2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: \(i.e. \ 01M001\): 10X205
School Name: P.S. 205 Fiorello Laguardia
Principal: Jenneth Santiago
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

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

#### School Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name:</strong></td>
<td>Fiorello H. LaGuardia School</td>
</tr>
<tr>
<td><strong>BEDS Code:</strong></td>
<td>321000010205</td>
</tr>
<tr>
<td><strong>School Number (DBN):</strong></td>
<td>10X205</td>
</tr>
<tr>
<td><strong>Grades Served:</strong></td>
<td>K-5</td>
</tr>
<tr>
<td><strong>School Address:</strong></td>
<td>2475 Southern Blvd Bronx, New York 10458</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>718-584-6390</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>718-584-7941</td>
</tr>
<tr>
<td><strong>School Contact Person:</strong></td>
<td>Jenneth Santiago</td>
</tr>
<tr>
<td><strong>Email Address:</strong></td>
<td><a href="mailto:jsantiago3@schools.nyc.gov">jsantiago3@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Principal:</strong></td>
<td>Jenneth Santiago</td>
</tr>
<tr>
<td><strong>UFT Chapter Leader:</strong></td>
<td>Sandra Hernandez</td>
</tr>
<tr>
<td><strong>Parents’ Association President:</strong></td>
<td>BerkisUrena</td>
</tr>
<tr>
<td><strong>SLT Chairperson:</strong></td>
<td>Jeanne Marie Rizzuto</td>
</tr>
<tr>
<td><strong>Title I Parent Representative (or Parent Advisory Council Chairperson):</strong></td>
<td>na</td>
</tr>
<tr>
<td><strong>Student Representative(s):</strong></td>
<td>na</td>
</tr>
<tr>
<td><strong>CBO Representative:</strong></td>
<td></td>
</tr>
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</table>

#### District Information

<table>
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<tbody>
<tr>
<td><strong>Geographical District:</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Superintendent:</strong></td>
<td>Maribel Hulla</td>
</tr>
<tr>
<td><strong>Superintendent’s Office Address:</strong></td>
<td>1 Fordham Plaza Bronx, NY 10458</td>
</tr>
<tr>
<td><strong>Superintendent’s Email Address:</strong></td>
<td><a href="mailto:mhulla@schools.nyc.gov">mhulla@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>718-741-5852</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>718-741-7098</td>
</tr>
</tbody>
</table>

#### Field Support Center (FSC)
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>Jenneth Santiago</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Sandra Hernandez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Leena Ajaj</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jeanne Marie Rizzuto</td>
<td>Member/ Teacher/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Christina Sardelis</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Krista Figari</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Melissa Bera</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Milagros Gutierrez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Robert Rosario</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Edna Velez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th><strong>1.</strong> What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
</tr>
<tr>
<td>P.S. 205’s mission statement is to provide students with a sound educational program, coupled with high expectations. We aim to provide opportunities for each individual to develop a Growth Mindset free from the fear of making mistakes in a community of learners where students love learning and embrace challenges. The three driving principles in our approach to teaching and learning are to ensure that rigor, purpose, and engagement are the basis</td>
</tr>
</tbody>
</table>
for all planning and instruction. Our goal is to ensure that the curiosity and excitement that students bring with them not only lasts, but also deepens as they journey through elementary school.

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.

Demographics

P.S. 205 is located in the heart of the Belmont section of the Bronx. We are a passionate school community dedicated to the educational development of all our students. It is a multi-ethnic population that has a strong sense of neighborhood pride and community. Our population is made up of 79.7% Hispanic, 14.7% Black, 5.1% white, and .5% Asian. P.S. 205 is comprised of approximately 1,015 students from grades Kindergarten through fifth grades. Our school is made up of two buildings located one block apart from each other. The “B” building houses students in Kindergarten and first grades. The “A’ building houses students in second through fifth grades. The “B” building has an open classroom setting with no walls. We are historically overcrowded, capping at least two grades every year.

Collaborations/Partnerships/Special Initiatives

P.S. 205 has a collaborative climate that supports our school in a very unique way. This positive environment leads to sharing and skillful planning among all teachers. Teacher teams consist of ICT teams (Special Ed. and General Ed. teachers), Collegial Teams (AIS providers and classroom teachers), Instructional Leads for Core Curriculum in ELA and Math, RTI Team, PBIS Team, SIT Team, and Grade Level Teams. Creative structuring of teacher teams assures quality planning, precise articulation, and diligent reviewing of data and student work to formulate next steps. Pedagogical teams enable teachers to consistently evaluate their effectiveness and drive instruction. Administrators, coaches, and teacher teams guarantee continuous accountability for effective instruction and student achievement.

We have long standing partnerships with the following Community Based Organizations: Young Audiences New York, Bronx Zoo, Chess in the Schools, City Squash, National Geographic, Kiwanis and Fordham University. The partnership with Young Audiences New York allows our students to experience chorus, theater, violin, and visual arts. Additional partnerships such as Mighty Milers Runners Program and Asphalt Green support our students in maintaining a healthy and active lifestyle. This stays true to our belief that the whole child is worth educating beyond simply academics.

The following opportunities are provided for children with the partnerships that we have developed to strengthen the whole child:

- Art Residencies
- Glee Club
- Technology
- Literary Publications (The Newsline and The P.S. 205 School Yearbook)
- Enrichment (Various Academic / Social / Physical Activities)
- Student Government (P.S. 205’s Student Council)
- Kiwanis Club (K-Kids)
- National Elementary Honor Society
- Educational Programs (Bronx Zoo Partnership)
- City Squash
- The Green Team (Promotes Recycling, Reducing, and Reusing at P.S. 205)
- Chess in the Schools Program
- National Geographic Sister School Program
- Fordham University Student Volunteers
- Asphalt Green
- Mighty Miler Runners Program
- Wellness Committee

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

Currently 22% of students from grades k-5 are identified as English Language Learners and 19.1% of students have an Individualize Education Plan.

Special Student Populations

P.S. 205 has a large population of students in temporary housing (144/1035). This year we qualified for a “Bridging the Gap” Social Worker because of the rise in students in temporary housing. The Social Worker will monitor students’ academic progress and the school will offer academic intervention services as well as after school assistance. The Social Worker will provide counseling sessions to strengthen their social emotional development. The Social Worker will serve as an advocate for students in temporary housing.

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.

Most Progress and Key Focus for this School Year

The elements of the Framework for Great Schools in which P.S. 205 made the most progress over the past year were around Strong Family and Community Ties. We surpassed our goal of “85% of families will attend a minimum of one family community activity.” As a result, we will provide additional opportunities for families to come to school to celebrate and participate in school events that impact our students at school, at home, and throughout their everyday lives.

An area of Focus for the School Year 2018-2019 is around Rigorous Instruction. We are looking to decrease the level 1s in mathematics by focusing on problem solving strategies, accountable talk and exposing students to multi-dimensional tasks. We will continue to work on cultivating a growth mindset that will help us step out of our comfort zone, make our thinking visible and give us the platform to maximize our learning. Teachers will participate in a lesson study. Within the lesson study, they will plan as a grade, execute lessons and reflect on best practices. They will analyze student work to make meaningful decisions about instructional next steps.
### School Demographics and Accountability Snapshot for 10X205

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>1019</td>
<td>No</td>
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#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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</thead>
<tbody>
<tr>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>66</td>
<td>87</td>
</tr>
</tbody>
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#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th>CTE</th>
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#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
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</thead>
<tbody>
<tr>
<td>90.0%</td>
<td>91.8%</td>
<td>25.6%</td>
<td>21.4%</td>
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</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3%</td>
<td>12.2%</td>
<td>79.6%</td>
<td>2.2%</td>
<td>5.6%</td>
<td>0.5%</td>
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</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School</th>
<th># of Assistant Principals</th>
<th>% Teaching Out of Certification</th>
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</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>4</td>
<td>2%</td>
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</tbody>
</table>

#### ELA Performance at levels 3 & 4

<table>
<thead>
<tr>
<th>% ELA Performance of Students</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
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<tbody>
<tr>
<td>27.1%</td>
<td>N/A</td>
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#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

<table>
<thead>
<tr>
<th>% Science Performance of Students</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
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<tbody>
<tr>
<td>75%</td>
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#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>% Mathematics Performance at levels 3 &amp; 4</th>
<th>% Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
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<tbody>
<tr>
<td>26.1%</td>
<td>N/A</td>
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#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
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<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>YSH</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

**High School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

---

**Notes:**

- **SIG Recipient (Y/N):** No
- **School Configuration (2018-19):** 0K,01,02,03,04,05
- **Total Enrollment (2017-18):** 1019
- **ELA Performance at levels 3 & 4:** 27.1%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** 75%
- **Student Performance for High Schools (2016-17):**
  - % ELA/Math Aspirational Performance Measures (2015-16): N/A
- **Overall NYSED Accountability Status (2018-19):**
  - Reward: No Recognition
  - In Good Standing: Yes
  - Focus District: Yes
- **Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor):**
  - American Indian or Alaska Native: NO
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: YSH
  - Economically Disadvantaged: NO
- **High School:**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Notes:**
  - **Racial/Ethnic Origin (2017-18):**
    - % American Indian or Alaska Native: 0.3%
    - % Black or African American: 12.2%
    - % Hispanic or Latino: 79.6%
    - % Asian or Native Hawaiian/Pacific Islander: 2.2%
    - % White: 5.6%
    - % Multi-Racial: 0.5%
- **Years Principal Assigned to School:** 2018-19
- **# of Assistant Principals:** 4
- **% Teaching Out of Certification:** 2%
- **Average Teacher Absences (2014-15):** 7.7
- **ELA Performance at levels 3 & 4:** N/A
- **Global History Performance at levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
- **Regents Diploma w/ Advanced Designation:** N/A
- **School Composition (2017-18):**
  - % Title I Population: 90.0%
  - % Attendance Rate: 91.8%
  - % Limited English Proficient: 25.6%
  - % Students with Disabilities: 21.4%
- **Student Performance for Elementary and Middle Schools (2017-18):**
  - ELA Performance at levels 3 & 4: 27.1%
  - Mathematics Performance at levels 3 & 4: 26.1%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** 75%
- **Student Performance for High Schools (2016-17):**
  - ELA Performance at levels 3 & 4: N/A
  - Global History Performance at levels 3 & 4: N/A
  - 4 Year Graduation Rate: N/A
  - Regents Diploma w/ Advanced Designation: N/A
  - % ELA/Math Aspirational Performance Measures (2015-16): N/A
- **Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor):**
  - American Indian or Alaska Native: NO
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: YSH
  - Economically Disadvantaged: NO
- **Notes:**
  - **Racial/Ethnic Origin (2017-18):**
    - % American Indian or Alaska Native: 0.3%
    - % Black or African American: 12.2%
    - % Hispanic or Latino: 79.6%
    - % Asian or Native Hawaiian/Pacific Islander: 2.2%
    - % White: 5.6%
    - % Multi-Racial: 0.5%
  - **Years Principal Assigned to School:** 2018-19
  - **# of Assistant Principals:** 4
  - **% Teaching Out of Certification:** 2%
  - **Average Teacher Absences (2014-15):** 7.7
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Comprehensive Needs Assessment:

- According to 2017-2018 NYS ELA Test Data:
  
  28% of 3rd grade performed on Level 1
  45% of 3rd grade performed on Level 2
  32% of 4th grade performed on Level 1
  44% of 4th grade performed on Level 2
  36% of 5th grade performed on Level 1
  46% of 5th grade performed on Level 2

- According to 2017-2018 NYS Math Test Data:
  
  47% of 3rd grade performed on Level 1
  24% of 3rd grade performed on Level 2
  33% of 4th grade performed on Level 1
  36% of 4th grade performed on Level 2
  48% of 5th grade performed on Level 1
  29% of 5th grade performed on Level 2
• 2017-2018 school-wide Math Assessment data showed the following results:

- Grade 3- an increase of 25% from the Math Baseline to the Endline
- Grade 4- an increase of 30% from the Math Baseline to the Endline
- Grade 5- an increase of 19% from the Math Baseline to the Endline

• 2017-2018 school-wide ELA Assessment data showed the following results:

- Grade 3- an increase of 17% from the ELA Baseline to the Endline
- Grade 4- an increase of 18% from the ELA Baseline to the Endline
- Grade 5- an increase of 9% from the ELA Baseline to the Endline

• According to 2017-2018 ADVANCE School Level MOTP Summary Report: Teachers averaged 12 % Developing, 58% Effective and 28% Highly Effective on The Danielson Framework, Component 3C Engaging Students in Learning.

• 2018 June Instructional Report
• Quality Review Feedback
• Formative Assessments
• Summative Assessments
• Analysis of Classroom Data
• Analysis of ELA and Math Endline Data
• School Quality Guide
• ADVANCE

Strengths:

• Vertical /horizontal planning to analyze multiple data sources and identify instructional gaps in order to plan high leverage strategies within grades, as well as ensure continuity and build across grades (e.g. Fountas and Pinnell Running Records)
• Technology integrated into instruction to provide access points for students and incorporate learning modalities
• Discussion protocols implemented across the grades and inclusive of all students to facilitate engagement and critical thinking skills
• Flexible scheduling to accommodate teacher team meetings to analyze data and plan next instructional steps
• Coaches provide in classroom support, and planning support for teachers to improve instruction and intellectual rigor
• All grades are supported by AIS providers to provide targeted small group instruction for students who have been identified as needing additional support in ELA and Math

Needs to Be Addressed:

• According to 2017-2018 Quality Review feedback an area of focus: Pedagogy
• Differentiated instruction to address level 1 and 2 student performance in ELA and Math
• As per 2017-2018 School Quality Guide, Framework Elements Scoring Appendix- NYC School Survey 80% Rigorous Instruction and Advance data on Component 3C Student Engagement: Improve rigorous Instruction across all content areas in order to increase student engagement and critical thinking.

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, 30% of 3-5 students will meet ELA and Math end of year benchmarks for their grade as measured by end-of-year 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>Teacher(s) and Student Group(s)</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in grades 3, 4, and 5 will carefully analyze the 2018 item-skills analysis and the 2018 June Instructional report to identify specific standards that are areas of need.</td>
<td>Grades 3-5 teachers, AIS providers, and Administration</td>
<td>9/2018-6/2019</td>
<td>Administrators, Coaches, Teachers</td>
</tr>
<tr>
<td>Grade level teams will meet after each academic benchmark assessment to analyze data, to identify trends and patterns, form groups and plan next instructional steps.</td>
<td>Coaches, Teachers</td>
<td>9/2018-6/2019</td>
<td>Coaches and Teachers</td>
</tr>
<tr>
<td>Teachers will receive professional development from math and literacy coaches throughout the 2018-2019 school year. Coaches will provide guidance to teachers in implementing the NYS Common Core Standards more deeply through modeling, coaching and planning.</td>
<td>Teachers</td>
<td>9/2018-6/2019</td>
<td>Coaches, Teachers, and Administrators</td>
</tr>
<tr>
<td>Professional learning communities will meet weekly to design differentiated tasks and activities to meet the needs of all of our student subgroups (ENLs, SWDs, High Needs and High Achieving Learners).</td>
<td>Coaches, Teachers</td>
<td>9/2018-6/2019</td>
<td>Coaches, Teachers</td>
</tr>
<tr>
<td>Century 21 will offer after school opportunities to enhance students literacy and math skills.</td>
<td>Students</td>
<td>10/2018-6/2018</td>
<td>Teachers, Community School Director, Administrators</td>
</tr>
</tbody>
</table>

## 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers in grades K-5 will utilize Parent Engagement Time on Tuesdays to lead workshops on ways parents can support students in meeting Common Core Learning Standards. The key personnel who will be responsible for implementation and oversight will be school coaches, ULIT coaches, teachers, and administration.

## 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.
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></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>X</td>
<td></td>
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<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.

By February 2019, teachers will have implemented effective strategies provided in Professional Development and/or common planning as measured by attendance sheets, agendas and minutes.

By February 2019, administrators, coaches and teachers will analyze Midline Data and benchmark assessments. Teachers will plan next steps for classroom instruction and reflect on their teaching practices.

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

TC Benchmarks for Primary Assessment, Fountas & Pinnell leveled reading assessment, Math Chapter Excel spreadsheets, ELA and Math Midline Data, attendance sheets, agendas, minutes

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

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

Part 1 – Needs Assessment

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

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

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

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

Comprehensive Needs Assessment:

- OORS data was analyzed and the classrooms were identified as an area of concern - 28 out of 49 incidents occurred in the classrooms.

- Social Emotional Learning Needs survey was administered and analyzed. It was found that 7% of students feel negatively towards school and this was identified as a concern.

- Incident reports, detentions, suspensions and teacher removals decreased this school year.

- Teacher observations/feedback.

Strengths:

- Administrative support in the areas of behavior and discipline.

- Additional staff hired to provide support a positive school environment.

- Schoolwide discipline code as well as Citywide Behavioral Expectations.

- Updated PBIS program.

- Created Social emotional Learning daily curriculum pacing calendar

- Staff attended additional training in behavioral techniques (Restorative circles, LCI, TCIS, and FBA/BIP).

Needs to Be Addressed:

- Tier 1 behavior/de-escalation strategies for everyday use in the classroom. Physical movement/recess time for students during the lunch periods and/or throughout the day in the classroom.

- Implement daily social emotional learning curriculum pacing calendar
Part 2 – Annual Goal

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

By the end of June 2019, 85% of students and staff will adhere to the PBIS PAWS protocol and curriculum, resulting in a decrease in student incidents and an improvement in classroom behaviors as evidenced by a 95% or higher positive response rate on the social emotional learning needs survey question "Which statement describes how you feel about school?"
### 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 Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |

| The school counselors will visit classrooms and collaborate with teachers to reinforce positive social skills and behaviors and implement modifications where necessary. | K-5 | 9/2018 - 6/2019 | Administrators, Classroom Teachers, School Counselors, Social Worker, Dean of Culture |

| A Restorative Practice method will be modeled by staff in an effort to foster self-awareness, social-awareness, responsible decision-making, self-management, and relationship skills. Teachers will conduct one-on-one conferencing with students, group circles, and referral to counseling/clinical staff for additional support. | K-5 | 9/2018 - 6/2019 | Administrators, School Counselors, Classroom Teachers, Social Worker, Dean of Culture |

| Teachers will implement a daily Social Emotional Learning curriculum. Each class will meet for 5-10 minutes for "Talk Time" during which the teacher will pose a reflective question/statement, to foster community building within the classroom and school. | K-5 | 9/2018 - 6/2019 | Administrators, and all K-5 staff |

| All staff will implement PBIS PAWS protocols and systems. Incentives were created for children in order to enable self motivation and develop good habits for life, resulting in a positive classroom and school culture. | K-5 | 9/2018 - 6/2019 | Administrators, School Counselors, PBIS Team, Dean of Culture, and Social worker |

| After-school activities will be offered via 21st Century grant to promote positive feelings about attending school and focus on: | K-5 | 9/2018-6/2019 | School Counselors, Teachers, Administrators, ENL Providers, STH Social Worker, SBST, Parent Coordinator |

- Expanded Learning Time
- Health Services
- Team Building Activities
- Family Engagement
- Attendance Improvement
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.

Workshops for parents are presented throughout the year based on various topics (safety, discipline, family bonding, PBIS/SEL, relationship building, special education, ENL services, STH, etc.). P.S. 205's behavior expectations and social emotional needs of students are addressed at these workshops, as well as handouts sent home in September. Parents are aware of the PBIS program used school-wide, and are encouraged to recognize positive behaviors at home as well as at school. The key personnel who will be responsible for implementation and oversight will be School Guidance Counselors, School Environment Specialist, the Community School Director, social workers, teachers, and administration.

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.

Administrators, classroom teachers, school counselors, physical education teacher, AIS providers, de-escalation team, PBIS team, cafeteria supervisors and aides; de-escalation professional development, behavior management strategies and supports.

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

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

Part 5 – Progress Monitoring

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

By February 2019, there will be a 10% improvement in students' feelings towards school as measured by the social emotional learning needs survey question, "Which statement describes how you feel about school?".

By February 2019, the number of suspensions and detentions in grades 3-5, will decrease by 7% as measured by OORS reports.

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

OORS incidents, SOHO data reports, and Social Emotional Learning Needs Survey.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

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

Comprehensive Needs Assessment:

- Quality Review Feedback focus area: Pedagogy
- Formative Assessments
- Summative Assessments
- Analysis of Classroom Data
- NYC School Quality Guide and School Survey

According to 2017-2018 NYS ELA Test Data:

- 28% of 3rd grade performed on Level 1
- 45% of 3rd grade performed on Level 2
- 32% of 4th grade performed on Level 1
- 44% of 4th grade performed on Level 2
- 36% of 5th grade performed on Level 1
- 46% of 5th grade performed on Level 2

According to 2017-2018 NYS Math Test Data:

- 47% of 3rd grade performed on Level 1
- 24% of 3rd grade performed on Level 2
- 33% of 4th grade performed on Level 1
- 36% of 4th grade performed on Level 2

Strengths:

- Consistent PLC and Common Planning teacher team sessions
• Use of protocols to analyze student work, student feedback and instructional next steps across reading, writing and math tasks
• Revision of Curriculum Maps to strengthen areas of need: such as math problem solving and number fluency
• Google Documents track data and are shared among teachers and instructional team which offer transparency and accountability
• All grades are supportive by AIS providers to target students and sub group populations that need additional math and ELA support.

Needs to Be Addressed:

• Improve professional development by incorporation of research-based strategies to improve teacher pedagogy as per 2017-2018 School Quality Review feedback.
• Improve professional development by targeting differentiation of instruction and rigor for all students and student subgroups as per 2017-2018 NYS and school-wide assessment data.
• Improve Teacher-facilitated PLCs: 2017-18 School Quality Guide /Framework Elements Scoring Appendix- 70% of teachers positively responded to the Quality of professional development

Part 2 – Annual Goal

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

By June 2019, 100% of staff will work collaboratively in horizontal and/or vertical Inquiry Teams resulting in an increase in student performance as measured by the Datawise action plan.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities will establish protocols and adhere to an inquiry-based approach to analyze data including, student work to identify problems of practice and respond with next steps.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Coaches and Teachers</td>
</tr>
<tr>
<td>Teachers from each grade will meet with their team members to make adjustments to their teacher practice that will directly impact their teaching and student learning via labsites, learning walks, inter-visitations and feedback/debrief sessions.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Coaches and Teachers</td>
</tr>
<tr>
<td>The Professional Development plan will include opportunities for teams to design coherent instruction and infuse effective high leverage strategies in order to impact student learning and meet the needs of ENLs, SWDs, High Needs and High Achieving subgroups.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>The Professional Development Committee, Administrators, Coaches, and Teachers</td>
</tr>
</tbody>
</table>

### 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.

PLCs and coaches will collaborate to provide learning opportunities for parents throughout the year to share high leverage strategies identified through the inquiry cycles. The key personnel who will be responsible for implementation and oversight will be school coaches, ULIT coaches, teachers, and administration.

### 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.

- Coaches
- AIS Providers
- Literacy Resource Room Materials
- Teacher’s College Reading & Writing Project materials
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></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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<td>X</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.

By February 2019, horizontal and/or vertical Inquiry Teams will have analyzed multiple data measures to ensure an increase on student performance. Teacher teams will plan instructional next steps and infuse high leverage strategies.

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

rubrics, revision of units on google docs, ELA and Math Midline data, attendance sheets, agendas, and minutes

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

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

Part 1 – Needs Assessment

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

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

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

Comprehensive Needs Assessment:

- 2017-2018 school-wide ELA Assessment data showed the following results:
  - Grade 2- an increase of 16% from the ELA Baseline to the Endline
  - Grade 3- an increase of 17% from the ELA Baseline to the Endline
  - Grade 4- an increase of 18% from the ELA Baseline to the Endline
  - Grade 5- an increase of 9% from the ELA Baseline to the Endline

- 2017-2018 NYS ELA Exam grades 3-5, showed the following results:
  - 45% of 3rd grade performed on Level 2
  - 32% of 4th grade performed on Level 1
  - 44% of 4th grade performed on Level 2
  - 36% of 5th grade performed on Level 1
  - 46% of 5th grade performed on Level 2

- According to 2017-2018 ADVANCE School Level MOTP Summary Report:
  - Teachers averaged 13% Developing, 76% Effective, and 10% Highly Effective on The Danielson Framework, Component

3b Discussion and Questioning Techniques.
- Teachers averaged 12% Developing, 58% Effective and 28% Highly Effective on The Danielson Framework, Component

3C Engaging Students in Learning

- Professional Development Plan
- Professional Development Feedback

Strengths:

- Professional Development Committee
- Coaches and Consultants
- School Partnerships (Young Audiences New York, Early Reading Matters, Generation Ready)
- Professional Learning Communities

Needs to Be Addressed:

- Connect teacher observation feedback and next steps to professional development
- Analyze student work to ensure that the delivery of instruction is making an impact on student learning
- Build teacher capacity in Components 3b-Questioning and Discussion Techniques and 3c-Student Engagement

Part 2 – Annual Goal

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

By June 2019, school leaders will provide opportunities for teachers to strengthen their instructional practice around student centered discussions that utilizes academic vocabulary and the use of extended writing as a platform to build language and content knowledge for all students, resulting in a .5% increase from Developing to Effective as reflected in ADVANCE Components 3b and 3c.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Professional Development Committee, Administrators, Coaches, Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Principal and Assistant Principals, Teachers, and Coaches</td>
</tr>
<tr>
<td>Students, Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers, and Administrators</td>
</tr>
</tbody>
</table>

**Use student data to design and provide targeted professional learning cycles that will focus on closing the achievement gap for all students.**

Professional development cycles will include topics such as questioning and discussion that utilizes academic vocabulary, student engagement, and extended writing. Strategic use of discussion protocols to increase student discussions and student engagement, as well as provide multiple entry points for ENL, SWD, low and high performing sub-group populations.

**Use student data to design and provide targeted professional learning cycles that will focus on closing the achievement gap for all students.**

Professional Learning Communities will utilize protocols to engage in inquiry work cycles to identify the student centered problems, problems of practice and create action plans and strategies to address reading comprehension through the content areas inclusive of all students and all sub-group populations.

School Leaders will utilize the Danielson Framework for Teaching along with student work samples and assessment data to monitor the impact of Professional Learning Communities inquiry work.

School leaders will look for evidence and provide actionable feedback and support the implementation of the Hallmarks of Advanced Literary Instruction: (Use of a variety of texts, build language and knowledge through discussion, extended writing to build language and knowledge, use of academic vocabulary, and the use of discussion protocols.)

---

**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.
Workshops focused on questioning and discussion techniques and student engagement strategies for all students including ELLs and SWDs will be provided to parents at least once a month during the Parent-Engagement period on Tuesdays.

The school will use monthly calendars and the school website to inform parents about the different events taking place at the school, for example learning celebrations, workshops, educational trips, etc. In addition, teachers will provide various opportunities for parents to take part in interactive learning experiences.

**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.

- Funding for Coaches
- Professional books/research based books
- Funding for outside consultants
- Per session funding
- Per Diem funding
- Parent Coordinator
- Professional Development Committee
- Google Drive Tool

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, teachers will have participated in at least two professional development opportunities addressing Danielson components 3b and 3c

By February 2019, teachers will have made a .3% increase from BOY scores in 3 as measured by Advances’ Measure of Teacher Practice (MOTP) 2017-2018 as compared to 2018-2019.

By February 2019, administrators will have completed at least 2 rounds of observations and providing specific feedback focused on components 3b and 3c to monitor progress.
By February 2019, mid-line assessment data will be analyzed to identify trends and needs. As a result, instructional next steps will be established and implemented.

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance; Mid-line Assessment Data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5c.</strong> In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:
- Parent Coordinator
- Parents Association
- Parent Workshops
- School Messenger
- Parent Engagement (Tuesday afternoon)
- Parent Orientation (Sept.)
- Parent/Teacher Conferences (Nov., March, and May)
- Library “Open Access” (am)

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

Needs to Be Addressed:

- 2017-2018 School Quality Review 3.4 High Expectations: Staff maintains and benefits from a culture of high expectations. Consistent communication with families ensures student progress towards expectations is understood.
As per 2017-18 School Quality Guide /Framework Elements - School Survey: 85% Parents responded positively with regards to involvement in school.

- Increase opportunities for parental involvement to participate in school learning activities.
- Invite parents to celebrations and/or culminating events as part of the class or grade.

Part 2 – Annual Goal

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

By June 2019, there will be 10% improved parent participation at school sponsored events as a result of multiple monthly workshops and school-related activities with a focus on math, literacy, and social-emotional intelligence.
### 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., under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, Guardians, Students</td>
<td>Sept. 2018-June 2019</td>
<td>Administrators, Teachers, Parent Coordinator</td>
</tr>
</tbody>
</table>

**Teachers use Tuesday extended time to develop a menu of activities to increase parent engagement:**

- Plan workshops, draft newsletters, invitations to classroom events, develop classroom websites, Remind app, school and/or phone conferences.
- Parents are invited to learn strategies to be able to provide additional home support based on students' needs (low performing, ENL, SWD).

**Parents, Guardians, Students**

- Sept. 2018-June 2019

**Administrators, Teachers, Parent Coordinator**

- Monthly opportunities for parents to attend parent workshops, class celebrations and school wide events based on parent interest topics such as family book clubs. Workshops will address topics including, cyberbullying, Technology, Amplify Science Program, Social Emotional Support, Language Learning classes, etc.

**Parents, Guardians**

- Sept. 2018-June 2019

**Administrators, Teachers, Parent Coordinator**

- Build partnerships with community organizations and utilize resources for strengthening parent engagement through Young Audiences New York and the Bronx Borough Councilman's Office.

**Parents, Guardians, Students**

- Sept. 2018-June 2019

**Administrators, School, Parent Coordinator**

- Use Google Docs for teachers and staff to track opportunities offered for parent engagement. Parent Coordinator will maintain records of parent engagement opportunities and update the Google doc tracker.

**Parents, Guardians, Students**

- Sept. 2018-June 2019

**Administrators, Teachers, Parent Coordinator**

- Administrators will meet once a month with teacher teams to plan parent engagement opportunities.

---

### 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.

We will be partnering up with Young Audiences New York our lead CBO, to provide our families with learning opportunities and resources. The key personnel who will be responsible for implementation and oversight will be Community School Director and administration.
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.

- Parent Coordinator
- Young Audiences/NY
- Monthly Calendar/Newsletter
- Funding for Materials
- School Librarian and Library Access
- Teachers
- Coaches

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

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

Part 5 – Progress Monitoring

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

By February 2019, partnerships with families will increase by at least 5% from 2018 by broadening and providing numerous opportunities for workshops, celebrations and events, as evidenced by attendance sheets and agendas.

By February 2019, teachers will have planned and presented four activities addressing parent needs based on parent survey results. Monthly scheduled learning opportunities have been posted and tracked on Google Docs.

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

Attendance sheets, agendas, Google Docs spreadsheet, Parent Survey

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

(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>• NYS test results&lt;br&gt;• Fountas &amp; Pinell Assessment&lt;br&gt;• Running Records&lt;br&gt;• DIBELS Assessments&lt;br&gt;• ELA Baseline, Midline, Endline&lt;br&gt;• Observations&lt;br&gt;• Spire Results&lt;br&gt;• Teacher’s College Assessments&lt;br&gt;Teachers will use the above assessment results and observations to determine students who will receive AIS services.</td>
<td><strong>RAZKIDS:</strong> Is an integrated, research-based computerized reading program that provides individualized, targeted reading practice to improve reading skills. Its embedded assessments track student’s growth. It also provides scaffolds through professionally recorded audio, 1:1 text level highlighting and an embedded dictionary to aid in reading stamina, volume of reading and oral reading fluency.</td>
<td>Conducted in small groups of students in Grades K-5; 5x a week for 50 minutes</td>
<td>The service is provided during the school day.</td>
</tr>
</tbody>
</table>
**Reading A to Z:**
Leveled reading, phonemic awareness, reading comprehension, fluency, alphabet recognition, vocabulary materials and lessons are used.

**Imagine Learning English:** An interactive program used to support the literacy development of targeted ELL students. It integrates technology and differentiates literacy instruction.

**Good Habits/Great Readers:** Focuses on specific reading comprehension and phonic skills through guided reading.

**Fundations/S.P.I.R.E:**
This research based comprehensive multi-sensory program designed for students who struggle with decoding and spelling.

**Leveled Literacy Intervention:**
Intensive small groups supplementary literacy intervention for students who find reading and writing difficult. The goal is to improve the literacy achievement of students who are not achieving grade level.
### Mathematics

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Go Math! Program:</strong> This is a program to help students achieve fluency, speed and confidence with grade-level concepts. It is aligned to the new Common Core Learning Standards and provides opportunities for ongoing assessments. (Think Central)</td>
</tr>
<tr>
<td></td>
<td><strong>Conducted in small groups. A 50-minute block for grades K-5.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>This service is provided during the school day.</strong></td>
</tr>
</tbody>
</table>

- NYS Test
- Math Baseline, Midline, Endline
- GOMath! “Show What You Know” diagnostic assessments
- Chapter Performance Tasks
- GOMath! End of unit chapter tests
- Observations
- *Investigation UnitPre/Post*

Teachers will use the above assessment results and observations to expectations in reading.

**Strategies:**

- Close Reading
- Text Connections
- Shared Inquiry
- Questioning
- Making Predictions
- Think-Pair-Share
- Visualizing
- Inferring
- Discussion Protocol
- Decoding Strategies
- Fluency
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | determine students who will receive AIS services. | ECAM:  
ECAM provides daily, differentiated practice in counting, numeration, addition and subtraction and multiplication and division with the primary goal being to improve number sense. |  |
|---|---|---|---|
| Science | ● Baseline and Midline tests  
● End of the unit tests  
3X a week for 50 minutes.  
This service is provided during the school day. |
| Social Studies | ● Baseline and Midline tests  
● End of the unit tests  
● Observations | Integrating Social Studies concepts through non-fiction studies. | Conducted in small groups lessons in grades K-5.  
3X a week for 50 minutes.  
This service is provided during the school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | ● Teacher observations (students who exhibit a need for social/emotional support)  
● Parent requests  
● STH  
● Low school attendance  
● SIT/RTI Teams | Depending on student needs, services may include; conflict resolution, the use of strategic games, team/community building, self-esteem activities and technology use/integration. | Conducted in one-to-one and in small groups as needed.  
This service is provided during the school day. |
### 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.)

   | 100 |

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

   STH are immediately enrolled in school and provided with necessary school supplies/uniforms. If a student makes a transition from permanent housing into a temporary living situation, the pupil accounting secretaries will update the student’s residency information and housing code in ATS. Every effort will be made to keep students in their school of origin. If possible, busing will be arranged or metro cards will be issued. Outreach will be made to the DOE Family Assistant at the temporary housing site to discuss the best interests of the student. Emergency variance requests are submitted for students who move from temporary housing into permanent housing for busing until the end of the current school year.

   Academic Intervention Services are provided as needed to students who require academic support. The student's academic progress will be monitored to determine if additional supports are required. The student’s attendance will be monitored closely and meetings will be held by the attendance team with the parent/guardian to ensure consistent attendance. Weekly counseling services are offered for all students living in temporary housing by the STH social worker.

   Title I money will be utilized for supplies, clothing and school trips. PS 205 also has a food pantry for families in need. Additional outreach and referrals are made to community based organizations on an as needed basis.

#### 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).

   N/A

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.
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.

**Collaboration with colleges and Universities to recruit student teachers**

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.

Mentors are assigned to support new teachers in the school.

Coaches are assigned to support new teachers in the school and new teachers to the grade.

Administrative staff and coaches regularly attend workshops for supporting new teachers.

Opportunities are provided for professional development to attain required PD hours to ensure highly qualified teachers.

If necessary pupil personnel secretary will work closely to ensure that non-HQT meet all required documentation and assessment deadlines.

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).

**Sept. 21 Protocols: De-escalating, Attendance K-1 / Reflex Math 2-3 / Management of the Writing Workshop 4-5**

**Sept. 28 Protocols: De-escalating, Attendance 2-3 / Reflex Math 4-5 / Management of the Writing Workshop K-1**

**Oct. 5 Protocols: De-escalating, Attendance 4-5 / Reflex Math K-1 / Management of the Writing Workshop 2-3**


Nov. 2 Behavior Management Strategies 4-5 / Grade Conference K-1 / Creating & Updating Class Websites 2-3

Nov. 9 Analyzing Student Work in Writing (Part 1) K-5

Nov. 16 Analyzing Student Work in Writing (Part 2) K-5

Nov. 23 Analyzing Student Work in Math (Part 1) K-5

Nov. 30 Analyzing Student Work in Math (Part 2) K-5

Dec. 7 Differentiation in Literacy & Math K-1 / ESL 2-3 / Shared Inquiry


Dec. 21 Differentiation in Literacy & Math 4-5 / ESL K-1 / Shared Inquiry

Jan. 4 Behavior Management K-1 / Grade Conference 2-3 / ESL 4-5

Jan. 11 Behavior Management 2-3 / Grade Conference 4-5 / ESL K-1


Feb. 1 Analyzing Student Work in Writing (Part 1) K-5

Feb. 8 Analyzing Student Work in Writing (Part 2) K-5

Feb. 22 Analyzing Student Work in Math (Part 1) K-5

Feb. 29 Analyzing Student Work in Math (Part 2) K-5

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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.).

The following plans are used to assist preschool children from early childhood programs to the elementary school program at PS 205:

- Representatives from pre-kindergarten programs are invited to visit the Kindergarten classrooms and meet with the teachers.

Pre-Kindergarten students are invited to visit the Kindergarten classroom and meet with the teachers as well as tour the school building.

- Incoming Kindergarten parents participate in a Parent Orientation. At this meeting, the parents have the opportunity to meet the classroom teachers as well as other school staff. Information is distributed regarding curriculum, Parent Association activities, a variety of parent workshops, homework, CCLS, programs, assessments, etc.

During registration, parents are given a Kindergarten preparation packet created by teachers in order to help prepare and assist the students during this transitional period.

### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher teams create grade level TC reading assessments and rubrics to assess student learning towards meeting the CCLS in literacy and math.

- Teacher teams use a protocol for analyzing student work in order to surface the gaps and identify points of alignment with the CCLS and the Instructional Shifts demanded by the Common Core State Standards in literacy/math.

- Teacher teams use data to make modifications in planning, implementing instructional strategies and designing assessments. They support and monitor the goal setting process as part of ongoing work to improve student engagement and self-assessment.

- Teachers and support staff meet weekly to discuss their practice by establishing clear expectations of what effective teaching looks like and to have a shared language to discuss what is working and what needs to be improved to strengthen their assessments.

- Teacher teams meet monthly to reflect on their instruction, their student progress and their next steps to reach their goals.

- Teachers completed a PD survey indicating their topics of interest.

- Teachers are members of the PD Committee and assisted in structuring the PD plan.

- Teachers participated in selecting MOSL assessments.

Teachers are members of various teams (SIT, RTI, SLT, PBIS, MOSL, PD) that are included in the decision making process.
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>$1,015,037</td>
<td>X 5C, 5D, 5E, 6</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$155,996</td>
<td>X 5A, 5D</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$32,078</td>
<td>X 5A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$5,610</td>
<td>X 5A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$6,046,660</td>
<td>X 5A, 5C, 5D, 5E, 6</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Fiorello H. LaGuardia 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 Fiorello H. Laguardia School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments; |
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### 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 Every Student Succeeds Act (ESSA);

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

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

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

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Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

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

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

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School-Parent Compact (SPC)

The Fiorello H. Laguardia School, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education 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 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff
Provide parents reasonable access to staff by:

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
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<tbody>
<tr>
<td>Provide general support to parents by:</td>
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<tr>
<td></td>
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<tr>
<td>- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
</tr>
<tr>
<td>- 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);</td>
</tr>
<tr>
<td>- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;</td>
</tr>
<tr>
<td>- supporting parental involvement activities as requested by parents;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for the Every Student Succeeds Act (ESSA) and Title I programs;</td>
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<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>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;</td>
</tr>
<tr>
<td>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;</td>
</tr>
<tr>
<td>check and assist my child in completing homework tasks, when necessary;</td>
</tr>
</tbody>
</table>
III. Parent Responsibilities

- 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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

The following CS strategy has been integrated into academic instruction at the school:

- Expanded Learning Time-We began implementing TC reading and writing units of study in grades K-1. As a result, there were no students in Kindergarten who were held over. There were only seven students who were held over in 2017 compared to 20 students who were held over in 2016.
- Health and Wellness-
- Students received physical education, participated in Move to Improve and the Mille Millers.
- Family Engagement-
- Families attended regular Family Night events (Arts, Square dancing, etc.).
- Families were invited to the end of the unit celebrations.
- Families were invited to participate in art residencies.
- Families attended workshops on various topics.
- Attendance Improvement activities-
- Students received certificates for 100% attendance.
- The class within each grade was recognized who has the highest attendance.
- Attendance was charted outside the lunchroom.
- Students with 100% attendance were invited to the end of the year attendance celebration.
- Bi-Weekly attendance meetings with the Attendance Teacher were held to discuss chronic absentees.
- Monthly assemblies were conducted during the school day.
- School Aide called home after the second day absent.
- School Messenger calls were placed after the first day absent.

The impact has been:

- Increased attendance and student engagement
- Development of social and emotional skills resulting in a decrease in the number of suspensions and detentions
- Improvement of academic performance

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
By June 2019, 100% of 370 students will participate in a minimum of 90 hours of expanded learning time afterschool programs and will improve their attendance during the school day as measured by attendance records.

- Students will receive certificates for 100% or improved attendance
- Attendance will be charted outside the lunchroom.
- Attendance team will discuss chronic absentees.
- Monday School Spirit Day
- School Aide will call home after the second day absent
- School Messenger calls will be placed after the first day absent.
- Students can receive a raffle ticket (could be virtual) for each week when they have full attendance. At the end of each month, the winning ticket is chosen. Obviously, the more tickets a pupil has, the greater chance they have of winning.
- Students with 100% attendance are invited to the end of the year attendance celebration

By June 2019, 35% of K-5 students will meet ELA and Math end of year benchmarks for their grade as measured by end-of-year assessments.

- Grade level teams will meet frequently to analyze running records data, identify trends and patterns, form groups and plan next instructional steps.
- Professional learning communities (PLCs) will meet weekly to design differentiated tasks and activities to meet the needs of all of our student subgroups.
- PLCs will design tasks that include multiple entry points to make the assignments more engaging and motivating, so that students can explore a topic through different avenues.
- Teachers will create literacy tasks and allow students to choose which tasks they would like to complete to meet their needs.
- Provide parents with multiple opportunities to engage in educational literacy parent workshops. This will include Parent Workshops in Common Core Learning Standards in Literacy, NYS ELA Exam, “Family Reading” to do at home, and Teacher's College Reading and Writing Project. Critical information and additional resources will be provided to parents during these workshops, i.e. educational literacy websites and applications
- A Restorative Practice method will be modeled by the Social Worker in an effort to foster self-awareness, social-awareness, responsible decision-making, self-management, and relationship skills. Teachers will conduct one-on-one conferencing with students, group circles, and referral to counseling/clinical staff for additional support.
- Utilize Social Work Interns to implement a peer mentoring program that each child will be known to at least by one adult as an individual, providing them meaningful learning experiences in a caring environment.

By June 2018, we will increase family engagement and parent participation with a focus on the arts, literacy and social emotional intelligence. This will result in a 10% increase in parent attendance at workshops and or activities for the 2018 school year.

- Use Google Docs system for teachers and CBOs to track opportunities offered for family engagement.
- The Community School Director will plan parent workshops.
- **By the end of June 2019, 100% of students and staff will adhere to the PBIS PAWS protocol and curriculum, resulting in a decrease in student incidents and an improvement in classroom behaviors as evidenced by a 95% or higher positive response rate on the social emotional learning needs survey question “Which statement describes how you feel about school?”**
- A Restorative Practice method will be modeled by the Social Worker in an effort to foster self-awareness, social-awareness, responsible decision-making, self-management, and relationship skills. Teachers will
conduct one-on-one conferencing with students, group circles, and referral to counseling/clinical staff for additional support.
- Utilize Social Work Interns to implement a peer mentoring program that each child will be known to at least by one adult as an individual, providing them meaningful learning experiences in a caring environment.
- Develop a system through Google Docs for teachers and CBOs to track opportunities offered for family engagement.
- By June 2018, we will increase family engagement and parent participation with a focus on the arts, literacy and social emotional intelligence. This will result in a 10% increase in parent attendance at workshops and or activities for the 2018 school year.
- Develop a system through Google Docs for teachers and CBOs to track opportunities offered for family engagement.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):
How will achieving your Community School Goal(s)--in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness--support your academic goals for students?

Expanded Learning Time- If students engage in TC reading and writing units of study then their reading comprehension will improve. If students engage in robotics, coding and video game design then their science and math skills will improve.

Attendance Supports-If we provide students with choices, Pep Rallies and engaging activities that will motivate students to come to school. The attendance team will track student’s attendance and follow-up with phone calls.

Family Engagement- If we offer parents opportunities based on the results of the parent interest survey then parents will be involved and attend family engagement events.

Health & Wellness-If students engage in health and wellness activities such as movement, yoga and rugby, students health will improve.

Part 2 – Community School Partnerships Core Services Action Plan

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
</table>
| YANY            | Grades 2-5        | • Students can receive certificates for 100% or improved attendance  
• Attendance is charted outside the lunchroom | By June 2018, 100% of 370 students will participate in a minimum of 90 hours of expanded learning time after school programming and will improve their attendance during the school day as measured by attendance records. |
- Attendance team will discuss chronic absentees

- Pep Rally conducted monthly during after school time

- Monday School Spirit Day

- School Aide calls home after the second day absent

- School Messenger calls after the first day absent

- Students can receive a raffle ticket (could be virtual) for each week when they have full attendance

- At the end of each month, the winning ticket is chosen. Obviously, the more tickets a pupil has, the greater chance they have of winning.

- Students with 100% attendance are
<table>
<thead>
<tr>
<th>Program</th>
<th>Grades</th>
<th>Description</th>
</tr>
</thead>
</table>
| Vision Media and Education | Grades 2-5 | • Teachers will create literacy tasks and allow students to choose which tasks they would like to complete to meet their needs.  
• Provide parents with multiple opportunities to engage in educational literacy parent workshops. This will include Parent Workshops in Common Core Learning Standards in Literacy, NYS ELA Exam, "Family Reading" to do at home, and Teacher's College Reading and Writing Project. Critical information and additional resources will be provided to parents during these workshops, i.e. educational literacy websites and applications.  
By the end of June 2018, 80% of students in Grades K-5 will demonstrate at least one year’s growth in reading as measured by Fountas and Pinnell Running Records assessments. |
| Little Flower Yoga | Grades 2-5 | A Restorative Practice method will be modeled by the Social Worker in an effort to foster self-awareness, social-responsible decision-making, self-management, and relationship skills. Teachers will conduct one-on-one conferencing with students, group circles, and referral to By the end of June 2018, we will offer 100% of our students more opportunities for kinesthetic learning and more choices of meaningful “real-world” learning experiences that will address our students’ academic, social, and |
| Play Rugby | | |
counseling/clinical staff for additional support.

Utilize Social Work Interns to implement a peer mentoring program that each child will be known to at least by one adult as an individual, providing them meaningful learning experiences in a caring environment

emotional needs, as measured by the Social and Emotional Learning (SEL) Competencies tool.

<table>
<thead>
<tr>
<th>YANY</th>
<th>Grades 2-5</th>
<th>Develop a system through Google Docs for teachers and CBOs to track opportunities offered for family engagement.</th>
</tr>
</thead>
</table>

By June 2018, we will increase family engagement and parent participation with a focus on the arts, literacy and social emotional intelligence. This will result in a 10% increase in parent attendance at workshops and or activities for the 2018 school year.

**Part 3 – Budget and Resource Alignment**

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will align our resources by hiring additional staff to ensure students are safe and each group of students are supported during transitions.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>X</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

PS 205 has worked with Young Audiences NY for over 20 years. We will continue to work with YANY and the School Community Director (SCD) in implementing and coordinating activities that will increase student attendance, will develop student’s social and emotional skills and improve student academic performance.

The Expanded Learning Time and mental health programming opportunities will be embedded during After School and Saturday programs. It will be tailored based on students’ needs, and choice. The ELT program will be embedded during the students’ school program. In addition, each student will have the opportunity to receive additional instructional programming after school and during the Saturday Academy.

Parents are welcomed to attend our SLT meetings, parent meetings or request a meeting with school administration. Parents were given a needs survey which was reviewed by the SLT to plan for the following year.

CSD meets with school administration at least one time a week. CSD is a part of the attendance meetings and is involved with using the Data Sorter to assist in action plans for students.

**Part 4 – Community School Partnerships Oversight**

**Part 4a. Key Staff and Partners**

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students
• Young Audience NY will provide professional Teaching Artists that will have students construct and demonstrate understanding of an academic subject area through an ART FORM.
• Vision Media and Education will provide robotics, coding and video game design.
• Little Flower Yoga will provide yoga and mindfulness instruction.
• Play Rugby will provide students with Rugby instruction.

2. The Community School Team will consist of the School Administrators, School Based Instructional Coaches, Parent Coordinator, School Based Guidance Counselors, Attendance Teacher, Community School Director and members from YANY. The Community School Team will meet once a week to discuss the Glows and Grows of the program. We will analyze various forms of data (attendance, F & P results, sign in sheets) to ensure that the program is having an impact Increasing student attendance, development of social and emotional skills and Improvement of academic performance.

3. The school will utilize Data Sorter to access academic, behavior and attendance for all students. The Community School Team will hold weekly meetings to discuss Glows and Grows of the program. We will incorporate weekly check-ins to ensure student success.

Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.
We are hiring teachers, paras and school aides to support with instruction. We will also purchase materials for staff to use with students.

Part 4c. Timeline for implementation and completion, including start and end dates.
October 2, 2017-April 24, 2018

Part 4d. Mental Health Work Plan
Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
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](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: ______

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

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

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______

2018-19 CEP
**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: _____

Fiorello Laguardia School (P.S. 205) currently services 1,023 students. As of October 26, 2017 twenty six percent of our school’s population (263 students) have been identified as English Language Learners. Based on the NYSESLAT results and EDAT data analysis, our selected students will greatly benefit from supplemental English language development in the areas of listening, reading, writing and speaking and mathematical strategies, word problem solving, and fluency.

The After-School Title III program will provide for a student-centered learning environment with guided instruction in English to approximately 60 ELLs in grades 2-5. Our focus is academic discourse and vocabulary enrichment in order to improve complexity and quality of language in our response. We will use the Four Hallmarks of Advanced Literacy as a guide to success. This program will commence October 3, 2018 until March 7, 2019. The program will run for 20 weeks. Students will receive ENL instruction for 5 hours weekly, from 2:45-5:15p.m. on Wednesdays and Thursdays. Four fully certified ENL teachers will plan and provide instruction. Group sizes will be maintained at 15 students per teacher. There will be 4 classes of 15 students in each class for a total of 60 students. We will offer additional test prep support for our ELL population in the content areas of ELA and Math, during Saturday Academy. Three teachers will plan and provide 4 hour sessions for 36 ELLs on February 9, 16, March 2, 9, 16, 23, and 30, 2019, from 8:30-12:30p.m.

**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: _____

P.S. 205’s Title III Professional Development Program will focus on:
- Teaching advanced literacy skills in order to adapt curriculum that is inclusive and supportive of the literacy language goals and accessible for our English Language Learners.
Part C: Professional Development

During Professional Development on Mondays, a Professional Learning Community will focus on supporting our English Language Learners by fostering students' reading, writing, listening and speaking skills through the four hallmarks of advanced literacy instruction in the core areas. The PLC will turn-key the learning from a book club reading of Teaching Advanced Literacy Skills by Nonie K. Lesaux and Emily Philips Galloway. This will support and enhance previous reading and practices of Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings by Jeff Zwiers and Marie Crawford on the five core communication skills of elaborating and clarifying, supporting ideas with evidence, building on/or challenging ideas, paraphrasing and synthesizing. Jill Schimmel will help support our learning by facilitating activities and innovative ideas for early grades. Professional Development will take place on Mondays for one hour on October 1, October 15, October 22, October 29, November 5, 2018.

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: _____

At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents become knowledgeable and active participants in their children’s education. Title III will provide parents with an opportunity to attend ENL Adult classes, which will run simultaneously with the ELLs' After-School classes. The ENL adult classes will take place twice a week on Wednesdays and Thursdays from 2:45- 5:15 p.m., provided by an ENL Certified teacher. There will be 2 cycles of ENL Adult classes lasting a duration of 20 weeks. Parents will be able to develop social language skills in order to facilitate everyday life, as well as attain a better understanding of their child’s academic life. Parents will also gain an understanding of the ENL instruction their children are receiving and how the Imagine Learning Program is utilized. Parents will be notified about the ENL Adult classes by letters sent home with their children.
### Part E: Budget

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

Allocation Amount: $_____

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

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>205</td>
</tr>
<tr>
<td>School Name</td>
<td>Fiorello Laguardia School</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Jenneth Santiago</td>
</tr>
<tr>
<td>Coach</td>
<td>Danielle Adamiak</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td>Niurka Infante</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jennifer Gonzalez/Bil., (Span)</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>na</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>na</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Maribel Hulla</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Other (Name and Title)</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</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>5</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>2</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 certified ENL teachers not currently teaching in the ENL program</td>
<td>0</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>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>5</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in school (excluding pre-K) | 1023 | Total number of ELLs | 263 | ELLs as share of total student population (%) | 25.71%

**Part II: ELL Demographics**

**A. ELL Programs**

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

Check all that apply

<table>
<thead>
<tr>
<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>
</tr>
</thead>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s): Spanish

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>1983-1984</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>2016-2017</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>DL</td>
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<tr>
<td>DL</td>
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<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

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

   1. ASSESSMENT TOOLS:

   We currently use a variety of formative assessments in our school, in order to guide instruction for our ELLs. The NYSITELL and the Spanish LAB are administered as an entrance and placement exam, which determines the child’s proficiency level in English and/or the home language, (Spanish). Fountas and Pinnell (running record) is used K-5 as both our benchmark and as an ongoing reading assessment in both English and Spanish, which demonstrates the child’s fluency and comprehension level in reading. The ELA baseline, midline and endlines for grades 3-5, math baselines K-5, end of unit assessments in math and ELA and Imagine Learning program is used to track students’ progress in all modalities. In addition, in order to identify areas of need of early literacy skills, grades K-3 will use DIBELS (IDEL in Spanish), which is a quick benchmark assessment tool.
2. What structures do you have in place to support this effort?
AIS staff collaborates with teachers in order to assess students, as well as to analyze and discuss results in order to tailor instruction targeting areas of need and provide support. The success of the ELL program is evaluated by consistently tracking and monitoring the effectiveness of ELL interventions and strategies. Ongoing assessments throughout the year and a variety of benchmarks, including student portfolios and individual student goals are also used to further evaluate the success of our program. We compare ongoing assessments by analyzing and discussing findings in order to determine which teaching strategies worked and if needed, make modifications to address those areas of need. Fountas and Pinnell data will be inputted on Google Docs for tracking and monitoring throughout the year. On Demand and Post Writing results will be tracked and inputted in Google Docs.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The summative assessments used to establish baselines, monitor progress through benchmarks and reassess goals in areas of need are; ELL Periodic Assessment, NYSESLAT, Fountas & Pinnel Running Records, Math Chapter Tests at the end of each unit, MOSL assessments and monthly writing pieces focusing on curriculum units of study that incorporate different genres.

4. What structures do you have in place to address interventions once the summative data has been gathered?
AIS support staff, ENL and cluster teachers use data to determine areas of need and create lessons, groupings for differentiated activities in order to target and support students to demonstrate growth.

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.]
P.S.205 uses data to guide instruction for ELLs within the RTI framework by focusing on Tier 2 and Tier 3 students. They will be progress monitored every 3-4 weeks with an assessment that meets their individual needs. They will be assessed by the service provided at the beginning, middle and end of a 6-8 week cycle of intervention. Student progress will be revisited after each 6-8 week cycle. At this time instructional changes and grouping of students will be made if necessary.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
The data outcome assessments used to evaluate and inform our ELL programs are the NYSESLAT for grades K-5, as well as the ELA and Math for grades 4 and 5. The ENL team, along with administrators sit to discuss growth, areas of need per grade and decide on targets, approaches and Professional Development by using the data on the ELL Data Analysis Tool and the RLAT for proficiency in modalities and mandated time.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Our school uses our customized EDAT tool by desegregating the NYSESLAT exam into four modalities and their raw scores; facilitating functionality when analyzing. We compare the NYSESLAT and ELA results, discussing proficiency levels and strengths in modalities to rationalize the reasons students scored a 4, 3, or 2, 1 on the ELA. We discuss Math results as well and compare the scores of those in their native language and English in order to plan our next steps.

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 school currently has one Self-Contained ENL classroom in third grade and three classes in which our certified ENL teachers Co-Teach; one in each grade 3, 4 and 5. These classes have been specifically selected and ELLs heterogeneously grouped, addressing the English language proficiencies: Entering, Emergent, Transitioning, Expanding and Commanding. We strive to provide the most comprehensive learning environment by implementing the integrated and standalone ENL as per CR-Part 154. We Co-Teach during the literacy/ELA periods, servicing all students for their appropriate mandated minutes in addition to pulling out Entering and Emergent students for standalone ENL.

b. TBE program. If applicable.
   Currently, the school provides Transitional Bilingual/Early Exit Bilingual Education (Cloud & Genesee et al, 2000) for grades K, 1 and 2. Transitional Bilingual Program (Spanish/English) – Based on our students’ level of English language and academic proficiency, the following program requirements as per CR-Part 154-2, are provided:
   • Home Language Arts (HLA) instruction for students, the minimum required of 180 minutes per week.
   • 75/25 (Spanish/English) model for Entering, 60/40 Emerging, and 25/75 for the Transitional/Expanding (providing 1 unit of Stand Alone ENL and 180 min. Integrated ENL/ELA for EN/EM / 1 unit of Integrated ENL/ELA for TR/EX ELLs). Providing a minimum of 2 content area subjects in the Home Language for EN/EM, and a minimum of 1 content area for TR/EX ELLs.

c. DL program. If applicable.
   Based on parent choice, we do not have a DL program at this time.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Programs are always aligned with the parents’ choices for program placement. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades and ENL in the upper grades. As a result, the option for ENL placement has increased in the upper grades.

      In the primary grades, K-2 are assigned certified and fully qualified bilingual teachers. Accordingly, the mandated number of instructional minutes provided in the TBE and Free-standing ENL models is determined by the proficiency levels;

      EN/EM receive 360 min.; 180 Integrated ENL/ELA /180 Stand Alone ENL (with Spanish/English 75/25 EN and 60/40 EM in TBE) 
      TR and EX 180 min. Integrated ENL/ELA (with 25/75 in TBE) 
      Comm. 90 min. Integrated ENL/ELA

      Integrated ENL/ELA in the Freestanding Program is delivered via Co-Teaching and dually certified teachers.

      In the TBE program explicit HLA instruction is delivered according to the CR Part 154-2; a minimum of 180 minutes per week.

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.
   Students are grouped heterogeneously across the grades in our TBE, and ENL models. Literacy groups in grades K-5 are differentiated using F & P Running Records, NYSESLAT proficiency levels, modality raw sores (listening, speaking, reading,
writing), the Periodic ELL Interim Assessment and ELA (grades 3-5). For each instructional unit and individual lesson, teachers target students’ specific instructional needs in listening, speaking, reading and writing (by establishing Long-term and Short-term SMART goals).

Content area instruction in the TBE classes are taught in their Home Language, in accordance with CR-Part 154-2. The Stand Alone model adheres to each grade curriculum while using English with L1(home language) support, TPR, scaffolds and multi-sensory approaches targeting different learning styles and entry points to increase comprehensible input and ensure equal opportunity for learning.

ELLs bring many resources such as L1 and skills to boost L2(English language), talent and cultural practice and perspectives, which we build upon by implementing sheltered instruction strategies:

- allotting additional time, practice and repetition
- making instruction and expectations clear, focused and systematic
- addressing both, language and content objectives in all lessons
- building background knowledge and scaffolding
- creating awareness of cognates for vocabulary instruction
- allowing opportunity for discourse and interaction; where language usage becomes a resource for communication, thinking and reasoning.

It is imperative that we immerse our ELLs in a literacy-rich environment with a variety of language experiences, using formal register and domain specific vocabulary, in which students use academic language essential for high levels of achievement in the content areas.

Academic Intervention Services (AIS) certified teachers/instructors provide support for all classes during the literacy block.

Small group instruction is differentiated according to students’ demonstrated needs and their proficiency levels.

Stand Alone ENL – Based on students’ level of English language and academic proficiency, the following program is implemented across the content areas:

• ENL EN/EM 360 minutes per week
• ENL TR and EX 180 minutes per week
• HL As appropriate

Each model is instructed by a licensed ENL teacher. A Balanced Literacy Framework is implemented in the classroom. The Sheltered Instruction Observation Protocol (S.I.O.P.) is used in the Stand Alone and Integrated ENL model to structure lessons, in conjunction with the Quality Teaching for English Learners (QTELL) strategies, to support academic language.

Differentiated Instructional techniques along with Higher Order Thinking Skills (H.O.T.S.) are also incorporated across the content areas (in both language models) to make it accessible and comprehensible, while at the same time rigorous for ELLs. ENL and Bilingual teachers are encouraged to provide many hands-on activities that will provide and expose ELL students to a myriad of learning experiences that are communicative and purposeful, increasing comprehensible output – language use and development in English.

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

To ensure that ELLs are appropriately evaluated in their home languages, students are exposed to simulated math and science practice tests throughout the year.
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

ELL academic learning is ensured by following the New York CCSS. The use of scaffolds, multi-sensory approaches, differentiated activities and the use of L1 where appropriate assures comprehension for all proficiency levels.

a. SIFE

According to the data we currently have one SIFE (Students with Interrupted Formal Education) student. We understand that SIFE students require special attention to facilitate their transition to formal schooling and help decrease the educational gap.

The following interventions are in place for SIFE students:

- Sheltered Instruction (making content accessible and meaningful)
- Review of interim assessments to track progress (i.e., benchmarks) in target areas and to differentiate instruction
- Continuous assessment of Long-term and Short-term goals to monitor progress and meeting benchmarks
- Extended day to provide reinforcement of essential skills
- Daily AIS to support literacy and content-area learning
- Home Language (Spanish) support as needed
- Counseling services and/or support as needed
- Supportive environment which responds to social, cultural and linguistic needs

b. NEWCOMERS

Presently we have 211 Newcomers. Newcomers entering P.S. 205 in the early grades have the option of selecting the Transitional Bilingual program (Spanish/English), which is offered in grades K-2. Newcomers entering the school in the third grade are offered a Self-Contained ENL class with a licensed ENL teacher, as per parental choice. ELLs entering in the third, fourth and fifth grades, currently receive Integrated ENL/ELA, which is instruction to build English language skills through content area and Stand Alone ENL for EN/EM ELLs.

In addition, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction, during regular school hours.

The following interventions are offered for newcomers in grades K though 5:

- Extended day program provides targeted, small group instruction (grades 2-5)
- ENL strategies incorporated to scaffold language development across the modalities
- Our school’s parent coordinator provides ongoing support for the parents as they adapt to the school and their new neighborhood.

c. ELL STUDENTS (4-6 years)

In order to ensure that our 50 Developing students do not become Long-Term ELLs and continue to make Adequate Yearly Progress (AYP), teachers and support staff collaborate to create responsive language, literacy and content-area instruction. It is essential that content-area material be readily accessible to our ELLs to ensure their success on the NYSESLAT, ELA, mathematics, and science state exams.

ENL teachers, classroom teachers, and support staff provide the following services for our third, fourth and fifth-graders:

- Differentiated instruction on a daily basis
• Review of interim assessments to plan individualized instruction
• Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
• Extended day programs to provide tutoring and academic enrichment
• Academic Intervention Services (AIS) support
d. LONG-TERM ELLs (completed 6 years)
According to the data, we currently do not have any long term ELLs enrolled.

However, the following interventions are in place for Long-Term students:
• Individualized instruction on a daily basis with certified and highly qualified Bilingual and ENL teachers
• Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
• Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
• Academic Intervention Services (AIS) to support literacy and content-area learning.

e. Former ELLs (1 and 2 years after testing Commanding)
According to the data, we currently have 34 Commanding ELLs, in the 1-2 years after testing proficient in the English language.

The following interventions are in place for Former ELLs:
• Testing modification(extended time and separate location)
• Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
• Extended day programs to provide tutoring and academic enrichment
  AIS support for Tier II and III students
  90 min. of Integrated ENL/ELA as per CR Part 154-2
  • Junior Great books- Students practice and apply critical thinking comprehension skills by using the Close Reading Process and SID’s(shared inquiry discussions).

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?
A research based program Imagine Learning English is used for ELL-SWDs. The specialized program provides both access to academic content areas and helps in the acceleration of English language development.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
The diverse needs of ELL-SWDs curricular, instructional and scheduling flexibility is always determined by the student’s IEP. Teachers and service providers collaborate to schedule and share best practices so that students achieve their IEP goals, while attaining 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.

INSTRUCTIONAL PROGRAMS AND TARGETED INTERVENTIONS FOR ELLS:

• Avenues (Appropriate for K-1)
  Quality instruction is provided on a daily basis using a variety of instructional resources. The primary instructional materials for the ENL and Bilingual programs include Hampton Brown’s ENL/Literacy program, Avenues (an integrated and literature based program that spans the content areas), which focuses on content and language development in English. The program also targets and supports the writing process that augments the following writing traits: focus and coherence, organization, development of ideas, voice and written conventions.

Avenues, also tracks Students’ mastery of key language, literature, and content-area skills that are assessed after the
Imagine Learning (Appropriate for all ELL Sub-groups at Entering/Emerging and Transitioning Proficiency Levels)
Interactive program currently used to support the literacy development of targeted Second through Fifth Grade ELL students. Imagine Learning English is a powerful teaching tool that integrates technology and a carefully prepared curriculum to differentiate literacy instruction. The software program has been implemented in the Bilingual and Free-standing ENL programs to closely track and monitor ELL student literacy progress. Imagine Learning also serves as excellent preparation for the NYSESLAT, since it also provides activities to build vocabulary development, listening and speaking, and phonemic awareness to support reading abilities. It adapts to each students’ unique learning style and ability, allowing progress at an individually appropriate rate. The use of native language is included in the learning process on an as needed basis.

Imagine Learning English also tracks vocabulary, letter knowledge, oral production, and phonemic awareness skills that are assessed and tracked for individual students. Progress reports are used to create more responsive literacy and language instruction for each student.

English At Your Command (Appropriate for all ELL Sub-groups)
Daily lessons are supplemented with English at Your Command, a language handbook that supports students in communicating, organizing and presenting ideas. It includes lessons and activities to develop students’ independent practice for vocabulary, graphic organizers, handwriting, spelling, grammar, mechanics and research skills. It also supports writing frames and genres, plus revising and proofreading practice to augment communication and research. Extension projects promote the use of information technology and writing to explore topics which are relevant to content-area objectives in the classroom.

TC Reading and Writing Project helps young people become avid and skilled readers, writers, and inquirers. The TC organization has developed tools and methods for teaching reading and writing, utilising performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction.

Getting Ready for the NYSESLAT (Appropriate for all ELL Sub-groups)
On a weekly basis, students are also engaged in test prep activities and strategies designed to build English language proficiency. It provides activities to help students develop and strengthen skills across the four modalities: listening, speaking, reading and writing, as well as prepare them for the NYSESLAT (for grades K-12) and the ELA (for grades 3-8).

Go Math Teacher Guide includes differentiated activities for every lesson with response to intervention Tier I, Tier II, Tier III, ELLs and for enrichment.
-Go Math component-Strategic Intervention Response to Intervention Tier II and Tier III (online and print); helps build a solid foundation of math ideas and concepts. It’s targeted for small group instruction to review prerequisite concepts and skills needed for the chapter. As is Master the Standard Mathematics for grades 3-5 available online
-Big Ideas in Math for grades 2-5.
-Ready NYCCDS (available online) for one to one instruction

Wilson (Appropriate for all Special Education ELL Sub-groups Intermediate and Advanced Proficiency Levels)
A research-based comprehensive multi-sensory program designed for students who struggle with decoding and spelling to improve their fluency in their reading abilities. Thus, this program has been identified to address the decoding and spelling deficiencies of Beginner and Low Intermediate Special Education ELL students, as well as a way to improve their overall reading proficiency and fluency.

Culturally Relevant Materials (Appropriate for all ELL Sub-groups)
Books are available in students’ home languages, and the ENL and Bilingual staff have a variety of reading materials focused on the students’ native cultures. Classroom libraries have a variety of literacy and content-based materials. Our resource room and school library also have a wide selection of books, magazines, and periodicals to support students’ literacy development in both English and Spanish. Audio books help support newcomers and struggling readers as they build fundamental literacy
skills. The audio books are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice.

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

NEW IMPROVEMENTS/PROGRAMMING TO BE CONSIDERED FOR THE UPCOMING SCHOOL YEAR TO SUPPORT ELLS:

Common Planning (Involves all Bilingual, ENL and Mainstream Classroom teachers when appropriate)
Common planning periods are included for collaboration between the ENL and monolingual teachers during our weekly schedule. Teachers and support staff ensure that literacy and content area instruction is consistent and addresses the needs of our ELLs.

Literacy: ENL staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.

The goal of the balanced literacy approach is to provide a rigorous and challenging curriculum for our ELLs and ensure appropriate grouping based on individual needs.

Co-teaching sessions are arranged to provide optimal literacy development via scaffolding reading and writing instruction for our ELLs during the Integrated ENL/ELA. ENL teachers will collaborate with the mainstream teachers regularly in order to align ELL instruction with the Monthly Instructional Focus Calendar, as a way to ensure that students are accessing the core curriculum.

Content Area: All staff collaborates to ensure that content area objectives are comprehensible to ELLs

Co-Teaching sessions are planned to provide more explicit support and ensure students’ content area lessons are not only rigorous, but accessible and comprehensible.

ENL and Bilingual staff work with coaches to ensure that lessons and units are culturally sensitive and relevant to the student population.

10. If you had a bilingual program, what was the reason you closed it?
It is important to note that programs previously used will not be discontinued. However, all resources that are currently being used have been re-evaluated as a result of summative and formative data to ensure the ELL materials are all being implemented under revised approaches to maximize student academic performance.

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

After-School and Supplemental Services for ELLs

To support ELLs access to the grade-level curricula, the interactive technology program, Imagine Learning English, will be implemented to track student progress and provide customized language instruction. Fifty licenses of Imagine Learning English will be purchased to provide our ELL’s in grades 2-5 with differentiated literacy instruction. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the Imagine Learning English program will be sent home to bridge the gap between parents and teachers. The reports facilitate individualized homework and extension activities, while providing critical information for parents in the native language. During our extended day period, we will provide students access to the Imagine Learning technology program. This supplemental program is above and beyond the mandated units of service. Students in grades 2 are also invited to participate in the Homework Club, enabling further clarification and successful completion of homework assignments.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLs

Some of the instructional materials used to support and/or augment ELL student learning in ELA, Mathematics and other
content areas in both English and Spanish are as follows:

- Multimedia Children’s Literature - Recorded Books Grades (K-5)
- Multicultural Tales on Tape (Grades K-5)
- Bilingual Read Alouds Fiction and Non-Fiction (Grades K-5)

Big Books for shared reading
Guided Reading books
TC Libraries
Text Talk
Everyday Math (Grades K-2) English and Spanish
Eureka math modules K-5
- Hampton Brown Content Area Classroom Libraries (Grades K-5)
- Houghton Mifflin’s Harcourt Estudio Sociales(Grades 3-5)
- Houghton Mifflin’s Harcourt Ciencias (Grades 3-5)
- Matematicas Paso por Paso (Grades 3-5)

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

Home language support is provided to all our students through use of bilingual dictionaries, home language classroom libraries and technology enrichment such as Imagine Learning and the buddy system.

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

Required Support Services and Resources
ELLs receive the required support services and resources that correspond to their ages and grade levels as per CR Part 154. Administration, coaches and ENL/Bil staff collaborate in analyzing and discussing research-based resources available. We ensure correlation and cohesion between curriculum and resources, ensuring age and grade level appropriate.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

We do not share a building (co-location).

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).

Orientation For New Students (Including ELLs)

At the beginning of the school year, students take part in neighborhood walks and in-house tours, and attend an orientation in order to familiarize them with their surroundings and create a comfort zone for the incoming students. They are presented with the opportunity to meet and greet teachers and school personnel.

Our guidance counselor, Jessica Sheehy works closely with students and families in order to make this process of moving on to middle school a smooth transition. She sends home flyers about Open Houses, special entrance exams, etc.. She also sends this information via the school’s messenger system. The guidance counselor supports in assisting students with the middle school application process and schedules group and individualized meetings to guide students with their selections and information regarding middle school admissions and open houses. She plans group visits to zoned school, so that the students can become familiar with the new setting.

17. What language electives are offered to ELLs?

Language Electives

Currently, we do not offer a language elective in our school. In previous years, we offered Italian and sign language as part of our Enrichment Program.

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)?

Currently, our school does not offer DL Program due to parent choice.

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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?

   The principal, assistant principal, consultants, literacy coach and ENL Team provide professional development activities during common planning and Chancellor’s Professional Development days. The Professional development plan for 2017-2018 is designed to focus on

   - ELA analysis of data to drive instruction
   - Growth Mindset
   - Imagine Learning English program overview
   - Teaching Advanced Literacy Skills
   - Using ENL strategies in the Content Areas
   - Embedding ELL strategies in TC
   - Analyzing Imagine Learning English

   Common Planning: ENL Sessions

   During common planning periods, ENL direct instructors provide turnkey workshops on essential ENL strategies and interventions. Classroom teachers, AIS providers, coaches, and Assistant Principals are trained in using the latest literacy interventions for ELLs, including Imagine Learning English. In addition, ENL teachers may provide specialized workshops on requested topics.

   Collaborative Planning: ENL, Bilingual, and Monolingual

   All teachers meet to discuss the content-area and literacy calendars. ENL direct instructors support Bilingual and monolingual classroom teachers in differentiating their instruction for ELLs. The curriculum calendars are more closely aligned to the ENL/ELA standards and are customized for individual student needs.

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.

   UFT, R-BERN and DELLSS Training for ENL, Bilingual Teachers/Coordinators and Gen Ed Teachers:

   A variety of workshops and seminars are offered, which train service providers and coordinators in essential skills like data analysis, differentiated instruction, and program planning. All interventions and strategies presented are research-based and have demonstrated a real potential to promote student achievement. We post information on upcoming professional development addressing the needs of our ELLs, via our weekly newsletter and DOE e-mail, to all teachers and administrators. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching.
strategies and integrating language and content instruction for English language learners. For all Bilingual and ENL teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

### 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?

   In addition to the Chancellor’s mandated parent teacher conferences, the school provides individual, informative meetings with parents of ELLs on Tuesdays, during our 40 min. weekly parent engagement time. Parents have the opportunity to meet with ENL/Bil teachers in order to discuss goals of the program and strategies they could use at home to help their children in specific areas of need. Also, we provide them with names and places of programs outside of the school in order for students to further develop their BICS and available resources in the community. The on-school staff provides interpretation in various languages mentioned on the Translation and Interpretation Plan.

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

   1. At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents can become knowledgeable and active participants in their children’s education.

   Parents are invited to visit their child’s classroom on the first day of school, attend orientation meetings, and meet with the administration. Throughout the year, parents are invited to: writing and reading celebrations, family nights, the annual plant sale, the annual book fair, open school week, classroom trips, and parent field trips and workshops. Ongoing parent orientations provide parents with essential information about their child’s instructional program.

   Each month, parents are invited to attend the Parent Association meetings, during which they receive updates on various school issues. Parents are also invited to participate in our numerous Young Audience Residency Programs and our Adult ENL After-school Class. An Adult Parenting Class is also offered to parents. Through their participation in these activities, parents are able to develop personal skills as well as attain a better understanding of their child’s academic life. A school calendar and a monthly principal’s newsletter ensure that parents are always informed about school activities and programs.

### 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, Jenneth Santiago-Lagares, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** Fiorello Laguardia School  
**School DBN:** 10X205

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Jenneth Lagares</td>
<td>Principal</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Diane Carrero</td>
<td>Assistant Principal</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Ana Laureano</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Niurka Infante</td>
<td>ENL/Bilingual Teacher</td>
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</tr>
<tr>
<td>NA</td>
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<td></td>
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<tr>
<td>Jennifer Gonzalez</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Danielle Adamiak</td>
<td>Coach</td>
<td></td>
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</tr>
<tr>
<td>Maribele Hulla</td>
<td>Coach</td>
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<tr>
<td>NA</td>
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<tr>
<td>NA</td>
<td>Superintendent</td>
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<tr>
<td>NA</td>
<td>Field Support Center Staff</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10x205  School Name: Fiorello LaGuardia  Superintendent: Maribel Hull

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>
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<tbody>
<tr>
<td>Niurka</td>
<td>Infante</td>
<td>ENL Coordinator</td>
<td>Yes- on 09/14/18</td>
<td>Yes</td>
</tr>
<tr>
<td>Ana</td>
<td>Laureano</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
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</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.

P.S. 205's largest population is Latino with a small diverse population of Middle Easteners, Asians, Albanians, and Africans. This has been confirmed by closely monitoring the Parent Preferred Language in the Home Language Identification Survey, which is completed upon admission by the parent/guardian. This information is entered into ATS immediately. Based on the information analyzed from the School Staff Language Survey we identify the languages covered in-house and those requiring Translation Interpretation services. Amongst the P.S. 205's staff, we have language proficient members in English, Spanish, Albanian, French, Haitian-Creole and Korean. Additionally, one of our parents in the PTA is proficient in Arabic! We ensure proper communication by translating correspondence sent to parents in their preferred language. Our Parent Coordinator, Ms. Laureano is biliterate(Spanish) and is readily available to assist parents. She interprets at all workshops; PA meetings, Library Orientation, to name a few. Also, she is an active participant during Parent Teacher Conferences and translates our monthly Parent Newsletter and now our Family Handbook. Parents are always aware of school events and
situations given the availability of translators on staff, and translated home-school correspondence. We also use resources such as computer translation programs as well as the Translation and Interpretation Unit services for low incidence 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.

<table>
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<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Oral Preferred</th>
<th>Percent Written</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>50.34%</td>
<td>48.99%</td>
</tr>
<tr>
<td>Albanian</td>
<td>Albanian</td>
<td>Albanian</td>
<td>.38%</td>
<td>.38%</td>
</tr>
</tbody>
</table>

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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>Principal's Newsletter</td>
<td>9/5-6/19</td>
<td>We send out double-sided letters in Spanish/English, as well as any other language staff speak in the school/English, which are done in-house. The languages spoken by parents, which are not spoken by staff are sent out to for translation.</td>
</tr>
<tr>
<td>ELL Compliance Letters</td>
<td>9/5-9/13</td>
<td>We send out double-sided letters in Spanish/English, as well as any other language staff speak in the school/English, which are done in-house. The languages spoken by parents, which are not spoken by staff are sent out to for translation.</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTC</td>
<td>9/17, 11/14, 3/13, 5/15</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who possess a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>IEP</td>
<td>throughout the year</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who possess a preferred language not covered by</td>
</tr>
<tr>
<td>Event Name</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Library Orientation</td>
<td>9/17</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>PBIS</td>
<td>9/18</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>Parent Bilingual Orientation</td>
<td>9/20</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>Building Math Fluency</td>
<td>10/2</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>Supporting Students and Families in Temporary Housing</td>
<td>10/9</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>Welcome Back Town Hall Meeting</td>
<td>10/22</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>Special Ed Programs</td>
<td>10/25</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>Event/Exam</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Common Core Learning Standards</td>
<td>11/8</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>Holiday Workshop</td>
<td>11/29</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>Social Media/Cyber Bullying</td>
<td>12/20</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>NYS Science Test and Science Fair Projects</td>
<td>1/4</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>NYS ELA Exam</td>
<td>1/8</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>NYS Math Exam</td>
<td>2/7</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
<tr>
<td>NYSESLAT</td>
<td>3/7</td>
<td>We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who posses a preferred language not covered by school staff, we use the over the phone interpreter via Language Line.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We send phone messages and utilize staff available to interpret messages in parents’ preferred language. Teachers are provided with a list of students’ names, parents’ preferred language, contact numbers and the 1800 Language Line number with school’s DBN.

On the other hand, when parents contact the school, trained office staff contact the 1800 Language Line number in order to communicate.

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.

In-house Professional Development for accessing translation and over the phone interpretation services from the Translation and Interpretation Unit, will be provided for all staff members. Distribution and awareness on language access information and resources will be made by the LAC. Office staff will be trained on policies and procedures in order to meet the needs of the parents when they arrive, in turn creating a welcoming environment.

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| Websites that Build Reading/Math Skills | 4/7 | We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who possess a preferred language not covered by school staff, we use the over the phone interpreter via Language Line. |
| Summer Opportunities | 5/9 | We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who possess a preferred language not covered by school staff, we use the over the phone interpreter via Language Line. |
| Summer Literacy/Math Activities | 6/6 | We utilize in-house, proficient, bilingual staff to interpret for parents. However, for parents who possess a preferred language not covered by school staff, we use the over the phone interpreter via Language Line. |
Tuesdays reminder to staff on focusing on low incident languages and reference to 1800 Interpretation Line, before parent meetings are held.

**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.)

Our school, in accordance with Regulation A663, has designated Ana Laureano, our full-time Parent Coordinator, and Niurka Infante, our ENL Coordinator/Provider as our Language Access Coordinators. They are committed to addressing parents’ language needs, possessing strong communication skills, familiarity with the language needs of the school’s parent population, and the school’s budget and procurement processes.

Via DOE training they are prepared to support the school in monitoring parent language needs, identifying school staff who are qualified and available to provide interpretation assistance, allocating funding to provide language assistance, and informing parents of the availability of language assistance services.

Posting of signage around in the languages spoken by parents of children in our school, as well as DOE’s poster of languages not covered.

**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?

Through parent surveys and evaluations, the school is more attuned to the needs, talents and concerns of our parents. Parents are able to share their comments and suggestions after each workshop, parent orientation, and parent/teachers conference. In addition, parents have the opportunity to provide their input when completing the P.S. 205 Parent Questionnaire and the DOE Annual Parent’s Survey. Scheduling a focus group of parents inclusive of all cultures and languages represented in our school is underway, in order to support feedback and discuss best practices on communicating with families. Activities which actively engage our parents and staff ensure that the school fosters a collaborative community of learners. Research has proven that when parents are involved in their children’s academic lives, students are more successful. Through their participation in so many activities, parents are empowered and develop productive relationships with teachers and staff members. Our parent workshops, Adult ENL classes and activities not only give our parents ideas and explicit tools to help their children with homework and study habits, but also empower them with life skills.