supplemental instruction for English Language Learners (approximately 80 students) in an extended school day format. Intensive support for language acquisition, vocabulary and writing development as well as skills for the NYSESLAT exams will be offered to students from 2:30 p.m. to 4:30 p.m., Wednesdays and Thursdays in November through March for a total of 28 - 2 hour sessions of supplemental support which will be provided by 7 teachers (3 ENL, 3 Bilingual, and 1 Content area - Title III). The sessions will begin on Wednesday, November 7, 2018 and conclude on Thursday, March 21, 2018. Students in all grades (K - 5) at performance levels "Entering", "Emerging", and "Transitioning" will be eligible to attend these sessions.

The instructional focus for this program will be to reinforce vocabulary and writing development as well as to prepare students to successfully demonstrate the skills and competencies assessed by the NYSESLAT assessment, with an emphasis on the reading and writing components, as well as oral development. The language of instruction will be English and/or Spanish according to the needs of students. Teachers for the sessions will be identified from among our TBE and ENL instructional and other staff members. Materials and supplies that will both bridge and extend the work students are currently doing in class will be purchased, including test simulation materials, and vocabulary and writing materials to supplement curricula students use during the regular school day.

Materials that will be used to support the program: Rigby on Our Way to English, a systematic, research-based program that will reinforce: Oral proficiency, foundation in social and academic language, oral fluency through reading passages (front loading vocabulary), literary response and reading comprehension activities. All lessons in the program contain language and content objectives. In addition, the program offers students opportunities to create projects that validate students' cultural backgrounds and highlight contributions of different ethnic groups. Projects also build self-esteem and foster cultural awareness. Students are motivated to apply vocabulary, language and concepts learned. NYSESLAT test prep books will also be used to prepare students for the exam.

## Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

In order to provide effective and meaningful professional development to all teachers working with our ELLs, PS 103 will take a survey at the beginning of the school year. The survey will
**Part C: Professional Development**

ask teachers for topics of interest. Then, we will match teachers to topics according to their strengths to facilitate monthly ENL meetings.

Our rationale is to build capacity. ENL teachers will be expected to turn-key information and resources to the entire school staff on how to best support ELLs.

In addition, we will be reaching out to Juan Otero, Instructional Specialist at BFSC to visit different classrooms and provide feedback and resources to teachers. We will also seek out inter-visitations to other schools to see best practices from other educators.

For 2018-19 school year we will continue to have two ENL Coordinators, Ms. Sori Kim and Ms. Aurora Dominguez, who will provide teachers with in-house workshops. We will create a study group composed of teachers of ELLs. The study group will focus on delving deeper into The SIOP MOdel. The study group will meet throughout the school year 1x/month for 45-50 minutes during ELL teachers’ common prep period.

---

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____

P.S. 103x views our ELL students’ families as valuable partners in building and strengthening the school culture and community. The rich experience and cultural knowledge as well as the knowledge about their children can be an important building block in developing a successful learner. With this in mind, our school community would like to promote ELL parent involvement, and thus student achievement. Through conversations, surveys and other communication channels, we learned that many parents are informed of ELL policy and regulations, as well as the available resources for parents in helping their children. We also believe that through the parent engagement activities, we can build stronger parent-school community.

Our goal as a school is to make sure all parents of ELLs receive the same information and support, thus we will utilize the staff members with interpretation. If we cannot find a staff member at the school who speak the language needed, we will reach out to the NYC DOE Translation and Interpretation Unit for the written translation, on-site interpretation and over-the-phone interpretation services. Also, our parents of ELLs will be notified of workshops.
Part D: Parental Engagement Activities
via flyers, robo calls, posters, emails through Class Dojo and in person through classroom teachers.

Following are the topics we plan to cover in increasing parent engagement:

NYSESLAT information sessions
Parent workshops focusing on language and academic help at home
Resources available for parents and students

NYSESLAT Information Sessions: Ms. Kim and Ms. Dominguez our ENL Coordinators will be offering 3-45 minute NYSESLAT information sessions for parents in September, January, and in March. These workshop series will begin with learning to read and understand their child’s NYSESLAT/NYSITELL scores, and grow into providing with ideas and resources on how to best support their children at home.

Resources available for parents and students: Ms. Ramos, our in-house librarian will provide parent with information about resources available to them through the New York Public Library system. We will provide one session in the October-November and another in the March-April. The duration of the two sessions will be of one hour each.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>$_____</td>
<td>____</td>
</tr>
<tr>
<td>Travel</td>
<td>$_____</td>
<td>____</td>
</tr>
<tr>
<td>Other</td>
<td>$_____</td>
<td>____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$_____</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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>11</td>
<td>Bronx</td>
<td>103</td>
</tr>
</tbody>
</table>

School Name: The Hector Fontanez School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Farid Reyes</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Julie Asariparambil</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Sori Kim</td>
</tr>
<tr>
<td>School Counselor</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Susan Oommen/Grade K</td>
</tr>
<tr>
<td>Parent</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Marilyn Wimbush</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Emily Decaro D’Erasmo</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>N/A</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>7</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>9</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>4</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>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)</td>
<td>6</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>4</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</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</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>TBE</td>
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</tr>
<tr>
<td>DL</td>
<td>Spanish</td>
<td>2016-17</td>
<td>1</td>
<td>0</td>
<td>0</td>
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Part III: Assessment Analysis

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

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

PS 103 assesses literacy skills for ELLs using various assessment tools. As a reading assessment, the school uses Fountas and Pinnell, TCRWP, concepts of print and teacher daily observations. During Reading workshop, teachers listen to students read, confer with them and give them literacy goals based on their observations. Teachers also utilize the Fundations program to assess student’s knowledge of reading and writing. With the data gathered, teachers have a starting point for each student and can differentiate instruction (small groups) according to students’ individual needs (i.e. letter recognition, letter sounds, sight words etc.). In addition to reading assessments, pre-and post-writing assessments are given to students to determine their proficiency level in writing based on the genre of study. Students’ strengths and weaknesses revealed in the assessment drive teachers’ instruction to differentiate and plan different strategy groups.
2. What structures do you have in place to support this effort?
   In order to support our ELLs, we have the following systems in place:

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?
   To identify baseline, progress and areas of need, we currently have the following summative assessments.
   Following assessments are administered to students to measure their progress:
   With the New York State Assessments, progress is measured by comparing student’s test score from the previous year with his/her score from the current year and by looking at the level the student achieved. With the Math End of Unit and Benchmark Assessments, student progress is measured by looking at the scores and how students have shown improvement throughout a unit. Likewise, writing Post Assessments are compared to the Pre Assessments to see students’ growth.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   After summative data has been gathered, we have the following structures in place:
   We have also purchased a new writing program called Write Time for Kids to be used in our ENL classes after noticing students lack of improvement in Writing. 2017-2018 school year will be our second year using the new writing program. The program comes with students workbooks which has a grammar component and graphic organizer for each lessons.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] ELLs are grouped based on the EDAT, data collected from NYSESLAT (and NYSITELL for ELLs on Grade K) along with the formative and summative assessment data (see the assessment lists under Part III - #s 1 and 3). We have Math and Reading teachers providing targeted AIS instructions to students identified as at-risk students for academic difficulties. In addition, classroom teachers design targeted intensive academic support to students in a form of Literacy/Math/Academic centers, strategy groups, individual conferences, flexible grouping and etc. Data on EDAT and NYSESLAT are used to create flexible instructional groups based on students' language proficiency levels to address students' strengths and needs in English language instruction.
   Our school implements the RtI framework by following the 4 action steps mentioned in the RtI guide. First, we administer the Home Language survey to students newly enrolling in a NYC school. We also check to see if an ELL student is at risk or below benchmark on any particular skill and provide them with RtI support if needed. Teachers also use data to create a high quality instructional environment where they work collaboratively with the students. Students progress is monitored over time using data collected from various Assessments and classroom observation. Based on the data, teachers make necessary adjustments to their instruction.

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 NYSESLAT exam helps to identify the English performance level students are on. This helps to show the units of study required for each of our ELLs and ensure that they are getting the appropriate ENL minutes. The NYSESLAT, ELA and Math data which is used in EDAT also help develop effective instructional programs and help toward achievement of proficiency level. It helps group our students for Academic Intervention Services (AIS). We have math and reading teacher providing AIS instruction for at-risk students. Changes are made to the curriculum if an achievement gap is shown on the result from the New York State assessment. Based on the RLAT report, we have 15 students who scored commanding on their 2017 NYSESLAT exam. These former ELLs will be receiving the required ENL services for 2 additional years.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   The following are different ways our school communicates the findings:

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 Freestanding ENL classes on each grade are heterogeneously formed with mixed proficiency levels in a self-contained setting taught by ESOL/Common Branch dually certified teachers. The ENL Units (minutes) stated on CR Part 154-2, are met by the classroom teacher and the number of minutes and the instructional types (Standalone or Integrated) are determined by students' proficiency level dictated by their NYSESLAT score found in RLAT and in EDAT. In this self-contained ENL class setting, integrated ENL minutes are provided throughout the day in all content subject areas with differentiated instructional approaches based on a profile of students' needs generated by EDAT. In order to design the most effective learning plans for a student, the school uses various formative and assessment data such as from NYSESLAT, Fountas and Pinnell reading assessment, unit assessments, teacher observations and etc.

   b. TBE program. *If applicable.*
      Our TBE classes are heterogeneously formed with mixed proficiency levels in a self-contained TBE setting taught by Bilingual certified teachers. The ENL Units (minutes) stated on CR Part 154-2 are provided by the classroom teacher and the number of minutes and the instructional types (Standalone or Integrated) are determined by students' proficiency level dictated by their NYSESLAT score found in RLAT and in EDAT. In this self-contained TBE class setting, integrated ENL minutes are provided throughout the day in all content subject areas with differentiated instructional approaches based on a profile of students' needs generated by EDAT. Students in a TBE program receive HLA instruction in the classroom by the classroom teacher. In order to design the most effective learning plans for a student, the school uses various formative and assessment data such as from NYSESLAT, Fountas and Pinnell reading assessment, unit assessments, teacher observations and etc.

   c. DL program. *If applicable.*
      This is the school's first year offering Dual Language program to our ELLs whose home language is Spanish. We have a DL program on grade K in a side-by-side model. The languages taught and used are English and Spanish. As with the Freestanding ENL and TBE programs, ELLs in the DL program receive ENL instruction by the ENL/Common Branch dually certified teacher during the English instruction days. The ENL Units (minutes) and the instructional types (Standalone or Integrated) are determined by their NYSITELL scores (found in EDAT) as these K students didn't take the NYSESLAT yet. Students' integrated ENL minutes in content areas are provided on the English instruction days. Students receive all content subject areas with differentiated instructional approaches based on a profile of students' needs generated by EDAT. The teacher in a DL program delivers HLA instruction on a Spanish instruction day to ensure mandated HLA minutes are provided. In order to design out the most effective learning plans for a student, the school uses various formative and assessment data such as from NYSESLAT, Fountas and Pinnell reading assessment, unit assessments, teacher observations and etc.

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)?
      The mandated number of instructional ENL and ELA minutes are programmed by using the EDAT data. EDAT data shows ELL students' various English proficiency levels. Students' Standalone and Integrated Units/Minutes are programmed in STARS to ensure each student's accurate instructional ENL minutes the school provides, mandated by CR Part 154-2. In addition, HLA is delivered in TBE and DL programs by certified bilingual teachers. The teacher in a DL program delivers HLA instruction on a Spanish instruction day to ensure mandated HLA minutes are provided. Students in a TBE program receive HLA instruction in the classroom by the classroom teacher throughout the day. TBE and DL classrooms have instructional materials in students' home language (i.e. Spanish) support the HL learning.
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.

The Core Content instructional curriculum used in the school is aligned to the NYS Learning Standards; various grade and vertically formed teacher teams, including the ELL Teacher Team will work on tailoring the curricula to meet the demands of NYS Learning Standards throughout the year for our ELL students. As a school, the staff will learn more about the NYS Learning Standards and brainstorm the best practices. During the monthly ELL Teacher Team meetings, teachers will collaborate on finding effective strategies that will best support our ELL students in meeting the NYS Learning Standards. In the beginning of the year, teachers will receive their ELL students' proficiency levels based on NYSESLAT (or NYSITELL if they are new to the NYS school system). Based on the students' proficiency levels, teachers will determine Stand-Alone and Integrated instruction minutes. Students will receive Integrated instruction in ELA, Math, Science and/or Social Studies by a certified dually certified ENL teacher, or a certified Bilingual teacher depending on the students' program setting. The classroom teacher will use the data from EDAT and other assessments such as pre-and post assessments in writing, Fountas and Pinell Reading assessment, and unit assessments to plan and design appropriate learning activities for the students. Modeling, think alouds, small group instruction, collaborative group work, giving students think time are some methods used to make content comprehensible for our students. AIS support is also given to students by a certified reading teacher. Students are also invited to our ELL After school program.

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

ELLs whose home language is Spanish are assessed in their home language using various assessments. Spanish LAB is administered to newly identified Spanish speaking ELLs. ELL students in our TBE program, in grades 3-5 are administered ELE once a year. State exams are translated into Chinese, Haitian Creole, Korean, Russian or Spanish for the speakers of those languages. Otherwise, translator is available to translate the test orally for the students at the administration of the exam in their home language, to better assess their content and language knowledge. Throughout the year, students’ home language proficiency level is evaluated using formative assessments including Spanish Fountas and Pinnell, teacher-student observations and etc.

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. SIFE: We have one SIFE student in a grade 5 self-contained ENL classroom. For that student, we provide him with a small group instruction targeting basic English skills through music, hands-on activities and strategy lessons by an ENL Coordinator; in addition to the differentiated small group instructions provided by the classroom teacher. The language and English literacy are learned through a personalized reading program myON and StarFall. The student is also partnered and grouped both homogeneously and heterogeneously depending on the activity.

   b. Newcomer ELLs: They are placed in either an ENL, TBE or Dual Language program (offered currently in K and Grade 1 will be offered in the SY 2017-18) and follow the specific model described in Part IV question 3. In addition to the Stand-Alone and Integrated mandated minutes they receive in the classroom by the Dually certified ENL/TBE teacher, these ELLs also receive extra support by the school ENL Coordinators in a small group. The ENL Coordinators provide students with the basic language support focused mainly on listening and speaking. In addition, the students participate in differentiated activities including the individualized educational programs/apps based on their needs/strengths and interests. The students are partnered with a more advanced students as a buddy to have a smooth transition into the US school system as well as the content being taught.

   c. Developing ELLs: They are placed in either an ENL, TBE or Dual Language program (offered currently in K and Grade 1 will be offered in the SY 2017-18) and follow the specific model described in Part IV question 3. Classroom teachers differentiate activities based on the student’s proficiency level. Students are also given many
opportunities to work collaboratively with their peers to comprehend the curriculum that is being taught. Teachers also differentiate instruction in small groups according to the individual needs. In addition to the differentiated instructions provided by the classroom teacher, students are also invited to ELL After school program. Many of our ELLs also receive AIS instruction with a reading certified teacher.

d. Long Term ELLs: They are placed in either an ENL or TBE and follow the specific model described in Part IV question 3. Long Terms ELLs, just like other ELLs are identified on EDAT. Classroom teachers differentiate activities based on the student’s proficiency level. Students are also given many opportunities to work collaboratively with their peers to comprehend the curriculum that is being taught. Teachers also differentiate instruction in small groups according to the individual needs. In addition to the differentiated instructions provided by the classroom teacher, students are also invited to ELL After school program. Many of our ELLs also receive AIS instruction with a math and reading certified teacher in math and reading.

e: Former ELLs up to two years after exiting ELL status: Former ELLs are provided 90 minutes of integrated ENL services for two years by an ENL certified teacher, as per CR Part 154-2. Former ELLs are also eligible for ELL Testing Accommodations.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We support our ELL-SWDs according to their IEP. We also recognize that they are ELLs with special needs, thus we modify our instruction to best meet their language and IEP goals.

Following are the instructional strategies and grade-level materials the school has in place for our ELL-SWDs:

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?

ELL-SWDs are serviced by both a certified special education teacher and a certified ENL teacher to meet the ENL minutes dictated by the CR Part 154-2, and special education services and accommodations prescribed in their IEPs. Students’ classroom placements are organized by their IEPs. Instructions are delivered and reinforced in flexible groups such as one-to-one, a partnership, and/or a small group, depending on the instructional and language goals of a lesson. Depending on each ELL-SWD’s IEP, students receive instructions in various models from integrated with ENL and Classroom teachers collaborating in a classroom, to ENL and/or SETSS teacher servicing a small group of students with same IEP goals and/or language proficiency.

School ENL Coordinators Ms. Kim and Ms. Oommen work collaboratively with both special education teachers (including SETTS teachers) and classroom teachers to plan individualized instructions considering each ELL-SWD’s IEP, CR Part 154-2, school curricula and Common Core State Standards. The service providers and teachers examine and analyze ELL-SWDs’ IEP goals and English proficiency (including EDAT data) to design and modify instructional strategies that would best support our ELL-SWDs to achieve their IEP goals and attain English proficiency.

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

Our developing and long term ELLs were invited to the ELL after-school program on Wednesdays and Thursdays which began on February 1, 2017 and ended on April 6th, 2017. English was the language of instruction used for the after school program. However, teachers use native language support through the use of translation programs on ipads, peers who may speak the same language etc. The ELL after-school program was taught by bilingual and ENL/Common branch certified teachers. Many of our ELLs also receive AIS from certified reading teachers. Math Clusters also use exemplars and RTI activities to help students with math strategies. In addition, our ELLs with IEP also receive SETTS support from special education teachers.

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

ELL teachers will continue to use the writing program adapted from Write Time for Kids as we will need to use the program for three years to notice in any growth in the student writing abilities. ENL Coordinators will push in to classrooms to provide added support to students in ENL classrooms, as well as support teachers by coaching in to lessons where language strategies can be used. For math instruction, ENL teachers will be provided with support from a consultant on how to meet the students' mathematical language needs during math instruction.
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.

ELLs are invited to the following After School programs and extracurricular activities.

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.
In order to more effectively instruct our ELL students, the school is currently using various instructional materials. We are using a new writing program, Write Time for Kids for our ELL students from grades K to 5. The program is aligned to CCSS and focuses on Narrative, Informational/Explanatory and Opinion/Argument. The program also includes graphic organizers and grade level article/story cards that go with each lesson. A grammar component is embedded within each lesson allowing students to learn and practice English language naturally and purposefully. The writing program is created to build four language modalities: reading, writing, speaking, and listening, through reading the article/story cards, partner/small/whole group discussion, writing, and etc. Additionally, we have literacy based computer programs/apps used by students: Achieve 3000, Imagine Learning and myON. These individualized literacy based programs address phonemic awareness, achieve reading fluency and comprehension. Students on these programs are not only reading, but are listening to the book being read and also are encouraged to discuss the book with their peers who’ve read the same book or a book of same topic. Depending on their language and academic ability, students are encouraged to write about the text as well. With these programs, students are encouraged to develop four language modalities. In addition, each classroom is equipped with an Interactive board, a document camera and student laptops/iPads, which allow teachers to build four language modalities by incorporating visuals, music/videos, and interactive activities. Incorporating technological tools available in the classroom provides students with the opportunity to listen, discuss (speak) and share, read and write about the topic they are immersed in, in turn encouraging a learning that encompasses the overall development of four language modalities.

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

Dual Language:
TBE:
ENL:

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

ELL students are placed in a class based on their age and previous schooling. Once ELL students are assigned to a class, the school ensures that all required services and resources are there to support them as effectively and appropriately possible. Students’ information and ongoing data on EDAT and other school reports/data sheets present ELL students’ needs and abilities. With the information, teachers of ELLs which could include special services personnel, SETTS teachers, cluster teachers and counselors use various resources to best support and meet students’ at their appropriate age and grade level. Some of those resources may include TPR, visuals, technology, and music.

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?
N/A

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).
None

17. What language electives are offered to ELLs?
None
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)?

   a. Side-by-Side. Native English speakers and Native Spanish speakers are integrated for instruction 100% of the day.
   b. English and Spanish
   c. Students learn all contents in both English and Spanish languages from two teachers: one English speaking (Common Branch/ENL Certified) and one Spanish speaking (TBE Certified). English and Spanish languages are used 50/50 in the program with students alternating between two rooms every other day; learning the content in one language a day.
   d. Both English and Spanish languages are taught simultaneously.

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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?

   As a school we believe that all teachers are teachers of ELLs. Throughout the school year teachers are given the opportunity to participate in various workshops offered by BFSC, DELLS and other educational organizations. Our ENL coordinators, Ms. Kim and Ms. Oommen also attend the ELL Liaison meetings offered every month and turn key information to teachers of ELLs during the monthly meeting held for ENL and Bilingual teachers. We also had Dr. Rosa Delgado, a consultant from Education Consortium, who worked with a group of teachers consisting of ENL, Bilingual, Special Ed. and Gen. Ed teachers and provided them with best instructional protocols and strategies for English Language Learners, Students with Disabilities and striving learners. Teachers were also provided with inter-classroom visitation opportunities to acquire skills in providing constructive and actionable feedback to colleagues. In addition, we have Ms. Christine King, a math consultant, work with our teachers to help develop a deeper understanding of challenges with solving word problems and how to better support students in becoming more proficient in the application of Mathematical Practices. Moreover, our school has an ELA and Math Professional Learning Committee (PLC) consisting of administrators and teachers from different grades (including, General Education, Special Education, ENL, and Bilingual teachers) to help teachers address the needs of all students. We also have an ELA and Math vertical team with teachers from each grade who work together to align the standards across grade levels. School non-pedagogical staff members will be encouraged to attend workshops offered by BFSC as well as the school PDs.

   The logs, agendas and/or sign-in sheets from the PDs will be kept by the school Professional Learning Committee, and/or the school ENL Coordinator.

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.

   The school's Professional Learning Committee (PLC), which is consisted of administrators and teachers of different learners including ENL, Bilingual, SWD, General Education, and etc., discuss and create Professional Developments for teachers that address the needs of all students, including the ELLs. To meet the professional development requirements as per CR 154.2, we invited Lillian Raimundi an ELL Coordinator for District 11 to share Blueprint for ELL Success, CR Part 154-2, importance of ELL...
The school also hired an independent ELL Education Consultant Rosa Delgado to work with teachers of both ELL and Non-ELLS in learning the best ELL instructional practices. In addition to the in-house professional development, all teachers are encouraged to attend PDs offered by DELLS, BFSC and other organizations to be better equipped to service the ELLs in our school and to refine their practicum. Furthermore, the teachers of ELLs are encouraged to share with their colleagues during the grade team meeting as well as the inquiry team meetings.

In addition to the professional support and hours provided for all teachers, teachers of ELLs have a common prep period where they meet to share effective practices. This time, teachers of ELLs also turn key valuable information obtained from professional developments they attended. Lillian Raimundi and Rosa Delgado (mentioned above) have also worked with the ELL teachers more closely. Additionally, Michael Lee an ENL Coordinator from DELLS worked with ELL teachers to offer differentiated and individualized feedbacks to each teacher of ELLs.

The records of their attendance and participation are saved by the administration, Instructional Coaches and/or school ELL Coordinators. The school staffs have been shared the BFSC Summer PD schedule and are encouraged to attend workshops in refining their practices.

**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?**

Throughout the school year teachers of ELLs keep an ongoing communication with parents of ELLs to update them on students' language and content progress and their goals. Some of the communication channels teachers of ELLs use are telephone call, email, text messages, and messages via class web/app, written notes, in person conversations at arrival/dismissal time, and etc. In addition to the preceding communication methods, teachers of ELLs invite parents of ELLs for a meeting to discuss more in depth of the program goals, language/content progress, various assessment results and share questions and concerns parents of ELLs may have. In an effort provide annual individual meetings with every parent of an ELL, teachers of ELLs offer available time slots throughout a day/week from before school, during lunch hours, to after school hours, including Tuesday extended time that is designated as a Parent Communication hour.

If and when translation is needed, we reach out to a staff member fluent in the particular language, and/or reach out to the NYC Interpretation services for assistance.

The logs, agendas and/or sign-in sheets from the annual individual meetings with parents of ELLs will be kept by each classroom teacher and/or the school ENL Coordinator.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.**

Following are the activities we have for our parents and families including the parents of ELLs. The programs and events are designed to foster their parental involvement for the success of our students. In order to include and involve all parents of ELLs, the school will strive to prepare documents in our parents' preferred language as per HLIS and/or RCPL ATS report. The documents will be translated by our school staff, using existing templates on Translation and Interpretation Intranet page, and by using the Translation and Implementation Unit. In person interpretation at an activity will be available via staff members, in-person interpretation and also over-the-phone interpretation services. For the success of these programs, we worked collaboratively with local community members, and educational consultants.

The agendas and/or sign-in sheets from the ELL parent activities will be kept by the activity organizer/presenter and/or the school ENL Coordinator.

**Additional Information**

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

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

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

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<td>Principal</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Julie Asariparambil</td>
<td>Assistant Principal</td>
<td></td>
<td>06/28/2017</td>
</tr>
<tr>
<td>Marilyn Wimbush</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/28/2017</td>
</tr>
<tr>
<td>Sori Kim</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/28/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Parent</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Susan Oommen/Grade K</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/28/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>School Counselor</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Superintendent</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Emily Decaro D'Erasmo</td>
<td>Other Related Service Provider</td>
<td></td>
<td>06/28/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

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

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

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

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

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

   A trained pedagogue (usually the school ENL Coordinators) interviews a child and his/her parent(s) to determine the home language at the time of registration. The parents' language preference for both written and oral communication is inputted in the Part III of the Home Language Identification Survey. We also use the ATS reports such as RCPL and RAPL to learn about parents' oral and written preferred language(s). In addition, we also use the Student Emergency Contact cards to assess parents' oral and written preferred language(s). School Surveys are also sent to parents to assess the parents' preferred oral and written language(s). In addition, classroom teachers conduct a survey to gather their parents' preferred oral and written languages.

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.
### 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>School letter specific for a child</td>
<td>September 2017-June 2018 Throughout the year</td>
<td>The documents that need translation will be created in advance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- School staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Existing templates from the Translation and Implementation Unit Intranet page (DOE Intranet)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Translation and Implementation Unit</td>
</tr>
<tr>
<td>School calendar</td>
<td>Once a month</td>
<td>The documents that need translation will be created in advance.</td>
</tr>
<tr>
<td></td>
<td>September, October, November, December, January, February, March, April, May, June</td>
<td>- School staff</td>
</tr>
<tr>
<td>Document Type</td>
<td>Frequency</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Newsletter</td>
<td>September, November, January, March, May</td>
<td>The documents that need translation will be created in advance.</td>
</tr>
<tr>
<td>IEP meeting letter</td>
<td>Based on a case, Throughout the year</td>
<td>The documents that need translation will be created in advance.</td>
</tr>
<tr>
<td>Letters from the principal</td>
<td>Throughout the year, September 2017 - June 2018</td>
<td>The documents that need translation will be created in advance.</td>
</tr>
<tr>
<td>School handbooks/ information booklets for parents</td>
<td>September, November, March, June</td>
<td>The documents that need translation will be created in advance.</td>
</tr>
<tr>
<td>School Open House and Parent-Teacher Conference letters</td>
<td>September, November and March</td>
<td>The documents that need translation will be created in advance.</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>
</table>
| Parent Teacher Open House Nights and Conferences                           | Three Times a Year (September, November, March) | • School Staff  
  • In-person interpretation  
  • Over the phone interpretation                                           |
| Parent Orientation and Workshops                                            | Throughout the year                           | • School Staff  
  • In-person interpretation  
  • Over the phone interpretation                                           |
| IEP Meetings                                                                | Throughout the year                           | • School Staff  
  • In-person interpretation  
  • Over the phone interpretation                                           |
| Any school event involving parents/families (including Family Nights)       | Throughout the year                           | • School Staff  
  • In-person interpretation  
  • Over the phone interpretation                                           |

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

Our school uses ROBO call (an automated telephone service that delivers a recorded message) to inform families of events and emergencies. In the event of a school emergency, to reach limited-English-Proficient families, we use in-house staff to assist with translation. If we don’t have a staff that speaks the parents preferred language, we will use BFSCs over-the-phone interpreter services and access the Language Line to share information with parents in their preferred language.

## 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.

Our school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and the resources available for school staff members by supporting the language Access Coordinator to turkey the language access information to the school staff. In addition, the school will arrange a Language Access Workshop with a Field Language Access Coordinator at BFSC.

**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.)

We will display welcome posters and have Parent’s Bill of Rights, Parents’ Guide to Language and Language ID Guide at the Safety Agent’s desk in the school lobby, and in the main office; readily available for parents.

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

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

The school will conduct an annual survey using Language Line to survey parents about language assistance provided during the school year. Based on the survey, the school will make appropriate changes to improve language services provided to parents at the school.