2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 22K193
School Name: P.S. 193 Gil Hodges
Principal: SHEILA PHILLIP
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Gil Hodges PS 193
School Number (DBN): 22K193
BEDS Code: 33220010193
Grades Served: Pre-K through 5th
School Address: 2515 Ave L, Brooklyn, NY 11210
Phone Number: 718-338-9011
Fax: 718-338-9074
School Contact Person: Sheila Phillip
Email Address: sphilli5@schools.nyc.gov
Principal: Sheila Phillip
UFT Chapter Leader: Christine Sam
Parents’ Association President: Linda Santiago
SLT Chairperson: N/A
Title I Parent Representative (or Parent Advisory Council Chairperson): Jose Cruz
Student Representative(s): N/A
CBO Representative: Mariama Diallo

District Information

Geographical District: 22
Superintendent: Julia Bove
Superintendent’s Office Address: 5619 Flatlands Ave Brooklyn, NY 11234
Superintendent’s Email Address: jbove@schools.nyc.gov
Phone Number: 718-968-6248
Fax: (718) 391-6191

Field Support Center (FSC)
FSC: Brooklyn South
Executive Director: Maruciere DeGovia
Executive Director’s Office Address: 5619 Flatlands Ave Brooklyn NY 11234
Executive Director’s Email Address: MDegovi@schools.nyc.gov
Phone Number: 718-968-6248
Fax:
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Phillip</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Christine Sam</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Tahisha George</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Annette Green</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Jose Cruz</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>Mariama Diallo</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Kimberly Harper- Reid</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Esther Lormil</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Larisa Beker</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>Annes Antoine</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Jahnell Belfon</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Terrance Stroud</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ronald Belfon</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Nadeja Collins</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Bridget Hilgendorf</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Cindy Ann Garcia Tucker</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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</thead>
<tbody>
<tr>
<td>The Mission of P.S. 193 is to ensure that all students successfully achieve academic standards, and social and emotional learning goals, in preparation for college and careers, through rigorous and engaging curricula and instruction, which prepares and motivates students to become creative thinkers, leaders and lifelong learners.</td>
</tr>
</tbody>
</table>
At P.S. 193 we strive to acknowledge, encourage and celebrate students’ individuality, diversity, talents and gifted abilities, by providing vast cultural experiences in the arts, technology and science ensuring that every child has an opportunity to be successful and showcase their talents.

At P.S. 193, we embrace our multicultural student community and families and provide differentiated services and supports to meet the needs of all students in our school community. We are a community school servicing the needs of general education, special education, English Language Learners and gifted (CIG) students. In our building, more than 15 different languages and dialects are spoken. In addition, we have students from five out of seven continents, children living both above and far below the poverty line, students of various faiths, students with various dietary needs, students of various ability levels, students from one-parent, two-parent, and no-parent households, etc. – the list of all the ways in which our school is diverse is extensive. Our school is also unique in that the majority of our students do not live in the immediate surrounding neighborhood/community. Our school community embraces our school's cultural diversity and celebrates school wide by honoring cultural traditions such as: Black History Month, Hispanic Heritage Month, Lunar New Year, Multicultural Day and Woman's History Month to name a few.

We pride ourselves on creating a solid foundation for our students. We ensure that all students engage in rigorous instruction to master grade level standards, skills and strategies by the end of the year in all subjects. We are committed to providing our students with the tools necessary to prepare them for college and career readiness. Our mission is to create learners and innovative thinkers, who will be the agents of change.

At PS 193, we have partnered with Teachers College Reading and Writing Project. The curriculum provides students with rigorous instruction which allows them to immerse in various rich literacy components, such as Reading Workshop (Mini-lesson, independent/Partner Reading) Read Aloud, Guided Reading, Shared Reading and Word Study. We also provide rigorous instruction in the Writing Workshop. Our students are learning the craft of writing as well as the process of writing in a mini-lesson workshop model.

Math in Focus, is the curriculum of instruction in all grades. The program allows students many opportunities to develop math concepts from the concrete stages and moving into the critical thinking stage to deepen their understanding of mathematical concepts.

Passport Social Studies is the curriculum for all grades. It encourages students to make sense of the world in which they live and make connections between core ideas and their own lives.

Amplify Science is a researched hands on based curriculum which was designed to shift students learning about Science and to develop critical thinkers, using core ideas to develop student understanding.

The Home-School Partnership ensures the importance of parent involvement in each child’s education. Through this partnership, school personnel and parents support the goals of providing a rich learning environment and a home away from home where all students are treasured and safe. Every Tuesday, during Parent Engagement, all parents are invited to meet with their child’s teacher. Also, parent workshops are being offered to parents at that time, which are aligned to our CEP goals and instructional focus.

We’ll continue our partnership with Healthy Kids, our After School/DCYD provider. This partnership enables us to elongate the school day for roughly 156 students, and better serve our various student populations. We’re also partnering with other local organizations such as Puppetry in Practice for our Pre- K students., and Madison High School.
3. Describe any special student populations and what their specific needs are.

Our student population is vast, and which includes our ENLs, SWDs, and G & T classes across grades K-5. We provide rigorous differentiated instruction that is appropriately matched to the specific needs of all learners. We utilize technology, manipulatives, visual aids, enrichment, and targeted intervention services.

We offer After school and Saturday programs to support and target the ENLs and the students in the lowest third. We offer project based learning activities to all CIG classes, based on a specific grade level theme. Each activity follows with a culminating celebration of learning. In addition our CIG classes receive Spanish and music instruction, and we also offer specialized clubs for CIG classes. Our CIG students are "Reading Buddies" to students in other classes, such as; ENLs, and SWDs.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our key areas of success for this past school year include providing a more supportive environment while simultaneously building strong family-community ties. We increased parent participation on the NYC Learning Survey from 34% in 2015-16 to 68% in 2016-17, in 2017-18 from 68% to 85%. Additionally, there was a significant decrease in level 3 and level 4 infractions, based on the OORS data.

As of February, 2018 we have decreased the number of level 3 infractions from 32, in 2016-17 to 4 in; 2017-2018. We have decreased the number of level 4 infractions from 25, in 2016-17 to 3 in 2017-2018. This year we decreased in level 3’s from 32 to 9.

Another element in which progress was made over the past year is Rigorous Instruction. As of February, 2018 we celebrated over 50% of students reading on or above grade level as measured by the Teachers College Mid-year Benchmark assessments. We will continue to incorporate Teachers College methodologies and practices with support of a Teachers College staff developer.

This year, our key focus is to ensure that we increase the number of students entering the next grade reading on grade level or above by 20%, to ensure students’ ability to deconstruct and solve mathematical word problems, by June 2019, measured by the End of the Year, Teachers College Reading and Writing Benchmark Assessment data, and Math Exemplar tasks.

Our key focus for math is to amplify the pedagogy of math instruction of teachers, and administrators to ensure a 20% increase in students' proficiency in mathematical standards, problem solving skills and strategies, by June 2019, measured by the Pre- and Post Assessments in Math in Focus.
### School Demographics and Accountability Snapshot for 22K193

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04,05</td>
<td>758</td>
<td>No</td>
</tr>
</tbody>
</table>

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

#### 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>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>22</td>
<td>87</td>
<td>51</td>
<td>16</td>
<td>85</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>13</td>
<td>21</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.0%</td>
<td>67.0%</td>
<td>20.6%</td>
<td>18.6%</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6%</td>
<td>45.1%</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.4%</td>
<td>48.4%</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
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</thead>
<tbody>
<tr>
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</tr>
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</table>

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
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</thead>
<tbody>
<tr>
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##### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

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<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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2018-19 CEP
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.

Based on the 2017-2018, NYS Math data students math performance has increased by 6%, which results in 48% of students at proficiency. Based on the 2017-2018, NYS ELA data, students ELA proficiency has increased by 12%, which results in 48% of students at proficiency performance levels.

Our key focus for math instruction for the 2018-2019 school year is to amplify the pedagogy of math instruction of teachers, and administrators to ensure a 20% increase in students’ proficiency in mathematical standards, and problem solving skills and strategies, by June 2019, measured by the Pre- and Post Assessments in Math in Focus.

This year as of February, 2018 we have 50% of students reading on or above grade level as measured by the Teachers College Mid- year Benchmark assessments. We will continue to incorporate Teachers College methodologies and practices with support of a Teachers College staff developer.

Our key focus in literacy instruction for 2018-2019 school year is to ensure that we increase the number of students entering the next grade reading on grade level or above by 20% to ensure students’ ability to read and think critically to solve multi-step mathematical word problems, by June 2019, measured by the End of the Year, Teachers College Reading and Writing Project Assessment data and Math Exemplar Tasks.

We will continue to departmentalized our 5th grade to ensure that all students will receive rigorous instruction in the content areas of ELA, Social Studies, Math and Science. Our specialist will receive professional development and training to support their content knowledge and growth in these subject areas to ensure an impact on student learning. Teachers will utilize data and assessments to target students' weaknesses and strengths. Additionally, our focus this year is to continuously progress monitor students' learning and provide targeted instruction to impact student learning.

Our Math Ambassadors will turnkey information to administration and facilitate grade level and school- wide professional development upon their return from the meeting.

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, to see a 5% increase in the measured progress of our students in grades K-5 in Mathematics; based on the 2018-2019 Pre & Post Math in Focus Assessments and NYS Math exams. |  |
### 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>
</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). |

<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, Administration, Grades: K-5</td>
<td>September 2018 - June 2019</td>
<td>All staff, administration, AIS providers, etc.</td>
</tr>
</tbody>
</table>

Professional development support will be provided to teachers to ensure their demonstration and understanding of content and pedagogy in mathematics. As one of the District 22 goals, administrators and teachers will receive professional development in the area of mathematics to deepen their understanding in content and in providing supportive feedback to teachers in improving their instruction and students' learning.

Incorporation of Math Problem Solving skills and strategies by the school wide implementation of Problem of the Day.

Incorporation of Math Problem Solving skills and strategies by the school wide implementation of Problem of the Day.

Math schedules and programs have been modified to reflect mathematics in the morning 3 times a week until January. Teachers will utilize interactive lessons to engage students in learning mathematical concepts.

Data driven planning and instruction will be utilized in supporting all student groups. Administration will collaborate with teachers to discuss data and practices for differentiation of instruction to ensure all learners needs are met. Feedback in observations will be data driven; ensuring that teachers know their students and are addressing their needs.

Teacher will utilize the Item Skills Analysis, formative and summative classroom data to plan instruction and provide targeted instruction. We will also utilize the results of the ‘I-Ready’ pre and post assessments to further identify children who are at-risk and provide Tier 1 intervention. We will continue our subscription to I-Ready Math as another initiative to support the students in grades K-5. Beginning October 2018,
grades K and 1 will begin I-Ready. I-Ready is a diagnostic tool that can be accessed in class and gives the teacher(s) an individualized item skill analysis for each student. Based on the diagnostics, students will then engage in the instructional component which can be accessed from school as well as from home. We will host a Title III and Immigrant After school Academy for grades 2- through 5 , with a Math and ENL teacher to provide content area instruction as well as ENL supports for our level 1 and level 2 students. We will also host an ELA/Math After school Academy that will focus on targeted instruction for our struggling students to start in January 2019 and continue through the NYS CCLS ELA/Math exams.

Teacher teams will collaborate with colleagues and administration during common planning meetings to analyze student data, and modify instruction and lesson plans.

Additional AIS services will be provided by the cluster teachers in math for students in the lowest third during the first cycle and later transitioning to ELA in the second cycle.

Our subgroups will be targeted for AIS during the school day and in our supplemental programs.

We will offer Parent Workshops during Tuesdays Parent Engagement, which will support parents with Mathematical content, standards and “Test Prep” strategies, and test taking tips.
Continue to collaborate with families through ‘Parent Outreach Workshops’ including but not limited to the curricula, testing, special education and English Language Learners.

Utilize Progress Monitor data to modify and differentiate instruction to meet the needs of all students.

### 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Workshops</td>
<td>September-June</td>
<td>Classroom Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Family Math/Literacy Night</td>
<td>March-June</td>
<td>Classroom Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Test Prep Night Parent Workshop</td>
<td>November-April</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>Math in Focus review with parents on math content and strategies</td>
<td>September-June</td>
<td>Classroom Teachers, Parent Coordinator</td>
</tr>
</tbody>
</table>

In September 2018, a Common Core Standards workshop will be offered to all parents during our Fall Parent Teacher Conference. Teachers will also give an overview to parents on Common Core Learning Standards and how it relates to the daily curriculum and instruction during the September orientation and the May Parent Teacher Conference. Throughout the year we will organize monthly events and activities to support parent involvement and activities, such as; Test Prep workshops, Family Night, Literacy Week, Parents as Reading Partners. During our Tuesdays Family Engagement we will provide parent workshops on homework help, test practice, unit preparation etc… We will purchase and present CITE parent workshops, I-Ready Diagnostic Assessment to support parents in helping their child at home.

During Parent Engagement on Tuesdays, parents will be invited to learn about upcoming topics in all subject areas to support and reinforce the instruction at home. Plan test prep professional development for parents to ensure they have the tools and knowledge to support their child at home.

### 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.

Our teachers and administrators will continue to collaborate with District 22 Ambassadors focusing on pedagogy, assessment in instruction, Math CCLS standards, differentiated instruction as well as analyzing student work through
the ‘Math in Focus’ program including but not limited to its implementation, planning lessons, using materials, and the assessment of students.

We will begin an after school program for our at-risk students, including our ELLs and SWDs in January/February that will assist the students with their literacy and math skills and will reinforce their application of strategies in solving multi-step word problems. We will progress monitor by reviewing our Math instructional Report deconstructing two-step word problems as an area of focus for our students. We will continue our professional development throughout the year and incorporate the 25th teaching period for common planning/inquiry analysis of student work.

AIS support services will be provided each morning during the 0 period, to support the students in the lowest third in ELA and Math.

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 | X | Title III, Part A | X | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | X | 21st Century Grant | | | SIG | | PTA Funded | X | 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 5% increase in performance level based on the Math in Focus Assessments.

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

The Pre- and Mid-year Math-In-Focus assessments will be analyzed and compared to gauge student progress and implement an action plan based on the results.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Key Areas of Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- We will continue to incorporate Teachers College methodologies and practices with support of a Teachers College staff developer. We currently have a Social and Emotional 4R's curriculum, which is taught weekly in all classrooms. We have seen a significant decline in suspensions as reported in OORS data. There is an increase in mediation of students in resolving conflicts. We will increase training of Social and Emotional Learning to all school constituents. During the Chancellor Professional Day, we included secretaries, custodians and safety agents in our &quot;Restorative Circles&quot;, SEL practices and training.</td>
</tr>
<tr>
<td>- This year, our students engaged in mediation with their peers facilitated by administration, which encouraged students to communicate their feelings openly and effectively in a safe environment. We will continue to provide SEL training opportunities to students, staff and parents to ensure a safe, supportive classroom environment.</td>
</tr>
<tr>
<td>- We continue to raise our already high attendance rate to promote the importance of daily attendance as well as the social, emotional and academic successes students receive from attending school daily and feeling safe at school. We will continue to use the ‘School Messenger’ to inform parents of lateness as well as absences. Within the Parent/Student Handbook, we have included a direct correlation of &quot;great&quot; attendance = college and career readiness. Further, the number of days absent directly correlates to loss of instructional time in months and hours. We will continue to incorporate ‘Monthly School Spirit Days to encourage student attendance. We will celebrate with awards for ‘100% attendance days, classes,' etc. Students with 100% attendance at the end of the year will be acknowledged and rewarded with a pizza party, to celebrate their accomplishment.</td>
</tr>
<tr>
<td>- During the week of Thanksgiving we celebrate our annual multicultural festivities for all classes. Parents are invited to celebrate with their child's class and bring in a cultural dish to celebrate diversity and appreciation for all cultures. Children and parents feel valued and respected by their child's teachers and students show empathy and respect for their peers. We promote and support diversity. We serve a large ENL population, and understand the importance of smooth transitioning for new language learners. Our school motto: &quot;Kindness Counts&quot; is an expectation of all members of the PS 193 school community.</td>
</tr>
<tr>
<td>- At lunchtime, our 3rd, 4th and 5th grade student monitors support their younger peers with lunch. We have &quot;Reading Buddies&quot; in our kindergarten, 1st, 4th and 5th grade classes. Students read together as well as read to each other. They learn how to develop their critical thinking skills and ask questions to support their reading comprehension.</td>
</tr>
<tr>
<td>- Students read independently throughout the day and during &quot;Study Hall&quot; when there is indoor line-up for 3rd, 4th and 5th grade students to developing reading skills, reading stamina, and a love for reading. We acknowledge students for their reading practice by announcing their names over the PA system and by rewarding them with &quot;Reading Charms&quot; to promote reading and celebrate their accomplishments as readers.</td>
</tr>
<tr>
<td>- Our student council elections are coordinated by our 4th grade teacher. In October, the teacher coordinates a 5th grade assembly to introduce the roles and responsibilities of the student council. The teacher also</td>
</tr>
</tbody>
</table>
facilitates the 5th grade elections, and meets bi-weekly with the elected student council members and administration.

- Parents as Reading Partners is a monthly event which we encourage parents to participate in to support our students in the initiative to grow as readers.

Principal Performance Observations reflect that over 85% of our teachers have created a classroom culture of respect and rapport in an effective or highly effective manner.

Key Area of Need:

- Data from Advance reflect that lack of student engagement, 3c. resulted in 2d. decrease in classroom management and 2a. classroom respect and rapport.

Part 2 – Annual Goal

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

By June 2019, there will be a 5% decrease in level 3 infractions by the implementation of Social and Emotional Learning weekly lessons, to be measured by Advance Data 2d. Classroom Management and 2a. Classroom management and Online Occurrence Reporting System data.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will embed Social and Emotional Learning into our lessons and curriculum maps to create interdisciplinary connections to ensure culturally responsive education.</td>
<td>Grades K-5</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Administration will monitor conflict resolution skills and strategies for students and staff in resolving conflict and in creating a safe learning environment and school culture.</td>
<td>Administrators, Staff, Teachers and Families</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Provide culturally responsive parent workshops to support the SEL school-wide initiative.</td>
<td>Intervisitations of teachers who are successfully implementing strategies to enhance student engagement, SEL practices, and Classroom Management</td>
<td>Grades K-5</td>
</tr>
<tr>
<td>Informal and formal observations will be utilized to assess the student learning and teacher implementation of SEL strategies.</td>
<td>Grades K-5</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Staff developers and administrators will support teacher practices to ensure student engagement in high level tasks.</td>
<td>Grades K-5</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Personnel</th>
</tr>
</thead>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Parent Engagement Workshops</th>
<th>September-June</th>
<th>Administrators, Classroom Teachers, Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Math/Literacy Night</td>
<td>March-June</td>
<td>Administrators, Classroom Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Parent Classroom visitation</td>
<td>November-June</td>
<td>Administrators, Classroom Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Math in Focus review with parents on math content and strategies</td>
<td>September-June</td>
<td>Administrators, Classroom Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Parents as Reading Partners</td>
<td>September-June</td>
<td>Administrators, Classroom Teachers, Parent Coordinator</td>
</tr>
</tbody>
</table>

**Part 4 – Budget and Resource Alignment**

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

- Partnership with Morningside Center to address Social and Emotional Learning of students, staff and parents.
- Teacher College Staff Developer, Literacy Staff Developer, Coverage for Inter visitations
- Positive behavior intervention system school wide reward incentive program.
- Teacher Per session Activity for Parent Workshops

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

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

<table>
<thead>
<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, we expect a 5% increase in the number of teachers rated Highly Effective in Danielson Components 2a. and 2d.

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

Online Occurrence Reporting System

| 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.

Key Area of Strengths:

- Teachers meet on a built in common prep for planning and analyzing student data. As a school we will meet weekly on common planning prep periods to address targeted intervention and instruction based on the ongoing progress monitoring systems.
- This year our school goal is to establish ongoing progress monitoring of reading, writing and math instruction to ensure all students are reading and writing on or above grade level standards at the end of the school year.
- All teachers collaborate weekly during common planning meetings to plan Teachers College Reading Writing Unit lesson plans. They have visited TC schools and classrooms with effective classroom practices to ensure students' learning and progressions.
- Staff developer work with all teachers to improve practices.

Key Area of Need:

- Building teacher capacity and ensure teacher voice in key decisions.
- ENL support of teachers during the teacher team meetings
- Sharing of Best practices

Based on the data from the NYC Learning Survey, 32% of teachers say that they have influence over the development of instructional materials and decision making.

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 teachers will participate in a professional learning community to develop their mathematical content and pedagogy, and Teachers College reading and writing practices. In Danielson Components; 1a. Content and Pedagogy, 1e. Designing Coherent Instruction and 3d. Assessment in Instruction, as a result of planning collaboratively as measured by Advance data in 1a., 1e, and 3d.
### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th><strong>Target Group(s) Who will be targeted?</strong></th>
<th><strong>Timeline What is the start and end date?</strong></th>
<th><strong>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Teachers, staff</td>
<td>September 2018-June 2019</td>
<td>Administration, teachers, and admin</td>
</tr>
<tr>
<td>All teachers, paraprofessionals, ELL teachers, Reading Coach and admin</td>
<td>September 2018-June 2019</td>
<td>All teachers, paraprofessionals, ELL teachers, Reading Coach and admin</td>
</tr>
</tbody>
</table>

We will utilize Teachers College Reading and Writing approach to instruction to ensure differentiated techniques/skills to address the multiple learners that comprise PS 193.

We will address mathematical problem solving skills and strategies.

In all classrooms there will be a clear "Teaching Point" posted to ensure students' understanding of their learning. Teachers will progress monitor and assess the learning of the students based on the teaching point and learning task.

We have created an “ELL Team’ as well as a Special Education IEP Teacher to provide targeted Professional development as well as supports for ELL families and students.

Teachers will incorporate Guided Reading practices in the literacy block to support students’ reading skills and strategies to ensure student growth in benchmark levels.

Our results from our 2018-2019 End of the Year Benchmark Assessments indicate that 20% of students are leaving on grade level in all grades. To ensure student growth in reading levels, we will hone in on conferencing during guided reading instruction and on-going progress monitoring throughout the lesson.

Common planning time

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td>Teachers, (Reading/Writing/Math) Coach and admin</td>
</tr>
</tbody>
</table>
Administrators will observe classroom practices during formal and informal observations, classroom visits and review of lesson plans.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Professional Development sessions</td>
<td>All staff</td>
<td>September-2018- June 2019</td>
</tr>
<tr>
<td>Grade Leaders/ Ambassadors will support professional learning opportunities</td>
<td>All teachers</td>
<td>September-June 2019</td>
</tr>
<tr>
<td>Teachers are Progress Monitoring at-risk students bi-weekly to ensure adequate progress and to address areas of weaknesses.</td>
<td>All teachers</td>
<td>All teachers</td>
</tr>
</tbody>
</table>

### Part 4 – Budget and Resource Alignment

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

- Created the 25th teaching period as common planning to allow the staff to review and analyze student work and the curricula to provide opportunities for growth, reflection. AIS support during the 0 period. Staff developer for Math and literacy professional development. Teachers College staff developers.

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

### Part 5 – Progress Monitoring
<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, there will be a 5% increase in Danielson Components: 1a, 1e, and 3d, as a result of planning collaboratively, as measured by Advance data in the selected components.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Observation Data</td>
<td></td>
</tr>
</tbody>
</table>

| 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.

Key Areas of Strengths:

- Administration meets in the beginning of the school year, in the Initial Planning Conference, IPC to discuss teachers' professional goals. Based on the data 98% percent of the teachers demonstrated effective practices.
- Based on Advance data 80% of teachers consistently demonstrate strengths in areas Domain 2a. and 2d.
- We developed a professional development plan tailored to meet the needs of the staff. Our administration is building capacity by promoting teacher collaboration and facilitation of teachers providing Professional development in their area of expertise.
- Teachers College Professional Development Opportunities will be provided to all teachers, at least twice a month, to be delivered by the Teachers College Staff developers.
- NYC Learning Survey reflect that we have a rigorous common core based program
- All programs in Literacy, Math, Social Studies and Science are aligned across all grades.

Key Areas of Need:

- Upon reviewing the ‘Advance’ data, informal and formal classroom visits, we reflected on the need to create/foster more precise planning to incorporate, assessment, engagement and technology to support our rigorous curricula and instruction. In order to support the staff in achieving this goal, we will work with the Special Education IEP Teacher and the AIS Literacy Coach to supplement and supplant quality lesson plans which in turn will strengthen domain 1a. Content and Pedagogy, 3c. Student Engagement and 3D. Assessment in Instruction.
- Focused Professional Development in Mathematical multi-step word problems
- Transfer of literacy strategies, skills and concepts to be evident in mathematics instruction of thinking critically.

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 create math and literacy professional development learning opportunities that builds teachers’ capacity in Danielson's Components: 1a. Content and Pedagogy, 1e. Designing Coherent Instruction, 3c. Student Engagement, and 3D. Assessment in Instruction, resulting in a combined 5% increase in teachers improving one performance level reflected in Advance data in all components listed.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting weekly ‘Learning Walks’ with the PD team to review and assess our needs and implement Professional Development opportunities which targets our collective need. Having ‘Highly Effective’ teachers open their classrooms to serve as ‘Lab sites’. Continuing the professional development surrounding ‘Danielson’s Framework’ as well as the ‘Framework for Great Schools’.</td>
<td>Administration and All staff, PD leaders</td>
<td>September 2018-June 2019</td>
<td>Admin, PD, teacher leaders</td>
</tr>
<tr>
<td>Targeted professional development for needs that are seen as well as expressed. Having lead teachers, as well as the Special Education IEP Teacher and the Literacy Coach, create and implement ‘Lunch and Learns’ as well as departmental, grade and content area meetings to ascertain the horizontal and vertical needs/strengths/weaknesses, etc. Utilizing Inquiry time with the creation of common planning during the 25th teaching period.</td>
<td>Administration and All Staff</td>
<td>September, 2018- June 2019</td>
<td>Admin, Staff, and Ambassadors</td>
</tr>
<tr>
<td>To assist in planning and modifying lessons for the various learners that comprise our building, we will work towards the use of Google Docs as our platform during the 25th common planning sessions. By honing in on components 1a, 1e, and 3c and there will be a direct correlation to domain 3d. classroom instruction and outcomes.</td>
<td>Administration and All staff</td>
<td>September, 2018- June 2019</td>
<td>Admin, Staff</td>
</tr>
<tr>
<td>Formal and informal observations to monitor impact of teacher development and student learning.</td>
<td>Administration and All staff</td>
<td>September, 2018- June 2019</td>
<td>Admin, Staff</td>
</tr>
<tr>
<td>To provide opportunities for bi-weekly intervisitations to observe best practices in 1a, 3c. and 3d.</td>
<td>Administration and All staff</td>
<td>September, 2018- June 2019</td>
<td>Admin, Staff</td>
</tr>
<tr>
<td>Weekly update and utilize curriculum maps in planning instruction to ensure skills and strategies are addressed with coherency across the grades in literacy and Math.</td>
<td>Administration and All staff</td>
<td>September, 2018- June 2019</td>
<td>Admin, Staff, and Ambassadors</td>
</tr>
<tr>
<td>Classroom Intervisitation for Math in Focus</td>
<td>All teachers</td>
<td>September 2018- June 2019</td>
<td>Literacy/ Math PD Classroom Teachers,</td>
</tr>
<tr>
<td>Monday Professional Development aligned to mathematical pedagogy.</td>
<td>All teachers</td>
<td>September 2018- June 2019</td>
<td>Literacy/ Math PD Classroom Teachers</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Literacy/Math Workshops</td>
<td>September-June</td>
<td>Classroom Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Family Math/Literacy Night</td>
<td>March-June</td>
<td>Classroom Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Teacher Intervisitations</td>
<td>November-June</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>Math in Focus review with parents on math content and strategies</td>
<td>September-June</td>
<td>Classroom Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Teacher Staff development</td>
<td>October-June</td>
<td>Administrators, Literacy Coach, and Classroom Teachers</td>
</tr>
<tr>
<td>Writing Publishing Celebrations/March Mathnes Activities</td>
<td>November-June</td>
<td>Classroom Teachers, Literacy Coach</td>
</tr>
<tr>
<td>Review of NYS Math tests of skills, content and test prep strategies</td>
<td>January-May</td>
<td>Classroom Teacher, literacy Coach, Administration and Coaches</td>
</tr>
</tbody>
</table>

Part 4 – Budget and Resource Alignment

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

Incorporating the 25th teaching period; Literacy AIS Coach, lead teachers, ENL teachers, administration, Targeted Professional Development

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

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

Part 5 – Progress Monitoring

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

By January 2019, there will be a 5% increase in teachers rated Highly Effective in Danielson components: 1a, Content and Pedagogy, 1e. Designing Coherent Instruction, 3c. Student Engagement and 3D. Assessment in Instruction, measured in Advance observation data.

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

Analysis of observation reports in Advance, specifically for components 1a and 1e, 3c. and 3d to gauge teacher progress.

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

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

Part 1 – Needs Assessment

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

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

Key Areas of Strength:

- Our school provides a welcoming environment for all families, we send out a parent survey requesting parents interests, needs, and resources. We will continue our partnership with the adult/GED program to enrich the lives of the ELL families.
- Based on the NYC Learning Environment Survey 98% of parents feel welcome in our school community and trust the principal.
- We coordinate a "Family Night" in the Spring - parents are invited to come out and share in the arts, science, and technology. We will offer and host Middle School fairs and presentations to support parents in transitioning students into District 22 Middle Schools.
- Our parent coordinator sends out weekly robo call messages to ensure all parents are aware of school events. We had a huge turn out this past year at "Dad's Bring Your Child to School Day." We had members of the school staff to host and provide important information to the dads.
- Parents as Reading Partners - parents are invited monthly to come in and read a book to their child's class.
- At our annual career day we foster partnerships with parents and community organizations to enrich the lives of our community and students.

Key Areas of Need:

- Our ENL parents need assistance with translators when meeting with their child's teacher.
- Parents have difficulty with supporting their child with Homework in Reading/Math/ Writing.

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, in order to bridge the parent and home school partnership and to support culturally responsiveness, there will be a 5% increase in parent involvement in improving mathematical concepts and reading and writing, as evidenced by the number of parents attending Tuesdays Parent Engagement, school activities and parent workshops.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to use the school messenger to advise parents of upcoming events that are planned. Continue to survey families as to the types of workshops that they would like to be a part of as well as the time(s) that are most convenient. Continue to provide exit slips to families and provide translation services as available for our ELL families. Continue to apply for grants that will enhance our students as well as our families’ experiences. Continue to support the PA as they work on incorporating more families into the school culture.</td>
<td>All parents, guardians, families, etc.</td>
<td>September, 2018-June 28, 2019</td>
<td>All staff, PA, Parent coordinator, Administration, Reading Coach,</td>
</tr>
<tr>
<td>Tuesday Parent Engagement workshops to support ELA and Math instruction.</td>
<td>All parents, guardians and families</td>
<td>September 2018-2019</td>
<td>Administration, Staff, PA, and Parent Coordinator</td>
</tr>
<tr>
<td>Parent visits to classroom during Math/ ELA workshops.</td>
<td>All Families</td>
<td>September, 2018 June-2019</td>
<td>Administration, Staff, Parent Coordinator, PA etc..</td>
</tr>
<tr>
<td>Parent &quot;Meet and Greet&quot; with the principal. To increase parent relationship and involvement for incoming parents and also former parents.</td>
<td>All Families</td>
<td>September 2018-June 2019</td>
<td>Administration. Parent Coordinator</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

- Healthy Kids After School Program, Girl Scouts, Pure Foods, FDNY, Cornell University Nutrition, etc...

### 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.
School messenger, parent coordinator, staff with the ability to translate as well as interact with students while parents attend the workshop(s). Continue to apply for grants that will afford us various opportunities for our students and families. Materials and resources, and classroom teachers

**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>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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, there will be a 5% increase in parent engagement to support building math and literacy content for parents.

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

The number of parents attending Parent Engagement on Tuesdays, Learning Environment Survey.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)               | • Teachers College Reading and Writing Benchmark Assessments  
• Math in Focus Assessments  
• Report Card Grades  
• 3rd grade: RTI  
• ForELA-SWD’s w/mod criteria levels 1 and 2  
• 4th grade:  
ForELA  
ForSWD’s w/mod  
Level 1 and 2  
• 5th grade:  
For ELA  
For SWD w/mod criteria  
Level 1 and 2  
Students who attained a Level 1 or 2 according to the 2017 cut scores of the ELA exam are considered | • Targeted comprehension and targeted skill remediation, etc.  
• I-Ready Targeted Intervention  
• Guided Reading Instruction  
• Reading A-Z | Small group AISinstruction;  
After school Academy focusing on ELA supports;  
Saturday Academy for identified ELL’s. | During the school day; after school and on Saturday (dependent upon the identified need) |
### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Intervention Details</th>
</tr>
</thead>
</table>
| 3rd grade: | RTI- For Math  
SWD'sw/modcriteria  
Level 1 and 2 |
| 4th grade: | For Math  
SWD'sw/mod  
Level 1 and 2 |
| 5th grade: | RTI- For Math  
SWD'sw/mod  
Level 1 and 2 |

Students who attained a Level 1 or 2 according to the 2017 cut scores for the Math exam are considered amongst the bottom 3rd as identified by their MIF assessment.

- Targeted skill based and remediation of mathematical concepts, etc.
- Math in Focus targeted intervention
- Think Central I-Ready Targeted intervention

### Science

<table>
<thead>
<tr>
<th>Intervention Details</th>
</tr>
</thead>
</table>
| Science Scores  
Teacher Assessments  |

- Guided reading intervention  
Small group AIS instruction  
After school Academy focusing

During the school day; after school and on Saturday (dependent upon the identified need)
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Teacher Assessments</th>
<th>Small group intervention</th>
<th>Small group AISR instruction</th>
<th>During the school day; after school and on Saturday (dependent upon the identified need)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SS test scores</td>
<td>Scholastic trade books</td>
<td>After school Academy focusing on Content supports; Saturday Academy for identified students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided Reading instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Students in for grades 3-5, who did not meet (determined by each individual situation).</th>
<th>Multiple strategies; dependent upon the individual need.</th>
<th>Small group, one-to-one, dependent upon the need.</th>
<th>During the school day.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Guidance intervention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>____________________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>At this time there are 32 students in temporary housing who are currently attending our school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>____________________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We will provide transportation, AIS, free breakfast, lunch, school supplies, Metro Cards, funding for trips and monetary hardship support for students when applicable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>____________________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>____________________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
Academic Intervention Support Services - Before, During and After School

Transportation Services

Basic Emergency Needs and Supplies

School Supplies and Resources

Trips

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

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

1) For Special Education & ENL teachers who are hired, they must be fully licensed in their subject area. Those on staff are HQ. In accordance with the new CR Part 154 requirements, we have 4 ENL teachers who are dually certified.

2) We provide many hours of professional development throughout the school year in various formats. We have weekly professional development sessions specifically geared to the needs of the individual as well as collective staff members. Each staff member receives a minimum of 20 hours of professional development per year. We have implemented Grade Level common planning for all teachers to share best practices and implement grade level changes to curriculum.

3) We use our in-house experts; our Borough Support Personnel; and outside agency speakers to address the professional development needs of staff.

4) We will continue our partnership with Brooklyn College to foster an ongoing connection of highly qualified teachers.

5) New Teacher Mentor

6) Teachers College Staff Developers (in house)

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).

The staff will meet weekly for Inquiry as well as grade level common planning. (Planning Teacher College Reading Writing Project Units, Math in Focus, Passport to Social Studies, all CCLS aligned programs and curricula). We have weekly meetings where we are able to share our best practices and survey the staff to ensure that the PD is timely and beneficial. We engage in inter-visitations and intra-visitations to view best practices. The Math team also engages in lesson studies within the neighboring schools to foster collaboration and fidelity to the CCLS aligned program as well as collegiality amongst the various schools. We’ve selected Ambassadors in all subject areas to turnkey information to administration and colleagues to ensure successful impact on student learning.
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 Pre-K teacher works closely with the Kindergarten teachers to ensure a smooth transition from Pre-K to kindergarten. The Pre-K teacher joins the weekly common planning meeting with the Kindergarten team so that there is horizontal and vertical coherence of student needs and curricula selections. We have parent involvement days for Kindergarten and Pre-K. We also incorporate a Pre-K Family Day where families are invited to be a part of the day’s activities and tour our building and visit a Kindergarten class.
- The Guidance Counselor conducts monthly meetings for the kindergarten parents
- We coordinate with outside Pre-K for All organizations to visit our kindergarten classes, and tour our building. Additionally, we plan several kindergarten parent orientations throughout the year to orient our families to kindergarten curriculum. We give parents a summer/welcome to kindergarten packet in preparation for kindergarten.
- Pre-K Parents are invited to the May Parent Teacher conference to meet with the teachers and learn about the expectations for September.

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.

The MOSL team at the beginning of the school year met to discuss and decide collectively with administration regarding the selection process for assessment criteria for the Local measure for the year. Teachers also meet each week during grade level common planning; they refine the curricula and assessment choices/selections based upon formative and summative data that is derived specifically from student work. The use of analyzing student work and discussing units of study then drives the instructional changes and informs future curricula choices as well as assessment decisions. PD sessions honing in on grade level and school wide data in both reading and math.
The SLT members and PD team members meet monthly to discuss curriculum, events and ways to improve and impact student learning and the school's learning environment.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>507,278.00</td>
<td>X</td>
<td>Section 4, 5, 6 and 7</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>134,046.00</td>
<td>X</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>20,558.00</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>Sections 4 and 5</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>4,698,376.00</td>
<td>X</td>
<td>Sections 4, 5 and 6</td>
<td></td>
</tr>
</tbody>
</table>

Explanation/Background:

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

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

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

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

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

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

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

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

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### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S 193 Gil Hodges 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.

### Support for Parents and Family Members of Title I Students

PS 193 will support parents and families of Title I students by:

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

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

**Parental Involvement and School Quality**

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

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

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

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

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

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

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

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

### Encouraging School-Level Parental Involvement

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

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

P.S. 193 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents, activities and procedures in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
  - the carrying out of other activities, such as those described in Section 1118-Parental Involvement of the

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- P.S. 193 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA: Parents will be notified and participate in monthly Community District Education Council meetings.

- P.S. 193 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA: Parent members of the School Leadership Team will participate in a needs assessment and review of all school activities and functions and make recommendations to the

- P.S. 193 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under programs such as Learning Leaders and Universal Pre-K. Parents will be invited to evening meetings where important information about academics will be disseminated by the teaching staff. For instance, Science/Technology Night.

- P.S. 193 will take the following actions to conduct, with the involvement of parents, 2018-19 CEP 38 an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies. DESCRIBING HOW THE EVALUATION WILL BE CONDUCTED: The Parent Survey from the School Report Card will be analyzed and reported to the parent body. The Parent Involvement Plan will be reviewed in this manner and modified as per parental input. Informal feedback during the year will be communicated to the school. IDENTIFYING WHO WILL BE RESPONSIBLE FOR CONDUCTING IT: A committee will be established made up of members of the EXPLAINING WHAT ROLE PARENTS WILL PLAY: The parents will take part in all phases of the needs assessment. They will help use the data to revise the Parent Involvement Policy.
P.S. 193 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve academic achievement, through the following activities specifically described below: ● The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph — – the State’s academic content standards; – the State’s student academic achievement standards; – the State and local academic assessments including alternate assessments; – the requirements of Title I, Part A; – how to monitor their child’s progress; and – how to work with educators.

IN STATE AND OUT OF STATE WORKSHOPS, CONFERENCES AND/OR CLASSES; A combined effort on the part of the ANY EQUIPMENT OR OTHER MATERIALS THAT MAY BE NECESSARY TO ENSURE SUCCESS:

● The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: As one example, the P.S.193 computer teacher will conduct a Parent-Child Computer literacy night workshop whereby all participants will learn the basics of word processing, spreadsheets and graphic design. The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with the parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

● The P.S.193 staff will avail itself to any and all district professional development in terms of working with parents and community at large. This will be facilitated by creating opportunities to build trust and common understanding between staff and parents. Building on successful programs such as Parents As Reading Partners and Learning Leaders.

● The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Universal Pre-K, Reading First, and Home Instruction Programs for Preschool Youngsters, the parents as teachers program and public preschool and other programs, and conduct and/or encourage participation in activities, such as parent resource centers, that support parents in more fully participating in the education of their children by:

● The P.S.193 Parent Coordinator will continue to hold parent workshops that involve parenting skills such as stress and anger management, homework help, Dial A Teacher, etc. Parent Resource Center representatives will be invited to speak to the parents of our youngest children offering additional options and making themselves available for private consultations.

● The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title 1 participating children in an understandable and uniform 2018-19 CEP 39 format, including alternative formats upon request, and, to the extent possible, in a language the parents can understand: All official meetings and workshops will be advertised and reported via letters to parents as well as

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include: ● involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training ● providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding. ● paying reasonable and necessary expenses associated with parental involvement, such as transportation and child care. ● training parents to enhance the involvement of other parents. ● arranging school meetings at a variety of different times. ● adopting and implementing model approaches to improve parental involvement. ● participating in a District Parent Advisory Council. ● developing appropriate roles for CBO’s. ● inviting local police and fire department personnel to visit and lecture. ● providing other support under Section 1118-Parental Involvement as parents may request.

School-Parent Compact (SPC)

School-Parent Compact (SPC) Template

2018-19 CEP
PS 193, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
</tbody>
</table>

- 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);

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
</tbody>
</table>

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

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
II. Parent/Guardian Responsibilities

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

III. Student Responsibilities
**Student Responsibilities:**

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ________</th>
<th>DBN: ________</th>
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</table>

This school is (check one):

- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: ________

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

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

Total # of teachers in this program: ________

- # of certified ESL/Bilingual teachers: ________
- # of content area teachers: ________
## Part B: Direct Instruction Supplemental Program Information

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

Begin description here:

This program was developed to ensure that immigrant students are acclimated into a supportive school environment which strives to meet the needs of their educational as well as social & emotional development. The Saturday Academy targets immigrant students in an effort to provide the additional support that they need as they transition into a new system. Not only does the program aim to strengthen student’s language proficiency, but it also strives to build partnerships among students as well as the adults. The parent engagement link intends to involve families so that skills are sustained, while the professional development of teachers are focused on using strategies to build literacy in a culturally responsive environment. Students that are invited to this program will benefit from the Language Power curriculum. This supplement is designed to build language proficiency through listening, speaking, reading and writing. The curriculum is differentiated to provide diverse learners with level-appropriate text sets that provide rigorous instruction through high interest topics across a variety of genres. Each lesson introduces new content specific vocabulary in context and scaffolds the learning of new terms through engaging activities. Language objectives are provided and assessed through interim theme based performance tasks. There are digital formats available to accompany each text which can be used across all four domains. Audio is especially important as it aids in demonstrating fluent reading. In addition, there is a parent engagement component that arms families with the ability to reinforce English language development through practical activities. These Parent Tip resources are available in more than one language. This program will be funded through Title III.

The program is available to students in grades 2 - 5 who are new to the country or immigrated from Caribbean speaking countries. A survey is also sent to classroom teachers so that they may recommend students that fit the criteria. The Saturday Academy is scheduled to begin on December 1st, 2018 and run through April 13th, 2019; a total of 18 sessions. Classes will begin at 9:00 AM and end at 11:30 AM each Saturday. There will be 1 ½ hours of literacy instruction and an hour of Math instruction. Assistant Principal, Mrs. Dindial, will supervise the program. Mrs. Dindial will not be paid from Title III funds. She will visit classrooms to monitor the program and will conduct observations. Mrs. Dindial's schedule is from 8:30am-12:00am. She will supervise the students that arrive early and students that may be picked up late. Attendance will be taken each week to ensure students are taking advantage of the intensive learning opportunity. Students that are not present will be contacted via phone call and reminded of the importance of attending each session in order to build language proficiency.

Students will be instructed in English by 1 license ENL teacher and 1 Common Branches Teacher. The instruction will utilize ENL strategies and methodologies to provide content area knowledge and academic vocabulary. Emphasis is placed on consistent improvement in listening, speaking, reading and writing skills as per ENL standards. Based on the Benchmark Reading Levels, NYS ELA/MATH exams, teacher conference notes, and NYSITELL & NYSESLAT results, students will be grouped. Educators strive to differentiate the instruction of our subgroups based on their individual needs. ENL staff articulates with Common Branch teachers to plan classroom instruction. ENL and Classroom
Part B: Direct Instruction Supplemental Program Information

Teachers are provided the 25th teaching period to engage in common planning which allows time and consistency in collaboration.

A pre and post assessment will be administered to ascertain the effectiveness of the program as well as to fine tune the instructional focus for individual students as well as the group. We will group students of grades 2/3, 3, and 4/5 with no more than 15 students within each class, based on the results of the periodic and formative assessments. The students will receive additional instruction in literacy and math, designed to help them achieve grade level proficiency in these areas as well as utilize non-fiction text sets in different genres to enhance thinking, questioning, promoting vocabulary development and discussion skills. In Math the students will work on Math vocabulary and multi-step problem solving. The content area teachers will work with the students on comprehension and writing skills and the ENL teacher will push in for 50 minutes for targeted language supplemental support and differentiation for each class.

We will target immigrant students on an array of assessments that include NYS ELA/MATH Exams, Writing Samples, NYSESLA tests, Benchmark Reading Levels and the input of Parent Coordinator engagement with families of English speaking Caribbean countries. Also, teachers will periodically incorporate reading and writing assessments based on standard specific rubrics. To evaluate students' progress in listening and speaking, the teachers will converse with students and use a checklist to monitor student progress.

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:

We will provide additional professional development to our teachers to work as a team with our ELL Services Coordinator/D22 Liaison Ms. Hemmings. The ENL teachers also attend monthly ESL meetings hosted by BFSC to help support and supplant our instructional focus in addition to the monthly District 22 ESL support meetings (Ambassadors). We will hold professional development workshops during professional development time on Monday and Tuesday afternoons throughout the year with specific support to the whole school staff, including teachers, paraprofessionals, SBST members, etc. Our workshops will provide teachers with ESL methodologies in the 4 components of language acquisition to better support students. We are also targeting math instruction to help students work with the academic vocabulary as well as strategies for solving word problems to enhance their performance. Professional Development will be dedicated to Advanced Literacy Skills. Dates are as follows:

December 10th, 2018 2:30pm-4:30pm
January 14, 2019 2:30pm-4:30pm
February 11th, 2019 2:30pm-4:30pm
March 18th, 2019 2:30pm-4:30pm
April 7th, 2019 2:30pm-4:30pm

During the duration of the Title III program, the ENL teacher will confer and assist and be a resource to the General Education teachers as they implement the program. We will have an initial training/professional development for all Title III teachers on November 24th, 2018 from 9:00 - 11:30 AM with Mrs. Beker, as our
Part C: Professional Development

facilitator. The PD will be focused on Saturday Academy materials, NYSESLAT test prep and differentiation of instruction for our students. On Tuesday, December 4, 2018 from 3:40-5:00 PM, there will be a workshop presented to the teachers working in the Title III program by Lori Sblano, AP, addressing Math strategies for problem solving. The 3rd professional development will be held on Tuesday, April 16, 2019. The focus will be reviewing and evaluating the students' progress thus far and incorporating that information into a progress report for the parents. Each week Mrs. Dindial will provide feedback to the teachers to improve practices observed in classrooms to improve student outcomes.

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: Involving parents as partners in the education of our Immigrant students is critical. Parents need to be reassured that their children are in the hands of caring adults that can empathize with their transition and celebrate their contributions to the classroom. Interacting with families allow teachers to better tailor instruction to effectively impact student achievement. Building trusting relationships with the families of immigrant children will benefit us in getting our families the resources that they need. Parent Orientation sessions and workshops will be ongoing throughout the school year. We will host a Parent Workshop on November 26, 2018 from 5:00-6:30p.m as a NYSESLAT overview in order to help parents become more knowledgeable about testing. They will learn about four components of the NYSESLAT and how best to help prepare their children for all tests. We will hold parent workshops on Saturday's for the parents while the students are participating in the Title III program. The parents will be offered the following workshops as well as workshops that are based on their responses to the evaluation surveys that they complete at the end of each workshop in which we request for them to inform us as to any topics they would like us to present on to better support their children. We provide parents with an agenda and the sign in sheet for each workshop. We also provide translation through our Spanish speaking and Russian speaking personnel. ESL /TECHNOLOGY Date: December 15, 2018 / Presenter: Ms. C. McGinty Time: 9:00 - 10:30 A.M. The parents will get information about different ESL websites and use them to support their children. HOW TO USE MATH STRATEGIES TO SOLVE MULTI-STEP PROBLEMS? Date: January 19th, 2019/ Presenter: Ms. L. Sblano Time: 9:00 - 10:30 A.M. The presenter will demonstrate Math strategies to parents to help their children deal with different challenges they face in solving multi-step problems. SUPPORTING ACQUISITION OF LANGUAGE Date: January 12, 2019 / Presentation by CITE Time: 9:00 - 10:30 AM Families will be exposed to practical strategies for building reading, writing, listening and speaking skills into everyday interactions. LANGUAGE AND LITERACY Date: March 16, 2019/ Presenter Ms. Beker Time: 9:00 - 10:30 A.M The focus will be on providing parents with practice and application of key content and language concepts. The focus of all of our parent involvement workshops will revolve around the needs of the families. Our parent coordinator, Lori Ramos-Johnson, is working closely with all families to ensure that we are creating informative and timely opportunities at a convenient time. All parent workshop letters are sent home to parents in their native languages as
Part D: Parental Engagement Activities

well as in English. We will also continue to advertise these important workshops through our school website, through school messenger as well as through our Parent Coordinator. As a school community, we will continue to focus on Literacy and Math addressing integrating skills into every subject area and to strengthen the academic language for our immigrant students. It is important to note that with the availability of these workshops and translation services, the parents will feel more comfortable coming to our school and attending the various functions within our school. They will be more involved in their children’s education and will be better equip to help their children to succeed in school.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $_____</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
</tr>
</tbody>
</table>

**Professional salaries** (schools must account for fringe benefits)
- Per session
- Per diem

**Purchased services**
- High quality staff and curriculum development contracts.

**Supplies and materials**
- Must be supplemental.
- Additional curricula, instructional materials.
- Must be clearly listed.

**Educational Software** (Object Code 199)

**Travel**

**Other**

**TOTAL**
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>22</td>
<td>Brooklyn</td>
<td>193</td>
</tr>
</tbody>
</table>

| School Name | PS 193 Gil Hodges |

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Sheila Phillip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Annabell Corales</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>Deanna Minadeo</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor</td>
<td>Patricia Pachecho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Bracha Zucker/ K-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>Parent Coordinator Lori Ramos Johnson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Related-Service Provider</td>
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</tr>
<tr>
<td>Field Support Center Staff Member</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Julia Bove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (Name and Title)</td>
<td>Lori Sblano Asst. Principal</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.

| Number of certified ENL teachers currently teaching in the ENL program | 4 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |

| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |

| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 800 |
| Total number of ELLs | 154 |
| ELLs as share of total student population (%) | 19.25% |

2018-19 CEP
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>Grade</th>
<th>K</th>
<th>1</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☑ No ☒
- Dual language program (DL) Yes ☑ No ☒
- Freestanding ENL Yes ☑ No ☒

If yes, indicate language(s):

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

Part III: Assessment Analysis

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

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

Commencing the 2016-2017 school year, we will be administering the Periodic Assesment for English Language Learners provided by the NYCDOE to students in grades 3-5. This assessment will provide our teachers with detailed information of their ELL students English Language development. In addition, we will administer Fountas and Pinnell Benchmark system 3 times a year (September, January and May) as well as a web-based I-Ready Diagnostic Reading Assessment. The I-Ready along with NYSESLAT and NYSITELL reflect that Listening and vocabulary are two areas that are in need of improvement. Through frequent assessing we are able to progress monitor and make adjustments with instruction and academic intervention services.

2. What structures do you have in place to support this effort?

We have 4 certified ESL teachers, who will administer the Periodic Assessments and support teachers in analyzing the data to provide targeted instruction to meet the students' needs based on the data. The teachers have received Professional...
Development and various resources to support the ELL instruction. We will also utilize the I-Ready Diagnostic Reading Assessments to provide intervention services within the classroom.

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?
   Each program's success will be based upon its effectiveness in helping our ELL students improve their English language proficiency and achievement levels both within the classroom and on standardized exams. Such effectiveness is measured by data gathered from NY State Exams, ELL Periodic Assessments, I-Ready data reports, the NYSESLAT exams, and our Saturday ELL Academy. It is our goal that 15% of our 154 ELL students will advance in their English language proficiency as measured by these various instruments. Our program's effectiveness will continue to be reviewed as we examine current data to determine whether or not we are approaching our goals for the school year.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   The ESL teachers and the classroom teachers will collaborate and plan instruction based on the data to ensure students will advance their skills in English language proficiency.

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.] Our school utilizes the NYSESLAT data to identify the trends within the modalities. We will use the Fountas and Pinnell Benchmark assessments to track each students' reading progress and the I-Ready web-based Reading Diagnostic to identify trends within the 5 domains of reading (phonemic awareness, phonics, vocabulary, high frequency words and comprehension). Administration and Staff analyze the data to determine the academic areas in need of improvement. An action plan is implemented that includes strategies to support individual, group and/or grade level trends. For example, our Tier I intervention may consist of use the web-based I-Ready Instructional program, small group instruction, visual support through graphics and/or realia, as well as auditory support through the use of listening center, web-based programs that target the areas in need of improvement. Through progress monitoring we take note of students that may need Tier II or Tier III intervention.

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].
   In analyzing the data patterns, we noted that approximately 50% of our current first, third and forth graders (based on the Spring 2016 NYSESLAT) fell within the Expanding Level. We noted that our Grades 3-5 ELL attained slightly higher performance levels in the reading and writing modalities than in the listening and speaking components.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   We will have a Professional Development cabinet to analyze the data and to coordinate targeted instruction and interventions to ensure patterns of deficiencies are being addressed with Tiered I interventions, AIS, Saturday and after school programs etc...

---

**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.
For the 2016-2017 school year, we have programmed for an integrated approach across all grade levels. We have 4 certified ESL teachers that will be pushing into the classrooms during each grade levels' ELA Block. Our stand alone ENL program (pull-out) will consist of 180 minutes for our entering and emerging ELLs and will be serviced by our full-time ESL teachers.

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

c. DL program. If applicable.
Paste response to questions here:

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

   The assistant principal has programmed each ESL teacher’s weekly schedule to ensure that all ELL students receive the number of minutes as mandated; 360 minutes for Entering and Emerging, 180 minutes for Transitional and Expanding, and 90 minutes for Commanding and Former ELL students.

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.

   All instruction is in English using each grade levels' Common Core ELA Program; Across all grades we will utilize Teachers College Reading and Writing Project. A workshop curriculum/balanced literacy approach is used where students are engaged in modeled and guided instruction and are giving opportunities to work in groups and independently to master content of instruction. ALL ESL methodologies and scaffolding strategies are incorporated daily during instruction to build comprehension and grammatical instruction in speaking and writing, in addition to, utilizing ESL strategies (TPR, pictures, realia, bilingual dictionaries, etc.) to increase targeted academic vocabulary in content areas.

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

   The Spanish LAB-R is administered to all entitled students with the Home Language code “SP”. For the NYS Assessments, we order copies of the Math and Science exams in various languages to ensure that those students who are literate in their native language are tested accordingly. If a written exam is not available in a child’s native language, we provide oral translation of the test administered by a proctor who is fluent in that language. Staff members who speak and are literate in various languages help to translate and ensure that students are being assessed appropriately.

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

   Students with Interrupted Formal Education (SIFE) are students who upon enrollment were performing two or more years below grade level in literacy in his/her native language and or mathematics. Our SIFE students would receive small group instruction as well as be recommended to receive Academic Intervention Services. Currently, we do not have any students who are SIFE.

   b. Newcomers are students who are newly identified ELLs and remain ELLs for up to 3 years. These students are not just students who are Newcomers, but may also be students who are born in the U.S. but are identified as an ELL, based on the NYSITELL data. These students will have differentiated instruction based on his/her proficiency level and or needs and receive the mandated minutes required by CR Part 154 instruction according to results of the NYSITELL and or NYSESLAT. They will have Native Language support for 75% of instruction and be grouped according to same language in various activities. They will use their Native language to help develop literacy skills. Certified ELL teachers and or Certified Content Area teachers will
incorporate ESL methodologies and various ESL strategies that include visual support, technology and a classroom rich in print. Our newcomer ESL Kindergarten students are placed in a general education class with a teacher who is knowledgeable with teaching ENL students the strategies necessary in teaching the ELL students and they also have the ability to modify and support the instruction based on the needs of the students.

c. Developing Students are those students who remain an ELL for 4 to 6 years. These students will also continue to receive his/her mandated minutes as per the CR Part 154. Differentiated instruction will be delivered by certified pedagogues in ELL and or Content area. They will have small group instruction by area of skill needed. All instruction will have academic rigor and be aligned with the Common Core.

d. Long Term ELLs (LTE) are students who have remained an ELL for 7 or more years continuously enrolled in the U.S. These students will receive differentiated instruction through small groups and or receive Academic Intervention Instruction (AIS) by a qualified pedagogue in the area/skill that he/she is not performing proficient in as indicated on the NYSESLAT.

e. Former ELLs up to two years after exiting ELL status will receive half a unit (90 minutes) of Integrated ENL in ELA/content area.

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?

It is important to consider the unique characteristics ELL-SWDs bring to the learning environment and to think about how factors including their familiarity with and exposure to English, socioeconomic status, prior schooling experiences, and life experiences, interact with and influence their learning. Authentic assessments should be used in addition to progress monitoring to determine what students know and can do, as well as what they need to learn. As part of this process, English language acquisition specialists should assess ELLs’ language proficiency and academic skills in English and their first language. Special education teachers, psychologists, and/or speech language therapists may conduct additional formal and informal assessments. Team members should observe the child in different contexts to better understand the instructional environment.

ELLs with special needs receive grade level material that is aligned to the Common Core. We are currently using Teachers College Reading and Writing Project for all grades. We use, 'Math In Focus', for all grades, which is a Singapore Mathematical approach that focuses on moving students from a concrete to an abstract understanding of mathematical concepts. Our ELL-SWDs are provided with plenty of visuals and technological programs such as 'I-Ready', 'Raz Kids', 'Imagine Learning', and 'Brain Pop' that are used in collaboration with Smart Boards, CD players, Laptops/computers to provide visual and auditory supports for their learning. The ELL teacher meets with the School Based Support Team in collaboration with the Special Education Coordinator and administration to make sure ELL-SWDs receive the correct ELL services. In some cases, a Bilingual Para Professional helps the student in class throughout the day. The ELL-SWDs use the same materials and do the same work as the mainstream students. However, the tasks and assignments are differentiated based on the student’s abilities and on the IEP. Some students may need simplified instruction and or have the task broken down into smaller components. Authentic assessments should be used in addition to progress monitoring to determine what students know and can do, as well as what they need to learn. Special education teachers, psychologists, and/or speech language therapists may conduct additional formal and informal assessments. Team members observe the child in different contexts to better understand the instructional environment and the conditions the student seems to both thrive and struggle.

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 school is programmed to follow a 'Push-In' model of ENL instruction whereby the ENL teacher works collaboratively with the content area teacher and supports the curricula with the use of ESL methodologies. The school is programmed to incorporate the 25 th teaching period as grade level as well as ESL/Special Education common planning. To facilitate flexible programming, we incorporated block scheduling to facilitate main streaming of our ELL/Sp. Ed students. IEP teacher and the assistant principal works closely with the coordinator, Larisa Beker as well as the ESL teachers to ensure all IEP mandates are adhered to within the least restrictive setting.
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.

ELL students targeted in need of Academic Intervention Support (AIS) in the areas of ELA, Math, Science and Social Studies will receive a wide range of services. I-ready is a diagnostic assessment that identifies the areas of strengths and weaknesses within 5 domains of literacy. Based on the data from the diagnostic, students engage in the instructional component based upon their needs. The program is tailored to the individual needs of each student. Imagine Learning is a computer based program that addresses the four modalities, listening, speaking, reading and writing. Social studies and Science non-fiction articles will be read, analyzed, discussed, and assessed by students within the classroom. Teachers will choose reading material to support topics already being implemented in classrooms. Students will be serviced within Academic Support Intervention programs. Their academic progress will tracked by their ENL and content area teachers in collaboration. Finally, students will be enrolled in our Title III Saturday Academy program. Within the Title III program, students receive specific academic interventions with a content area specialist and a highly certified ENL teacher. Work done in this program is focused on meeting the needs of individual students according to a variety of skill specific data reports.

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

Implementing a co-teaching collaborative program between the ESL teacher and the content area teacher. This year, we will be including the 1st and 2nd grade students in our Saturday ELL Academy.

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

N/A

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

All ELL students are programmed along side their monolingual counterparts for all access to school programs. All activities are programmed according to their grade level. The programs that are available to PS 193 that are open to the entire student population and their monolingual counterparts include but are not limited to: Happy Kids, Project Boost, Puppetry in Practice, Shubert Grant (Arts Connection), After school Chorus, etc.

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.

We utilize smart boards for instruction. We also incorporate Internet based programs to support students' access to information.

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

The teacher modifies the instruction and use of varied resources in the native language.

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

Teachers are provided with instructional materials and resources to support the needs for the ELLs to ensure the various levels and students' needs are being met.

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

Paste response to question here:

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

The guidance counselor and the parent coordinator will coordinate activities to engage new ELLs who enroll throughout the school year in activities such as; Parent orientation, family workshops, and the school website.

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

   N/A

---

**Professional Development and Support for School Staff**

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

   Teachers are provided with Professional Development on ESL methodologies and strategies to ensure ESL practices are reflected in planning and instruction.

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.

   Once a month teachers receive Professional Development for instructional strategies to use with ENL students.

---

**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?

   Teachers schedule on-going meetings and workshops with parents and parent coordinator to address student needs and goals for the school year to ensure development progress in language proficiency and development in all subject areas.

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

   We schedule Parent as Reading Partners the last Friday of every month, parents are invited to attend and read to their child’s class. We have a multicultural celebration to include all parents and celebrate our school’s diversity.

---

**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.

   N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Sheila Phillip, 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 and 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-interrupted-inconsistent-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:** The Gil Hodges School  
**School DBN:** 22K193

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assistant Principal</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>School Counselor</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other _______</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other _______</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other _______</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

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

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

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

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

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

There are a various ways that PS 193 uses data to assess the school's written translation as well as oral interpretation needs. We ensure that all parents are provided with appropriate and timely information in a language that they can understand where possible. Data regarding the languages spoken in the home of our English Language Learners are reviewed as needed on an ongoing basis. In terms of our new admits to the school, our licensed ESL teachers, conduct a written interview completing the HLIS with and interpreter, if needed. An oral interview is done with the student as well as with the parent upon admission to the school. The ELL Coordinator keeps a running record of the languages spoken in the homes of our students. Our Pupil Accounting Secretary, Karen Reala continually updates, prints and shares information from all available ATS reports. Our ESL Coordinator, Larisa Beker continuously reviews reports such as, but not limited to, the RHLA, RPOB, RYOS, RLEC and the RAPL. Our data specialist and our Assistant Principal transfers all pertinent data needed and keeps an ongoing report on an excel spread sheet which is easily accessible. These reports break down the languages spoken in the homes of all our students. In an effort to better support our English Language Learners and their families, it is our belief that as much communication with language support should be in place between school
and the home. Therefore, it is our belief that the families' needs of our ELL and FELL parents are paramount and we are addressing their needs to the fullest extent possible, providing appropriate and timely information in their Native languages in order to establish and maintain a home/school partnership.

2. List parents' preferred languages for both written and oral communication. List all languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian - 45</td>
<td></td>
<td></td>
<td>Russian - 45</td>
<td>6%</td>
</tr>
<tr>
<td>Haitian Creole - 12</td>
<td></td>
<td></td>
<td>Haitian Creole - 12</td>
<td>1.6%</td>
</tr>
<tr>
<td>Albanian - 1</td>
<td></td>
<td></td>
<td>Albanian - 1</td>
<td>0.13%</td>
</tr>
<tr>
<td>Arabic - 3</td>
<td></td>
<td></td>
<td>Arabic - 3</td>
<td>0.04%</td>
</tr>
<tr>
<td>Balochi - 3</td>
<td></td>
<td></td>
<td>Balochi - 3</td>
<td>6.13%</td>
</tr>
<tr>
<td>Spanish - 57</td>
<td></td>
<td></td>
<td>Spanish - 57</td>
<td>0.93%</td>
</tr>
<tr>
<td>Swahili - 2</td>
<td></td>
<td></td>
<td>Swahili - 2</td>
<td>0.13%</td>
</tr>
<tr>
<td>Tadjik - 2</td>
<td></td>
<td></td>
<td>Tadjik - 2</td>
<td>6.6%</td>
</tr>
<tr>
<td>Tamil - 1</td>
<td></td>
<td></td>
<td>Tamil - 1</td>
<td>1.6%</td>
</tr>
<tr>
<td>Turkish - 3</td>
<td></td>
<td></td>
<td>Turkish - 3</td>
<td>0.13%</td>
</tr>
<tr>
<td>Urdu - 46</td>
<td></td>
<td></td>
<td>Urdu - 46</td>
<td>7.6%</td>
</tr>
<tr>
<td>Uzbek - 7</td>
<td></td>
<td></td>
<td>Uzbek - 7</td>
<td>0.93%</td>
</tr>
<tr>
<td>Yoruba - 1</td>
<td></td>
<td></td>
<td>Yoruba - 1</td>
<td>0.13%</td>
</tr>
</tbody>
</table>

Based on the responses to our written/oral needs assessment survey, the data shows that our families prefer communication in the following languages. The numbers represent preferred languages for each ELL student household.

Russian - 45
Haitian Creole - 12
Albanian - 1
Arabic - 3
Balochi - 3
Spanish - 57
Swahili - 2
Tadjik - 2
Tamil - 1
We contact the NYC office of Translation and Interpretation Unit to provide parents with appropriate and timely information in the requested language for all the parents in our school who are limited English proficient.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Turkish - 3</td>
</tr>
<tr>
<td>Urdu - 46</td>
</tr>
<tr>
<td>Uzbek - 7</td>
</tr>
<tr>
<td>Yoruba - 1</td>
</tr>
</tbody>
</table>

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>Posters, Flyers</td>
<td>Continuous...</td>
<td>All communications to parents include a boiler plate notifying parents that the document, that is being disseminated, can be obtained</td>
</tr>
</tbody>
</table>
in their preferred languages. We will continue to make parents aware of this translation service going forward. In addition, there are staff members that are available to assist with translating documents into the parents' native languages (Ex. Spanish, Haitian Creole, Russian, French, and Hebrew). We will also utilize the services of parent volunteers to assist with written translations where feasible and permissible. Finally, we will contact the NYC Office of Translation & Interpretation Unit via fax and/or email requesting important matters to be translated as well. We will make every attempt to anticipate the timeliness of all communications, when we request the services of the
Office of the T & I Unit. We have posted translated signs for our ELL and former ELL parents to enable them to move about school to locate the general office, the rest rooms, and availability of translated resources. Further, we are adding a "Google translate" option to our school website so that parents will have the option of viewing our website in the language of their choice. Our school portal already has this feature.

It will be an ongoing practice for us to tap into our school and community resources as well as those offered to us by the NYCDOE to provide the best possible support for our ELL and FELL parents so that they are kept informed of all matters of importance. All parents have been notified of the Translation and Interpretation
services that are available. This notification was added to our Parent Handbook in different languages. Welcome signs in the various languages that represent our school community have been placed in the main vestibule as well as in the main office. Parent Teacher conference notices will be sent out in all languages that are available to our parents.

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>-Parent Teacher Conferences</td>
<td>PTC - September, November, March, May</td>
<td>Oral interpretation services will include the use of bilingual school staff, parent volunteers (at the request of the parent in need) and/or the services</td>
</tr>
<tr>
<td>- Ongoing Registration</td>
<td>Registration ongoing</td>
<td></td>
</tr>
<tr>
<td>-New Student Orientations including ELL orientations</td>
<td></td>
<td></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.

Our School Messenger service has the ability to reach all families within minutes. Messages that are sent out via our School messenger will be received in different languages by phone and via email. Bilingual staff members will be available, onsite, to assist parents in navigating emergency process.
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.

Administration has ensured that all staff members have received a notification of the Chancellor’s Regulations A-663 that pertains to our school’s responsibilities and requirements when it comes to notification of parents in their primary language, the Bill of Rights and Responsibilities. The translated version are posted for reference by all staff and parents on our school website. Interpretation posters are provided to each staff member in the building to help parents request interpretation services by simply pointing to the interpretation request in their native language. We've also provided each staff member with instructions on how to use the interpretation and translation services. At-a-Glance flyers were created with the 800 number for these services and they are required to have the information readily available for parent teacher meetings.

Part D: Providing Notice of Language Assistance Services

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

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

We are fully aware of the Chancellor’s Regulations A-663, and in particular Section VII, that pertains to our school's responsibilities and requirements when it comes to notification of parents in their primary language, the Bill of Rights and Responsibilities. The Bill of Rights has been made available to all parents in different languages. We have many translated signs (and illustrations that assist parents with identifying the fact that the parent may speak only a foreign language) displayed in the general office as well as in our school vestibule upon entry into the building. The signage clearly indicates that there is availability to each ELL and former ELL parent that there are interpretation services to ensure that the parent understands all of their rights and privileges as well as the availability of oral interpretation services to assist with conversations and written translations. Our School Safety Plan also contains procedures for parental notification and assistance should a parent or parents require to be in contact with our administrative offices. Interpretation services are provided, when necessary and available, for ELL parents and it is important to note that with the new Translation Committee that is being created, the parent involvement, understanding, and participation will continue to increase through out the year.

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?

We review the Framework for Great Schools Report, we create and review all of the exit slips that are provided to our families and we will create surveys that ask our families to inform us of how we are doing in providing language services here at P.S. 193. Surveys will reflect all necessary services that our parents may be in need of. Hard copy surveys are also handed out and translated, where needed, at each school event.