2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 14K196

School Name: P.S. 196 TEN EYCK

Principal: JANINE COLON
Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

<table>
<thead>
<tr>
<th>School Name: The Ten Eyck School</th>
<th>School Number (DBN): 14K196</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code: 331400010196</td>
<td></td>
</tr>
<tr>
<td>Grades Served: Pre – 5th Grade</td>
<td></td>
</tr>
<tr>
<td>School Address: 207 Bushwick Avenue Brooklyn, New York 11206</td>
<td></td>
</tr>
<tr>
<td>Phone Number: (718) 497-0139</td>
<td>Fax: (718) 628-5134</td>
</tr>
<tr>
<td>School Contact Person: Janine Colon</td>
<td>Email Address: <a href="mailto:colon@schools.nyc.gov">colon@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Janine Colon</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Anthony Zalak</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Autumn Stanford</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Anthony Zalak</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Hector Cruz</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): N/A</td>
<td></td>
</tr>
<tr>
<td>CBO Representative: N/A</td>
<td></td>
</tr>
</tbody>
</table>

**District Information**

<table>
<thead>
<tr>
<th>Geographical District: 14</th>
<th>Superintendent: Alicja Winnicki</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 215 Heyward Street</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:awinnic@schools.nyc.gov">awinnic@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-302-7600</td>
<td>Fax: 718-302-7978</td>
</tr>
</tbody>
</table>

**Field Support Center (FSC)**

| FSC: Brooklyn North | Executive Director: Bernadette Fitzgerald |
Executive Director’s Office Address: 131 Livingston Street

Executive Director’s Email Address: bfitzge2@schools.nyc.gov

Phone Number: 718-935-3954  
Fax: 718-935-2587
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>Janine Colon</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Anthony Zalak</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Autumn Stanford</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Maribel Rios</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Hector 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></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jennifer Janiec</td>
<td>UFT Member/</td>
<td></td>
</tr>
<tr>
<td>Julie Bernier</td>
<td>UFT Member/</td>
<td></td>
</tr>
<tr>
<td>Rina Sciangula</td>
<td>UFT Member/</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>Lizette Rodriguez</td>
<td>UFT Member/</td>
<td></td>
</tr>
<tr>
<td>Mildred Arocho</td>
<td>Parent Member</td>
<td></td>
</tr>
<tr>
<td>Ronalee Cambridge</td>
<td>Parent Member</td>
<td></td>
</tr>
<tr>
<td>James Steward</td>
<td>Parent Member</td>
<td></td>
</tr>
<tr>
<td>Veronica McKenzie</td>
<td>Parent Member</td>
<td></td>
</tr>
<tr>
<td>Ebony Edwards</td>
<td>Parent Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Member/</td>
<td></td>
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<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
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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>
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<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>
</table>

We believe all of our students will have the opportunity to reach their fullest potential. Our school community will ensure that our students will be college and career ready. Our mission is being committed to working towards the enhancement of our standards driven instructional program, creating high levels of academic excellence for all of our students in each of the disciplines.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 196 is located in the community of East Williamsburg, Brooklyn. In 20116 we became the Williamsburg Bridge Magnet School for Communication and Mixed Media Arts. Our school serves Pre-Kindergarten through grade five. 13% of our students are ELL (English Language Learners), and 29% are SWD (Students with Disabilities). Our student population is 79% Hispanic, 17% Black, 2% White, and 1% Asian.

Through creative and comprehensive strategies of instruction, our students will become lifelong learners.

We set our students up for success at PS 196. The tasks that teachers give to students are challenging and motivating, students are always involved in discussions with their classmates and teachers ask open ended questions, listen, then provide feedback. We will work hard to ensure that our students are afforded the opportunity to participate in all college and career ready activities through teachers collaborating, teachers preparing engaging and high quality lessons and activities, promoting students’ critical thinking skills, teaching them goal setting, encouraging teamwork and listening and speaking skills as well as allowing time for reflection.

With the implementation of The Leader in Me, students will be empowered to be leaders by using universal principles which are 7 habits and develop a new mindset in our school.

We have several strengths at our school, but our biggest strength is the ability to forge relationships. We are a UFT Community Learning School with a full time Community School Director, a UFT PROSE (Progressive Redesign School of Excellence) school.

We also have a Dual Language Spanish Program this school year and have expanded to grades K, 1, 2, 3 and 4. Our students use The Estrellita Program and Harcourt Senderos.

Our OST (Out of School Time) Program is overseen by Grand Street Settlement. It runs everyday after school, Summers and holidays.

Our school was fortunate enough to be the recipients of Council member Antonio Reynoso’s Participatory Budget for $300,000. We now have a state of the art Community Media Technology Lab. PS 196 also has a Block Room that was donated by a private organization that is utilized by all of our students.

As of October 1, 2017, PS 196 received a MSAP grant. We are now The Williamsburg Bridge Magnet School for Communication and Mixed Media Arts.

We have a dental clinic sponsored by NYU Langone.

This year we will open our Black Box Theater space, which will be home to plays and other musical performances.

We currently have partnerships with the following organizations:

* Aeropostale Block Room
*Beat the Streets
*Cook shop
*Ernst & Young-Financial Literacy
*Estrellita
*Franklin Covey-Leader In Me
*Generation Ready-Reciprocal Teaching
* Google
*Harcourt Journeys
* GoMath
*Junior Achievement
*NY Cares- SSI (School Success Initiative), Winter Wishes and Corporate Day
*NY Sunworks- Hydroponic Lab
*NYU Langone Dental Program
*Paley Center for Media
*Pupil Project
*Rosie's Theater Kids
*Salvador Center

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

We will continue to provide a safe environment that empowers all children, including English Language Learners and students with special needs, to experience greater success and confidence in themselves, allowing them to grow socially, emotionally, as well as academically into well rounded productive citizens. Our students will attain these goals through the collaboration of school, home and community.

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 Framework for Great Schools report for 2017 indicated that we scored highest in Trust with a score of 4.69, Collaborative Teachers 4.62, Effective School Leadership 4.59, Strong Family and Community Ties 4.08, and Rigorous Instruction 3.97.

For the indicator of Effective School Leadership we showed growth of 5% and in Strong Family Community Ties we had a 7% increase. We maintained 98% in Trust.

Trust continues to be our strength at PS 196. The sub-indicator of Teacher-Principal trust was 100%
According to our data, our 2018 NYS ELA scores have increased by 15% in Math our scores increased by 6%. Consequently, our instructional focus will be to increase our Rigorous Instruction by increasing student vocabulary, stamina, critical thinking skills, and student discussions. This year we will introduce Project Based Learning to all of our students, using the Harcourt Journeys Balanced-Literacy Comprehensive Program. and the Harcourt Go Math Program. We also have a Math Focus using the problem of the day that will be introduced across the school.
### School Demographics and Accountability Snapshot for 14K196

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrollment (2017-18)</strong></td>
<td>317</td>
</tr>
<tr>
<td><strong>SIG Recipient (Y/N)</strong></td>
<td>No</td>
</tr>
</tbody>
</table>

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

- **Transitional Bilingual** N/A
- **Dual Language YES**
- **Self-Contained English as a Second Language** N/A

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

- **# Special Classes (ELA)** 26
- **# SETSS (ELA)** 29
- **# Integrated Collaborative Teaching (ELA)** 50

**# Special Classes (Math)** 26
- **# SETSS (Math)** 27
- **# Integrated Collaborative Teaching (Math)** 50

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

- **# Visual Arts** N/A
- **# Music** N/A
- **# Drama** N/A
- **# CTE** N/A

**School Composition (2017-18)**

- **% Title I Population** 88.0%
- **% Free Lunch** 85.5%
- **% Limited English Proficient** 9.5%

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

- **% American Indian or Alaska Native** 0.0%
- **% Hispanic or Latino** 75.1%
- **% White** 2.5%

**Personnel (2015-16)**

- **% Black or African American** 20.2%
- **% Asian or Native Hawaiian/Pacific Islander** 0.9%
- **% Multi-Racial** 1.3%

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

- **ELA Performance at levels 3 & 4** 42.9%
- **Mathematics Performance at levels 3 & 4** 34.2%
- **Science Performance at levels 3 & 4 (4th Grade)** 100%

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

- **ELA Performance at levels 3 & 4** N/A
- **Mathematics Performance at levels 3 & 4** N/A
- **Global History Performance at levels 3 & 4** N/A
- **US History Performance at Levels 3 & 4** N/A
- **4 Year Graduation Rate** N/A
- **6 Year Graduation Rate (2011 Cohort)** N/A
- **Regents Diploma w/ Advanced Designation** N/A

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

- **% ELA/Math A** 100%
- **% US History Performance at Levels 3 & 4** 8.1%
- **% Mathematics Performance at levels 3 & 4** 75.1%
- **% Average Teacher Absences (2014-15)** 2.5%
- **% Teaching Out of Certification** 10%
- **% FREE Lunch** 14.25
- **% Title I** 2.5%
- **% Students with Disabilities** 27.4%
- **% Attendance Rate** 90.9%
- **% Reduced Lunch** 1.6%
- **% Students with Disabilities** 27.4%

**School Demographics (2018-19)**

- **% Title I Population** 88.0%
- **% Free Lunch** 85.5%
- **% Limited English Proficient** 9.5%


- **% American Indian or Alaska Native** 0.0%
- **% Black or African American** 20.2%
- **% Hispanic or Latino** 75.1%
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- **Global History Performance at levels 3 & 4** N/A
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- **% Attendance Rate** 90.9%
- **% Reduced Lunch** 1.6%
- **% Students with Disabilities** 27.4%

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

**Elementary/Middle School**

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

**High School**

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

According to our 2018 data, all students scoring levels 3’s and 4’s in grades 3, 4 and 5, showed an increase in NYS ELA scores by 15%. In Math, we showed an increase of 6%.

Also our most recent Quality Review in the indicator of pedagogy 1.2 states, "teaching practices reflect an articulated set of beliefs that all students at all levels are engaged in appropriately challenging tasks and demonstrate higher-order thinking, however high quality extensions were not observed."

On The Framework for Great Schools Report for 2017-18, in the element of Rigorous Instruction, we scored 64% on the quality of student discussion.

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, student performance in grades 3,4, and 5, will increase 2% on the NYS ELA Assessment.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RTI</strong>-Providing RTI services to students who performed in the lowest third of the school.</td>
<td>Students Sept. 6th 2018 – June 26th, 2019</td>
<td>Classroom Teachers, Cluster Teachers</td>
</tr>
<tr>
<td>Remediation will be provided to small groups of students using research based strategies.</td>
<td>Students Sept 6th, 2018 – June 26th, 2019</td>
<td>Classroom Teachers, Cluster Teachers, F-Status Teacher</td>
</tr>
<tr>
<td>Inquiry Team-LASW using ATLAS Protocol :</td>
<td>Students Sept 6th, 2018 – June 26th, 2019</td>
<td>Classroom Teachers, Cluster Teachers, F-Status Teachers</td>
</tr>
<tr>
<td>Teachers will engage in weekly collaborative teacher teams to analyze students work and modify curriculum in order to deepen the level of different instruction and consistently provide all students including SWD’s and ELL’s, with scaffolded support needed to make growth</td>
<td>Students Parents, Families, Teachers Sept 6th, 2018 – June 26th, 2019</td>
<td>F-Status Teacher, AIS Teacher</td>
</tr>
<tr>
<td>Small targeted Guided Reading Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop personalized learning plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School wide reading log</td>
<td></td>
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<tr>
<td>Saturday Educational Games</td>
<td></td>
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<tr>
<td>After school College Camp Program</td>
<td></td>
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<tr>
<td>Teachers utilizing ENGAGENY</td>
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</tr>
<tr>
<td>Parent Meetings per grade to discuss our instructional program-Lead teachers and Parent Coordinator will hold parent workshops to engage families to support their child at home to improve student achievement.</td>
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</tr>
<tr>
<td>All teachers collaborate and work together towards common goals during PD time, and common prep time</td>
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<tr>
<td>Professional learning opportunities will be provided to all teachers serving all students by administrators, teachers/leaders.</td>
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</tbody>
</table>

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2018-19 CEP
Teacher leaders will support their colleges respectively by providing professional learning opportunities.

- Assistant Principal Team “Vocabulary Ambassadors” continuation of vocabulary Resource Bins School wide.
- *Project Based Learning Units with The Buck Institute

### 3b – Parent and Family Engagement

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

| Teachers will conduct monthly workshops on the first Tuesday of each month during Parent Engagement time for parents that include administrators, guidance and parent coordinator. |

### 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.

- Strategic scheduling of personnel
- Purchase materials
- Use of Technology (iPad, laptops, computer lab)
- Allocation for additional personnel and F-Status teacher
- Used of teacher teams, peers and lead teachers to develop norms and modify curriculum as needed based on student work.
- Analyze assessment data, such as 2018 NYS Item Analysis Tool, F & P running records, Journeys baseline assessments.

#### Part 4b

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
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<tr>
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<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
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</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, teachers will conduct Running Records to assess reading levels and modify instruction based on results. Students will increase their reading level by two levels.

#### Part 5b

Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
| Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Based on The 2017-2018 School Quality Guide, 94% of those surveyed were satisfied with Safety and 88% with Social-Emotional Behaviors.

On our most recent Quality Review in 2016 the findings were that school leaders provide training and consistently communicate high expectations to the entire staff. Teachers establish a culture for learning that systematically communicates a unified set of high expectations for all students.

This will reduce the number of accident reports.

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, through the use of student incentives, student attendance will increase by 1.5%.
### 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, SIF, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying lessons; Guidance Counselor provides all grades with lesson on strategies for dealing with real-life situations, utilizing videos, role playing, and discussions.</td>
<td>All Students Sept. 6th 2018 to June 26th 2019</td>
<td>Guidance Counselor, Classroom teachers</td>
</tr>
<tr>
<td>Daily communication with parents.</td>
<td>All Families Sept. 6th 2018 to June 26th 2019</td>
<td>Guidance Counselors, teachers, Admin.</td>
</tr>
<tr>
<td>Parent Workshops that include topics such as behavior management, behavior skills, etc...</td>
<td>All Families Sept. 6th 2018 to June 26th, 2019</td>
<td>Guidance Counselor, teachers, Admin.</td>
</tr>
<tr>
<td>Character Trait Program: Teachers and guidance counselor raise awareness through lessons about positive character traits. Students are taught to be kind and friendly towards other. Incentives are awarded to students who exemplify positive character traits.</td>
<td>All Students/Staff/Families Sept. 6th, 2018 to June 26th 2019</td>
<td>Guidance Counselor, Teachers, and Admin.</td>
</tr>
<tr>
<td>Leader in Me Family Engagement Events</td>
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<tr>
<td>Familial Environment- Our school theme is positively, and our emphasis is on creating a familial school culture and a warm and nurturing environment</td>
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<tr>
<td>Student Leadership Team- 2 Students from every class will have a voice in school activities and events.</td>
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<tr>
<td>Allow for teacher ownership- Teachers are empowered to become leaders to work towards improving the school's culture and environment.</td>
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</tbody>
</table>
*Shared beliefs- Our shared beliefs drive our school's culture and philosophy which is that we can be successful with hard work and commitment including ELL's and SWD's.

* Awards and Honors Assemblies

*High Expectations- High expectations for exemplar class work are modeled and celebrated for the entire school.

*Congruence- weekly grade meetings to discuss student work and progress.

*Professional Learning- Creative School Services, Generation Ready, Monday PD sessions

*Attendance Team will track attendance and track students that are chronically absent 10% or higher.

*The continuation of The Leader in Me Seven Habits

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.

Staff will invite parents to monthly open houses, September, November, March, and May meet and greets and magnet related events.

Administrators, guidance and parent coordinator will recruit parents for these events.

Staff will also complete a monthly attendance call sheet, to keep track of the parents they reached out too.

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.

- Allocated funds for professional development
- Strategic scheduling
- Purchase materials

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

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

Part 5 – Progress Monitoring

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

By January 31st, 2019, there will be 1% increase in student attendance from Sept. 6th, 2018.

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

Viewing Daily and Monthly Attendance reports with attendance team. Making phone calls to parents of students who are absent, using Class Dojo, and Kinv text messaging.

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.

Based on our January 2016 Quality Review indicator 4.2, "the vast majority of teachers are engaged in inquiry based structured professional collaboration that promotes the implementation of common core learning standards and distributed leadership, structures are embedded so there is effective leadership.

The 2017-18 Data from The Framework for Great Schools indicates that we received a score of 100% on Peer Collaboration.

We also received a score of 93% on school commitment

Consequently, we will continue to strengthen our vocabulary initiative this school year.

#### 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, all PBL units will be revised and modified, using the Tri-State Rubric by the Magnet Team and Classroom teachers to contain all the elements of STEAM.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Staff PD in August to begin revising units with the central magnet team.</td>
<td>All teachers/paraprofessionals</td>
<td>Aug. 21st 2018- June 26th, 2019</td>
<td>Magnet Team and Magnet Team</td>
</tr>
<tr>
<td>● Monday PD with Central Magnet Staff focusing on PBL Strategies.</td>
<td>Teachers/Admin</td>
<td>Aug. 21st 2018- June 26th 2019</td>
<td></td>
</tr>
<tr>
<td>● Modify Units to meet the needs of students with disabilities and English Language Learners.</td>
<td>Teachers/Admin</td>
<td>Aug. 21st 2018- June 26th 2019</td>
<td></td>
</tr>
<tr>
<td>● Book study on PBL with Buck Institute.</td>
<td></td>
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<tr>
<td>● Magnet Staff will assist teachers on delivery of instruction.</td>
<td></td>
<td></td>
<td>Magnet Team</td>
</tr>
<tr>
<td>● Weekly grade level meetings to monitor PBL progress.</td>
<td></td>
<td>Aug. 21st 2018- June 26th, 2019</td>
<td></td>
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<tr>
<td>● Meetings with Cluster Teachers to monitor interdisciplinary strategies and activities.</td>
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</tr>
<tr>
<td>● Continue working with Salvadori teaching artists to assist staff with PBL.</td>
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</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers will invite families to Literacy/Math and Paint Nights. They will also be invited to open houses and magnet related events. Administrators, guidance and parent coordinator will invite parents. In September we host meet the teacher night, In November we host Parent Teacher Conferences, Monthly open houses, In March we will host a literacy night, In April we will hold a Math night, also in March we have parent teacher conferences, and in May we hold a paint night.

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.

*Purchase Professional books

*Outside vendors that include, Creative School Services, Salvadori Center Generation Ready, Teq, Harcourt Journeys (2017)

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>
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<th>Title II, Part A</th>
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<tr>
<td>X</td>
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<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 January 2019, teachers will have revised half of their PBL units to include all elements of STEAM.

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

Classroom Observations, Grade Level meetings.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
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</tbody>
</table>

Based on the 2016-2017 School Quality Guide, we scored: 1) 100% in instructional leadership. 2) 95% in teacher influence under the indicator of inclusive/facilitative leadership.

Consequently, teachers will be given support to help their students, increase their academic abilities.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>● By June 2019, all collaborative teacher teams will increase student</td>
<td>By June 2019, all collaborative teacher teams will increase student engagement</td>
</tr>
<tr>
<td>engagement that will result in a 2% increase of effective teachers</td>
<td>that will result in a 2% increase of effective teachers in component 3C of</td>
</tr>
<tr>
<td>in component 3C of Advance.</td>
<td>Advance.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Teachers, Admin</td>
<td>Sept. 6th, 2018 - June 26th, 2019</td>
<td>Classroom Teachers, Cluster Teachers</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
<td>Clusters, F-Status Teacher</td>
</tr>
<tr>
<td>UFT/CLS Team Members</td>
<td>Sept. 6th, 2018 - June 26th, 2019</td>
<td>Admin, Teachers, Parents</td>
</tr>
<tr>
<td>Teacher Leaders</td>
<td>Sept. 6th, 2018 - June 26th, 2019</td>
<td>Admin, Teachers</td>
</tr>
<tr>
<td>Inquiry Team Members</td>
<td>Sept. 6th, 2018 - June 26th, 2019</td>
<td>Admin, Teachers</td>
</tr>
<tr>
<td>Admin, Teachers</td>
<td></td>
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</tbody>
</table>

- Weekly Professional Learning- Teachers participate in targeted and differentiated learning based on needs assessments, observations, and inter visitations.
- Grade level Meetings- occur weekly to look at and analyze student work
- UFT/CLS-Advisory Board Meetings- monthly meetings to discuss school activities and initiatives
- Teacher Leader Meetings- Bimonthly meetings to discuss teaching strategies, instructional focus, and information is turn keyed to staff

Data Inquiry Team- Utilize ATLAS protocol to LASW

New work hours to allow for longer Monday Professional Development time school wide to allow for inter visitations, learning walks, look at best practices

Strategies will be shared with parents at Parent Teacher Meetings, PE workshops and school website.
**3b – Parent and Family Engagement**

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

*The SLT will promote what the school does for the students. From September to June we will host monthly Magnet Related events such as open houses that parents can be a part of. Administrators, Guidance, Teachers and Parent Coordinator will recruit for these events.*

**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.

- Strategic Scheduling
- Purchased study group books
- Use of technology
- Allocate time for teacher team, lead teacher, and data team meetings
- Administration scheduling for observation time only

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

<table>
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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, 100% of teachers will be observed using the Danielson Framework for teaching and receive high quality feedback that will result in a 1% increase of teachers rated effective for component 3c student engagement.

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

Teacher observations using the Danielson Framework.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Trends</th>
<th>Source</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
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</table>

According to our January 2016 Quality Review indicator 3.4 states, "school leaders provide training and consistently communicate high expectations to the entire staff. Teachers establish a culture for learning that systematically communicates a unified set of high expectations for all students."

The School Quality Guide report indicates that our outreach to parents was 98%. Our parent involvement was 92%.

Therefore, we will continue to focus on increasing parent engagement and involvement in our school. For the students with disabilities and English Language Learners the ENL Teacher and IEP Teacher will work with those parents.

Part 2 – Annual Goal

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

- By June 2019, we will increase parent involvement by 3% in attendance in combination with our Arts Partnership workshops as measured by attendance sheets.
### 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>
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<tbody>
<tr>
<td>● Workshops for grade 5 parents on transitioning to middle school.</td>
<td>All parents</td>
<td>December 12th, 2018 and April 18th, 2019</td>
<td>Parent Coordinator, Staff, Resource</td>
</tr>
<tr>
<td>* Inter-visitations with District 14 Middle Schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Inter-visitations with co-located middle school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Middle School night hosted by IS 318.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Developed web page for P.S. 196- <a href="http://www.ps196k.org-Each">www.ps196k.org-Each</a> class is responsible for maintaining their class page. Teachers will write information to parents that include home activities, special events and important announcements.</td>
<td>Teachers, Students</td>
<td>Sept 6th, 2018 June 26th, 2019</td>
<td>Attendance team</td>
</tr>
<tr>
<td>● Monthly workshops on attendance-Guidance counselor leads the attendance team where strategies and activities are implemented to increase school attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● NY Cares Saturday Programs: English Conversation, and Technology</td>
<td>Parents</td>
<td>Sept 6th, 2018 June 26th, 2019</td>
<td>Parent Coordinator, Resource Coordinator</td>
</tr>
<tr>
<td>* NY Cares in-house AmeriCorps Volunteer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● NY Cares provides workshops that include the Arts, Math, and Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Monthly Parent Coordinator Workshops will increase trust between parents, school and community-Our parent coordinator works closely with parents to gain insight as to what their needs are (Cookshop, Arts, health, stress management, family health challenge, and nutrition)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Grade specific workshops-(testing, middle school, Math, workshops for parents on Literacy/Math and how to help your students at home.</td>
<td>Parents</td>
<td>Sept 2018 June 2019</td>
<td>Parent Coordinator, Resource 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.

Woodhull Hospital, NYU Lutheran, Johnson Avenue Food Pantry, Foodbank, Single Stop, Mental Health Organizations.

**Part 4 – Budget and Resource Alignment**

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

- Parent Coordinator
- N.Y. Cares/Volunteers
- Cornell Hospital – Nutrition Workshops
- Cook shop Materials
- Center for Arts Education

**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>X</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 we will increase attendance by 1.5% towards our goal of 3%. Attendance sheets will be tallied and compared to measure gains. Workshops are monitored in order to identify the ability to meet the needs of the parents.

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

The instrument that we will use to measure this is ATS daily attendance sheets and monthly reports.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Student who score a level 1 or 2</td>
<td>Guiding reading, writing, phonics, fundations</td>
<td>Small groups</td>
<td>During /After</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 on ELA/Math students below</td>
<td>Problem solving</td>
<td>Small groups</td>
<td>During/After</td>
</tr>
<tr>
<td>Science</td>
<td>Leveled on assessments and report card</td>
<td>Lego Robotics journal writing</td>
<td>Small groups</td>
<td>During the day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Assessments/report cards</td>
<td>Incorporated into PBLUnits</td>
<td>Small groups</td>
<td>During the day</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Teacher recommendations</td>
<td>Character traits, bullying, peer mediation, conflict resolution</td>
<td>Small groups</td>
<td>During the day/After school</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Five students/Four families</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></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>Backpacks/School Supplies</td>
<td></td>
</tr>
<tr>
<td>Uniforms</td>
<td></td>
</tr>
<tr>
<td>Glasses through Optical Academy</td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator provides outreach for Social Services</td>
<td></td>
</tr>
<tr>
<td>After school and Saturday Programs- (Lego Robotics, Sports, Saturday Math/Reading Academy)</td>
<td></td>
</tr>
<tr>
<td>Parent Programs- (ESL/GED/Technology)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</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></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

- Job Fairs- (To seek out highly qualified teachers through NYC Fairs)
- Experienced ATR’s- (To contact previous employers to see if the person is the right fit for us)
- Review Resumes- (To review resumes and call prospective candidates in for an interview and school tour)
- Open Market- (NYS transfer system to call in prospective members)

The strategies that we use to retain and support teachers are the following:

* Monthly faculty conferences

* Magnet Grade Level Weekly Team Meetings

* Professional Development with outside entities such as Creative School Services, Borough Field Support Offices, CSA, and UFT.

* CTLE courses that teachers sign-up for and take on their own.

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).

- New and tenured teachers are supported by state required monitoring

- PD hours for state- (Teachers are required to complete 100 hours of professional development)

- Creative school services- (To teach strategies that the staff can use in the classroom)

- Weekly 100 minutes of professional learning opportunities that include topics that the teachers want.
Part 3: TA Schools Only

**3a. Use of Program Resources**

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

| N/A |

|  |

**3b. TA Coordination with the Regular Program**

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

| N/A |

|  |

Part 4: SWP Schools Only

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

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

- School Visits
- August Family Welcome Wagon
- Meet the Teacher Initiative

* Teachers will attend monthly PD with other Pre-K Teachers.
* Teachers will also contact and work with the local daycare centers that the students previously attended.

**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.

- Weekly congruence meetings in which teachers will discuss the progress of their students and view next steps.
- Teacher leader meetings
- Data Team findings - Teachers will review the DATA and make a plan based on the results.
* Professional Development will be offered based on the needs of the students through the DATA results. Teachers will also have a say in what they would like to see offered for professional development.

### 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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>270,864</td>
<td>x 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>110,915</td>
<td>x 5A, 5B, 5D, 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>12,366</td>
<td>X 5C</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,047,694</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

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

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

*Required for All Title I Schools*

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

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

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

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 196, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS 196</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
  - provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
  - host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right
to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

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

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

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

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

**School-Parent Compact (SPC)**

PS 196, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

• supporting parental involvement activities as requested by parents;

• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

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

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

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

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

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;

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

| 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 |
Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: _____ |
| # of certified ESL/Bilingual teachers: _____ |
| # of content area teachers: _____ |
| 1 |
| 1 |
| 0 |

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: _____

Our Title III Language Instruction program has been designed to supplement our regular school ESL program, by providing an innovative, high quality program and materials that can

further engage and assist our ELL students with reading, writing and math to help them further develop academic English language. P.S. 196 offers its ESL students a 3D Printing/STEAM program which combines science, engineering, art and mathematics disciplines with reading and writing. Each lesson is linked directly to New York State Standards and Objectives. P.S. 196 ESL students are afforded the benefit of a hands on program where they use state-of-the-art 3D printing technology to put in practice concepts and skills learned in their regular literacy and mathematics curriculum to create objects of interest to them.

Through the use of guided lessons that employ a variety of ESL techniques, as well as visual and other supports, students are taught the necessary skills to complete a variety of projects that bear direct relevance and interest to their lives. Lessons also all contain writing instruction and student exercises and practice, since each 3D printing project contains a writing component. Students are given appropriate assistance and scaffolded supports to allow them to complete this component. Projects such as "Basic Circuitry", or "Types of Bridges", as well as ones open to a broader range of creativity, such as "My Robot", all allow students to express themselves largely through this exciting, new medium, while concurrently expressing themselves, exploring science and engineering and further developing their writing literacy skills. Completed projects are included in the school's Spring Arts Festival. Students engage building circuits to create a night light, creating key chains with words on them, building a bridge model and a simple toy robot. They learn to use Tinkercad software and Makerbot to design, edit, alter and print their objects, then, completing a written piece in either their home language or English that is relevant to the project and that will accompany it, and completing final decorative elements for their projects.

All records, including student attendance and program notification in parents' preferred languages, invitations to join us on field trips or to attend the Spring Festival, are maintained in a file containing copies of letters sent or signed letters sent back to the school. This is maintained in the Main Office.

Materials used in this program are supplemental and distinct from those used for daily class instruction.

We purchased a 3D printer and related software and texts that support this program.

There is detailed and extensive data and research that support the use of STEAM Programs in our schools.
**Part B: Direct Instruction Supplemental Program Information**

Our program takes place after school on Tuesdays and Thursdays, for two hours each session, from 3pm-5pm, as well as twice per month on Saturday, from 9am-11am, for two hours each session, from October 17th until June 14. The program runs for a total of 68 after school sessions and 18 Saturday sessions. The number of ESL students participating in the LTP program is currently 15. The grade levels of these students are grades 3, 4 and 5. Students are divided into two groups for both the after-school program and the Saturday sessions. Third graders are in one group and fourth and fifth graders comprise the second group. The ESL teacher rotates to the groups to service them. Seven are third grade students, four are fourth grade students, and five are fifth grade students. The language used for instruction is English. Materials to assist students in Spanish are available online. Additionally, bilingual project directions and other home language supportive materials are sent home with each student. The program runs from October through June and is taught by Ms. Calo, our licensed ESL teacher and is supervised by the school principal, Mrs. Colon. This will be at no cost to the program since she is on-site for other after school programs that take place at the same time.

**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: 

Our school engages in a comprehensive process that affords all staff appropriate and compelling opportunities for Professional Development. Information with respect to the many and varied instructional and informational seminars - whether offered through the Division of English Language Learners and Student Support (DELLSS), BETAC, the New York State Department of Education or our Brooklyn North Borough Field Support Center - are disseminated to all staff, including teachers, administrators, school psychologist, social worker and others, whose knowledge of and interaction with English Language Learners can make a positive difference in their education and their lives. In addition, we hold regular meetings where the ESL provider and classroom teachers discuss new research trends with a focus on innovative and insightful approaches and solutions that might be engaged by us with respect to the specific needs of our English Language Learners. In the past school year, our ESL provider attended numerous workshops offered by District 14. She turn-keyed her knowledge to classroom teachers to assist them in effective data based instruction for their ELL students. Tentative dates and topics for our in-house seminars are the following:

- Understanding the needs of LEP and immigrant student learners (September 2018)
- Harcourt ELL student handbook-decoding phonics and spelling (October 2018)
- Harcourt scaffolded learning (November 2018)
Part C: Professional Development

- Harcourt-adapting lessons for the ELL student (December 2018)
- Rosetta Stone- Reading and Writing for second language learners (January 2019)
- Writing and the visual experience (February 2019)
- Rosetta Stone-effective use with the ELL student (March 2019)
- Using STEAM activities as a path to writing (April 2019)
- The role of data in guiding instruction for ELLs (May 2019)
- Preparing immigrant students and ELLs for summer learning (June 2019)

This component will be at no cost to the program. Professional Development sessions will be provided by Pearson, Rosetta Stone and our ESL teacher, Ms Calo. Each session runs approximately two hours. Records, including agendas, attendance sheets, informational handouts, and so forth, are maintained in files in the ENL teacher’s classroom. Professional development sessions are designed to positively impact the progress of our ELL students, by providing their teachers with additional information, tools and strategies that they can employ in their instruction, that specifically addresses and supports their ELL’s literacy development.

The ENL teacher will be providing the PD for a small number of these sessions and thus will be in attendance at all others. In addition, as previously noted, our ENL teacher attends a variety of PD sessions offered in various forums throughout the school year and turnkeys what she has learned for her colleagues.

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: ____

The first parent orientation day, where parents are given information regarding their rights, available programs and other issues of relevance to bilingual and ESL education, and where they are encouraged to express their concerns and ask any questions they wish to is scheduled at P.S. 196 on September 4, 2018. Additionally, our parent coordinator and our ESL teacher have a close, mutually supportive working relationship which benefits both parents and students. This facilitates information being transmitted to parents quickly, and any concerns they have, being dealt with promptly.

Our parents are invited to collaborate with their children through school funded trips to various neighborhoods and cultural institutions. In the past, we have offered our students and their parents a trip to Chinatown, where they were asked to document the life of the community, treated to lunch at a local restaurant, and then asked to write about their
Part D: Parental Engagement Activities

experiences and reflections on an unfamiliar culture. Additionally, during our Spring Arts Festival, where 3D Printing/STEAM projects are exhibited, parents and the community are invited to celebrate the various clubs talents and works. This gives ELL students, especially, the much needed opportunity to shine. We also offer ELL parent workshops to support parental efforts to assist and engage with their children's education. These are provided by our ENL teacher and our parent coordinator, both of whom are bilingual as well as by guest providers. Our tentative topics and schedule for this school year are as follows:

- Supporting first language literacy as a bridge to English (October 2018)
- Helping your child with reading (December 2018)
- Practicing writing in English (February 2019)
- Math and English (April 2019)
- Parent and child summer reading and writing projects (June 2019).

Since virtually all of our parents speak either Spanish or English, or both, translation assistance will be provided by Ms. Calo, the ESL teacher, and Mrs. Maria Rodriguez, our Parent Coordinator. Each session will run for approximately two hours. Records for agendas, attendance sheets, invitations in parents' preferred language, as well as informational handouts, are maintained in a file in the ENL provider's classroom.

Part E: Budget

For schools not conceptually consolidated only. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____

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

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
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>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>select one</td>
<td>196</td>
<td>The Ten Eyck School</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

- Principal: Janine Colon
- Assistant Principal: Deborah Casey
- Coach: n/a
- School Counselor: Gina DiGiglio
- ENL (English as a New Language)/Bilingual Teacher: Robert Burstein
- Teacher/Subject Area: Sandra Rodriguez
- Teacher/Subject Area: Julie Bernier
- Related-Service Provider: Julia Komito
- Superintendent: Alicja Winnicki
- District: select one
- Borough: select one
- School Number: 196

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 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 | 3 |
| 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) | 310 |
| Total number of ELLs | 28 |
| ELLs as share of total student population (%) | 9.03% |
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>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Part III: Assessment Analysis

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

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

We use a variety of assessment tools to assess the early literacy skills of our ELL's including Fountas and Pinnell and running records. This data provides us with insights relevant to how much literacy a student has achieved. This information is then used to target areas of deficiency for that student. Next steps are planned based on the data yielded from these assessment tools. Areas of weakness are addressed through targeted strategy lessons based on the data, as well as through the use of technology and learning centers. After reviewing the results of the Fountas and Pinnell, it was determined that targeted and focused early literacy instruction would be valuable, and thus, we instituted Harcourt Journeys. These tools have proven effective for providing focus and direction when formulating curriculum's and modifying classroom instruction. For example, a comparison of students' NYSESLAT reading and writing sub scores with their performance on the ELA reading and writing segments is used to target instruction based on the student needs thus revealed.

2. What structures do you have in place to support this effort?
The structures that we have in place is that we use the results from Fountas and Pinnell and running records to determine where are students are at and what their needs are.

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?
We evaluate the success of our Program for ELL's in a variety of ways. We do ongoing assessment and monitoring of content area understanding and progress in the classroom. Additionally, a valuable indicator of the success of our program is to analyze how long it takes for our ELL's to transition out of ENL and into fully monolingual English settings.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The structures that we have in place is that if student's are not making progress we will change the interventions that we are using.

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.]
We use data to guide our instruction within the RTI framework. We match our instruction and interventions to student needs based on the data and have continuous monitoring of progress. Our intervention plans are designed, implemented and monitored by our multidisciplinary school-based team. We use assessments that include the Curriculum Based Tool to identify levels of proficiency for each student. The results allow us to review both group and individual performance on specific skills and inform our instructional planning decisions. We use the three tier RTI intervention model of universal interventions, targeted interventions, and intensive interventions as part of this process. Based on the use of assessments such as Harcourt Journeys, Vocabulary, Spelling, Writing, and other teacher designed assessments and the data yielded from them, we make instructional and programming decisions to better serve the academic needs of our ENL students. These data inform our decision-making regarding whether moving to a Tier 2 or a Tier 3 RTI intervention for an individual student is potentially valuable. As a result, it provides insight that allows us to determine if additional attention and activities or experiences are likely to benefit them, or if perhaps targeted intensive individualized instruction is what is likely to prove successful.

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].
Data patterns across all of our grades, K - 5, are as follows: Across proficiency levels, results show that most students taking the NYSITELL fall into the Entering level of proficiency. The data reveals that regardless of proficiency level our ELL students have the most difficulty passing the NYSESLAT. This would seem to be an area that is ripe for further investigation. 98% of entering ENL students are unable to answer any questions in English on the NYSITELL. The other 2% are able to answer very few questions in English. Thus all are coded EN as they are new arrivals to the country and are at the beginning (Entering) level for learning English.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The structures that we have in place is to evaluate the programs and services that we are providing our ELL students to see what's working and what's not.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students
regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class].

a. Freestanding ENL program.
   Our freestanding ENL program groups students by both proficiency level as well as grade level to the maximum extent possible. Standalone ENL instruction is delivered using the pull-out model and is provided by our ENL instructor in his classroom. Integrated ENL instruction is provided using the push-in model with co-teaching done by both the ENL teacher and the content area teacher. A variety of pedagogical approaches, including project-based learning and appropriate scaffolds are used to make material comprehensible for students. Resources include English language workbooks, bilingual and native language story books, bilingual dictionaries and glossaries, realia, electronic translators, and language software programs among others.

b. TBE program. If applicable.
   n/a

c. DL program. If applicable.
   Our Dual Language Kindergarten, First Grade, & Second Grade programs contain mixed proficiency levels. It is taught by a fully bilingual Spanish/English pedagogue, with half the instructional time with lessons taught in English, and half the instructional time lessons taught in the target language, Spanish. Our ENL program employs both the push-in and pull-out models. Students are grouped by proficiency level, to the extent practicable. Both integrated and standalone ENL components are taught as per Part CR 154.2.

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)?
      a. The ENL schedule reflects the appropriate number of instructional minutes each student receives as per mandates for each of the five proficiency levels. Beginning/Entering and Low Intermediate/Emerging students receive 360 minutes of ENL instruction, 180 of which are standalone and 180 integrated ENL/ELA instruction. Intermediate/Transitioning students receive 180 minutes of ENL, 90 of which are integrated. Advanced/Expanding students receive 180 minutes of instruction, all of which is integrated ENL/ELA instruction, or content area instruction, while Proficient/Commanding students receive 90 minutes of ENL instruction.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   The language of instruction is English. We put appropriate scaffolds in place to make content comprehensible to ELL’s and we differentiate instruction to both enhance comprehensibility and to enrich language development. We use a variety of ENL strategies and methodologies, including TPR, the Natural Approach, and a variety of other instructional approaches depending on the content being taught and the students that are learning it. We use graphic organizers, integrated technology, learning centers, small group instruction, one on one instruction, and native language peers to make content more comprehensible. We use the ENL component of the Harcourt Storytown series, Harcourt Journeys as well as the Heinle Picture Dictionary and workbook and writing journals, in tandem with a variety of technological software and adjuncts. Our ENL provider articulates with content area teachers in the specific area. We have aligned our lessons to the Common Core Learning Standards. Content area support is provided through the use of appropriate scaffolds as well as by articulation and co-teaching between the ENL and the content area teacher.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Our Dual Language Kindergarten, First Grade, & Second Grade teachers monitor home language development with ongoing assessments throughout the school year. We use the Estrellita assessments as well as school designed informal assessments. The Estrellita Word Study Program provides progress monitoring of individual students. Based on the results instruction is modified and targeted to meet areas in need of development. The Spanish LAB is used as an initial indicator of native language proficiency.
5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. Our instructional plan for SIFE students includes intensive and focused instruction before, during and after school to address
      the specific needs of each student. Students are provided with Native Language Libraries and materials to enhance literacy
      skills in their home language. These skills will assist the development of English Language skills as well. Students are placed in
      small groups where the focus is on phonics and phonemic awareness, as well as basic literacy skills. In their class Balanced
      Literacy Guided Reading Strategies are employed, and as well these students receive small group instruction with AIS
      instructors using appropriate scaffolds and differentiated instruction.

   b. In addition to the above, newcomers are put into a Buddy Program where extra time is dedicated to making content and
      testing strategies understandable.

   c/d. In addition, we analyze the data from all of the tests these students receive and attempt to determine the limiting factor
      impeding passing the NYSESLAT, and we target these areas for intensive instruction.

   e. Former ENL’s are provided additional support in the classroom, and are provided small
      groups instruction to prepare them for the standardized exams.

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?
   Our teachers of ENL and SWD students use a variety of instructional strategies and grade level materials in order to make
   academic content comprehensible and accessible. Theses include some of the following: We use differentiated instructional
   strategies as well as putting many scaffolds in place to help students achieve necessary academic goals. We employ a variety of
   instructional strategies including Tiered Questioning, CALLA, TPR and Natural Approach as well as others when appropriate.
   IEP’s are reviewed to ensure that all mandated services are received. The ENL teacher articulates with the SBST and the school
   psychologist. Delivery of services is tracked through SESIS reports. We have specific small group targeted instruction that
   addresses different learning styles. When appropriate, we use visual as well auditory and technological assists. Our grade level
   materials include Harcourt Journeys and Go Math, the Heinle Dictionary and Writing Workbooks, bilingual libraries and
   dictionaries, as well as pocket electronic translators. We use a variety of strategies to meet the diverse needs of our ELL and
   SWD students. We have targeted push-in as well as pullout small group instruction. Many of our AIS service providers use parts
   of Harcourt Journeys and Go Math in out of class focused groups to practice specific skills. Our units of study are aligned with
   the Common Core Standards. Thus, we attempt to focus on the Universal Design for Learning. When there is material that has
   not been adequately comprehended and synthesized, as reflected by test data and teacher assessments, students are given
   extended day intensive instruction. Our school culture is a particularly collaborative one, thus, our teachers coordinate with
   respect to students receiving an additional period of instruction in an area of difficulty for that student, when the other
   teacher is teaching that material. Finally, we have one extra free period per week that we use to assign students to small group
   special needs instruction to address their specific areas of weakness for that week. In order to maximize time spent with non-
   disabled peers, students are mainstreamed for the use of flexible scheduling, in gym, technology class and clubs.

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?
   We use a variety of pedagogical methods to address the diverse learning styles of our ELL-SWDs. After reviewing their IEPs we
   determine how best to achieve the goals outlined by planning and collaborating with the Special Education teacher. As a result
   we are able to achieve flexibility in scheduling and determine the best instructional approach and materials to be used with an
   individual student within the least restrictive environment.
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.

All of our programs are taught in English. After reviewing the data from the ELA exam and the NYSESLAT, we have found a need for intensive targeted early literacy focus. As a result, we have instituted a variety of targeted intervention programs. Some of the targeted intervention programs we offer are Harcourt Journeys, AIS, Small Group instruction, and Pull-Out ELL Inquiry Team Small Group Instruction. SIFE students, newcomers, and long term ELL’s are assigned to the program that best addresses their needs. Additionally, we use Fundations, Great Leaps, guided reading, and technology supports, all within the context of focused small group in and out of classroom instruction. In Math, 6.8% of ELL students are in the bottom range, 21.3% are approaching their target goal, and 33.5% are meeting their target. In ELA, 11.7% are in the bottom range, 24% are approaching their target, 34.3% are meeting their target, and 44.4% are exceeding their target.

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

We will be expanding our Rosetta Stone Program and using additional ENL software as part of the targeted intervention program described above.

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

We plan to maintain all programs and services that we have in place for our ELLs.

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

Our ELL’s are included in all programs and activities that are available in our school. All notices sent home for parents attention regarding available programs are bilingual. Additionally, our Parent Coordinator reaches out to our ELL community and makes them aware of and explains the programs available to their children. We have after school Literacy and Math programs as well as Enrichment programs. ELL’s are involved in all of these. Our school offers ELA and Math support to students in grades 3-5 in our Afterschool Program. The Drama Program for grades 1-5 is available to all students. We have an early morning Reading Program for grade 3 students. We also have a Saturday Homework Help Program for all students in all grades. Every Spring we target ELL families to participate in our Parents as Arts Partners Program. It introduces them to theater, dance, and music. We provide Guidance services to all students, as well as our Parent Coordinator, a Resource Coordinator, and special school wide activities.

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

Our instructional materials include Harcourt Journeys and Go Math, Getting Ready for the NYSESLAT, Heinle Picture Dictionaries and Workbooks, a variety of bilingual Books, Rosetta Stone Language Program, as well as a host of other language related software.

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

We support the native language literacy of our ELL’s by having bilingual dictionaries, glossaries, as well as dual language books and electronic translators available for their use in both the classroom and at home.

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

All of the services and supports, as well as the resources that are used to enhance ELL’s English language development correspond to their ages and grade levels. The required support services and resources are age appropriate and grade appropriate. All ELL students follow grade level curriculum, the same as their non-ELL peers.

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?

Our instructional materials include Harcourt Journeys and Go Math, Getting Ready for the NYSESLAT, Heinle Picture Dictionaries and Workbooks, a variety of bilingual Books, Rosetta Stone Language Program, as well as a host of other language related software.
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).

Before the school year commences, we provide all of our newly enrolled ELL's with packets that contain a wide variety of language learning activities and resources. All information and suggested resources are in Spanish and English. Additionally, we invite parents and students for a before-school ENL orientation and information session. Entrants who come in during the year are similarly provided for. In addition, they are assigned an English language buddy to help ease the transition to a new language. Further, they participate in various clubs, including the ESL Photo Club, which follows the Literacy Through Photography (LTP) program. All appropriate supports, including a range of technological supports, are provided for these students. In order to provide ELL's with support for the upcoming school year, students are offered the opportunity to attend the ENL Summer Program. Staff include, Janine Colon, Principal, Deborah Casey, Assistant Principal, Maria Rodriguez, Parent Coordinator, Gina DiGiglio, Guidance Counselor, Julia Komito, Speech teacher, and Robert Burstein, ENL provider.

17. What language electives are offered to ELLs?
As a K-5 school we currently offer none.

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

   a. Our Dual Language Kindergarten, first grade, & second grade classes are taught using the self-contained model. EP's and ELL's are integrated 100% of the day.
   b. Instructional time is split half and half between English and Spanish.
   c. The classroom is color coded for each language.
   d. Emergent literacy is taught in both languages at the same time.

Estrellita assessments and other student progress monitoring tools are used to assess comprehension and progress, in order for students to move from one building block to another. Estrellitas is a phonics-based accelerated beginning Spanish reading program. The class follows a 50/50 schedule on two week cycles. Teachers use a color-coded system to indicate the language of instruction and communication in present use. They wear red aprons for Spanish instruction, and blue aprons for English. A sample schedule is: 8:15-8:30- unpack, 8:30-8:50- Wellness, 9:00-9:45- Math (Spanish), 9:45-10:30- Vocabulario, reunion de la manana, 10:40-11:20- Lunch, 11:20-12:15- Estrelliatas- fonica, 12:30- 1:25- Computers, 1:30- 1:55- reading, 1:55-2:20- snack, pack up, dismissal.

### 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?

We have professional development workshops scheduled for all teachers of our ELL students to assist them in lesson planning for our ELL students with respect to the Common Core Learning Standards. They are as follows: Common Core Lesson Planning and the English Language Learner, Instructional Support for ELL's using the Common Core, and Using the Danielson Rubric to Meet the Needs of English Language Learners.

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.

To assist ELL's as they transition from Elementary to Middle School, key personnel from the designated middle school come to speak to our students regarding school policy, curriculum, and extra-curriculum activities. In addition they are given a tour of the middle school building, as well as brochures, and an open-house for students and their parents. The support that we provide to our teachers and guidance counselors to assist with the transition from elementary to middle school, includes data on students, portfolio assessments, and binder assessments. "Teachers and our Parent Coordinator are also supported by the school leadership when assisting parents that are having difficulties with the application process or finding the best middle school fit for their child's needs. The Guidance Counselor receives professional development with respect to the NYSESLAT and interpreting NYSESLAT scores from ATS for ELL students. The ENL teacher also meets with the Guidance Counselor to explain potential difficulties ELL parents and students may experience as they make the transition to middle school. The following topics are scheduled for this school year to meet the 7.5 hours of training required for all staff. The Identification and Placement Process for ELL's, the Common Core Curriculum, ELL's and Balanced Literacy, and Math and the ENL Student. Agendas, sign-in sheets and handouts of these trainings are maintained in the ENL classroom in a file.

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?

An initial meeting at the beginning of the school year is arranged with the parent and the ENL provider and our bilingual Parent Coordinator to discuss the goals of the program, how their child's language development progress will be both determined and developed, the results of language proficiency assessments, and how the school will provide supports for the language development needs of their child in the various content areas, as well as how they can partner with school to positively advance their child's language acquisition. Interpretation or translation is provided on-site by our Parent Coordinator. Near the end of the school year another meeting is held to discuss progress toward initial goals set and services and goals for the next school year.

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

Parental involvement activities at P.S. 196 for parents of ELL's include the following: A Spring ELL Arts Festival and Luncheon for ELL parents, parent workshops to inform parents of available resources and services within the community pertinent to their needs, and PD provided by the Parent Coordinator on the NY State ELA and Math exams. We also offer an after school Parent With Child ENL Program.

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, Janine Colon, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Janine Colon</td>
<td>Principal</td>
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<tr>
<td>Deborah Casey</td>
<td>Assistant Principal</td>
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<td>8/31/17</td>
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<tr>
<td>Maria Rodriguez</td>
<td>Parent Coordinator</td>
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<td>8/31/17</td>
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<tr>
<td>Robert Burstein</td>
<td>ENL/Bilingual Teacher</td>
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<td>8/31/17</td>
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<tr>
<td>Natalie Salazar</td>
<td>Parent</td>
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<td>8/31/17</td>
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<tr>
<td>Sandy Rodriguez</td>
<td>Teacher/Subject Area</td>
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<td>8/31/17</td>
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<tr>
<td>Julie Bernier</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Gina DiGiglio</td>
<td>School Counselor</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td>Alicja Winnicki</td>
<td>Superintendent</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Field Support Center Staff Member</td>
<td>n/a</td>
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<tr>
<td>Julia Komito</td>
<td>Other Speech</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 14k196  School Name: P.S. 196  Superintendent: Alicja Winnicki

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary Lara)</td>
<td>Calo</td>
<td>ESL Provider</td>
<td>No</td>
<td>Yes</td>
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* 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.

   The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey and a questionnaire sent to the home in Spanish and English requesting the same information with respect to the parent’s primary or native language. Parents are asked to state which language they feel most comfortable and prefer to communicate in with school staff, as well as which language they wish to receive written school communications in. The results are tallied and help us determine what translation and interpretation services are needed. All parents are provided with the Bill of Parent Rights and Responsibilities in a language appropriate version for each parent, which includes information regarding their rights with respect to translation and interpretation services.

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.
Language | Written Preferred | Percent Written | Oral Preferred | Percent Oral
--- | --- | --- | --- | ---
| The preferred language for both written and oral communication for the vast majority of our parents is Spanish. The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey and a questionnaire sent to the home in Spanish and English requesting the same information with respect to the parent's primary or native language. The results are tallied and help us determine what translation and interpretation services are needed. All 347 homes of our students were surveyed; of these 48% of our parents speak Spanish with the balance speaking English as their primary language. We have communicated this information and provided for translation and interpretation services to our school community through our newsletter and through a language translation and interpretation services fact sheet that we have sent home. | | | |

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.

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.
Our school disseminates Welcome Letters, Medical Forms, Parent-Teacher Meeting Announcements, School Scheduling, School Events Notices, as well as all critical documents including Annual Handbooks, Newsletters, Calendars, Parent-Teacher Conference Announcements, After School Program Information, NYS Testing Dates, General Overview of Student Curriculum, as well as letters from the School Leadership Team, amongst others. Most critical documents, as well as other non-critical ones, are distributed to parents when school resumes each September. Additional documents are distributed on an as needed basis and when deemed timely.

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.

The formal Face-to-Face meetings our school typically has with parents, include Parent-Teacher Conferences, scheduled this year for both the afternoon and evening of November 5, 2015 as well as March 3, 2016, Meet the Teacher Night, scheduled for September 2015, as well as regular Parent Engagement meetings daily from 2:20-3:15pm. Other interactions include, but are not limited to, IEP Meetings, Common Core Training for parents, scheduled for November 2015, New York School Account Training, scheduled for January 2016, as well as meetings requested by parents or teachers to address specific educational or other concerns.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

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

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

The primary language spoken by our parents is determined within the first ten days of their child’s entrance into our school. We keep a Parental Primary Languages Log with this information in our Main office. This information is also noted on student emergency cards and in ATS. We publish the results of our language interpretation and translation surveys in our school newsletter. We send home a separate language services fact sheet in multiple languages that discusses parents rights to these services and contains information on how they can access them. We include information contained in our Language Access Kit provided by the DOE’s Translation and Interpretation Unit. Our school's safety plan has procedures in place to facilitate the provision of language access services to ensure that all parents feel welcome and each has access to all administrative offices. In addition we have appropriate bilingual signage throughout our school. Our Parent Coordinator has been trained on parental language access requirements and our school follows the procedures outlined on the Translation and Interpretation website with respect to translation and interpretation requirements.

The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey and a questionnaire sent to the home in Spanish and English requesting this information. The results are tallied and help us determine what translation and interpretation services are needed. All 344 homes of our students were surveyed; of these 48% of our parents speak Spanish with the balance speaking English as their primary language. We have communicated this information and provided translation and interpretation services to our school community through our newsletter.

We provide written translation services to meet the needs identified by the parents above, by in house fully bilingual staff as well as contractors as necessary. We have provided translated Bill of Parent Rights and Responsibilities to our parents. We have forms available in the languages that we need, Spanish and English, as well as appropriate signage in our school.

The procedure followed to provide written translation in a timely manner as follows: all known school documents and notices are translated in September so that they are readily available while all others are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of Monthly newsletters, Academic Vocabulary glossaries for Math and ELA for parental use with their children and all Health notices.
Oral interpretation services are provided in a similar manner at the Open House meetings, Parent Teacher Conferences, PTA meetings, Meet the Teacher Night and Parent Workshops.

Parents were sent a letter in September 2015 apprising them of the availability of translation and interpretation services. Information was contained therein that explains how they can access these services, as well as the fact that they can come to the school and be assisted to access services necessary for them. This letter will be resent in February 2016. Additionally, parents are provided with the Parental Bill of Rights, the Parents Guide to Language Access, as well as seeing material related these services when they enter the school or go to the Main Office. Parents are always asked if they need such services when they visit the school and interact with staff.

**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?

Our school gathers information and feedback from parents with respect to the quality and availability of translation and interpretation services through the use of a parent survey, as well as through discussions at Parent Teacher Association meetings. This feedback is used by us to help us refine our provision of information and access with respect to Translation & Interpretation services for our parents and their families.