2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 05M092
School Name: P.S. 092 MARY MCLEOD BETHUNE
Principal: ROSA DAVILA
Comprehensive Educational Plan (CEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Mary McLeod Bethune</th>
<th>School Number (DBN):</th>
<th>05M092</th>
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</thead>
<tbody>
<tr>
<td>BDES Code:</td>
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</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K - Grade 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>222 West 134 Street New York, NY 10030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-690-5915</td>
<td>Fax: 212-690-5920</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Yvonne Wilkinson</td>
<td>Email Address:</td>
<td><a href="mailto:YWilkin@schools.nyc.gov">YWilkin@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Rosa Davila</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Denise Bullock</td>
<td></td>
<td></td>
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<tr>
<td>Parents’ Association President:</td>
<td>Kahlilah Briggs</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Michelle Wilson</td>
<td></td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Aimee Berazate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td>N/A</td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>05</th>
<th>Superintendent:</th>
<th>DanikaRux</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>123 Morningside Drive – Unit 2 – Room 235, New York, NY 10027</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:DRux@schools.nyc.gov">DRux@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-316-0451</td>
<td>Fax:</td>
<td></td>
</tr>
</tbody>
</table>
Field Support Center (FSC)

Manhattan Field Support

Executive Director: Yuet Chu

Executive Director’s Office Address:
333 7th Avenue, New York NY

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

Phone Number: 646.470.0721
Fax: 212-356-7564
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>Rosa Davila</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Denise Bullock</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Kahlilah Briggs</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Renee Stubbs</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>AimeeBerazate</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Dawn Roberts</td>
<td>Member/ UFT</td>
<td></td>
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<tr>
<td>Michelle Wilson</td>
<td>Member/UFT Chairperson</td>
<td></td>
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<tr>
<td>Jennifer Graves</td>
<td>Member/PA Secretary</td>
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</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>La Keisha Simmons</td>
<td>Member/ PA Treasurer</td>
<td></td>
</tr>
<tr>
<td>Judy Belgrave</td>
<td>Member/ PA Member</td>
<td></td>
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<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>
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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>
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<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>
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<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>
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<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>
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</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**

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<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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The staff of Mary McLeod Bethune/PS 92M is dedicated to developing the mastery of basic grade level skills in all students. Our purpose is to educate all students to higher levels of academic performance, to help students set and attain goals, and to promote positive attitudes of self, others and the community. We accept the responsibility to teach all students, so that they may attain their maximum potential academically, socially, emotionally and physically.
In essence we are preparing students to become lifelong learners and productive citizens to meet the challenges of the twenty-first century.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The professional learning community at PS 92 is dedicated to developing the mastery of basic grade level skills in all students through targeted instruction that is 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. Our purpose is to educate all students to a higher level of academic performance, to help students set and attain goals, and to promote positive attitudes of self, others and the community. We therefore work collaboratively to provide students with the best educational experience possible. There is a strong relationship between the home, staff and the administrative team as evidenced by the NYC School Survey and multiple school initiatives. There is a strong partnership with Harlem Children’s Zone that promotes healthy Harlem a program that encourages healthy eating habits among children and families as a whole. In addition, they also collaborate with our school in promoting other educational programs that enrich the educational experience of our students.

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

The Mary McLeod Bethune School, PS 92M, is a barrier free elementary school located in Central Harlem, New York City. The Pre-Kindergarten to 5th grade school serves approximately 300 children from culturally diverse backgrounds. Our doors are open to immigrants from Mexico, Africa, Jamaica, Dominican Republic, South America and Yemen. In addition, a small segment of our community comes from Puerto Rico, and the vast majority is African-American. The student population includes Students with Disabilities (SWD) and English as a New Language (ENL). The school building is a well-kept beautiful modern building, where pride in the students’ accomplishments is evident in the prominently displayed student work. Another very unique characteristic of PS 92M is that we share the building with a middle school, St. Hope Academy and a high school, Democracy Preparatory School.

Mary McLeod Bethune offers a variety of instructional programs. We have the traditional general education classrooms, and also offer smaller specialized classroom instruction. The average size class in grades K-1 ranges from 15-20. In the upper grades, the class size ranges from 20-30. The students are heterogeneously grouped within each grade.

The principal, assistant principals and 80 percent of the teaching staff have been at PS 92 for more than six years and there is a high level of commitment demonstrated by administration, staff and the community towards increasing student academic performance. PS 92 has engaged in intensive staff development in order to provide children with instruction of the highest quality, especially in English Language Arts (ELA), specifically Writing. Our mission is: The staff of PS 92 is dedicated to developing the mastery of basic grade level skills in all students. Our purpose is to educate all students to a higher level of academic performance, to help students set and attain goals, and to promote positive attitudes of self, others and the community. We accept the responsibility to teach all students, so that they may attain their maximum educational potential academically, socially, emotionally and physically. In essence, we are preparing students to become lifelong learners and productive citizens to meet the challenges of the twenty-first century and beyond.

Mary McLeod Bethune has grown into a school where nurturing and professionalism go hand in hand. It is a place where academic excellence is strived towards, and loving children is always expected.

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.
Mary McLeod Bethune has made the most growth in communicating high expectations and providing training to the entire staff based on the Quality Review Report. Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students, and provide clear, focused, and effective feedback.

In our trajectory to show growth among all students, especially our special education students and our English Language Learners our teachers continue to work diligently to provide rigorous instruction to all learners. This school year we will further develop our Project Based Learning Units and our Writing Units to so that they are embedded with relevant rigorous tasks and activities that will promote improved student performance.
### School Demographics and Accountability Snapshot for 05M092

#### School Configuration (2018-19)

- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 265
- **SIG Recipient (Y/N)**: No

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

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

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

- **# Special Classes (ELA)**: 42
- **# SETSS (ELA)**: 8
- **# Integrated Collaborative Teaching (ELA)**: 32
- **# Special Classes (Math)**: 41
- **# SETSS (Math)**: 8
- **# Integrated Collaborative Teaching (Math)**: 34

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

- **# Visual Arts**: 3
- **# Music**: 3
- **# Drama**: 3
- **# Foreign Language**: N/A
- **# CTE**: N/A

#### School Composition (2017-18)

- **% Title I Population**: 98.0%
- **% Free Lunch**: 97.0%
- **% Limited English Proficient**: 7.9%
- **% Multi-Racial**: 1.1%

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

- **% American Indian or Alaska Native**: 0.8%
- **% Black or African American**: 60.8%
- **% Hispanic or Latino**: 38.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.8%
- **% White**: 11.1%

#### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**: 15.64
- **# of Assistant Principals (2016-17)**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 14%
- **% Teaching with Fewer Than 3 Years of Experience**: 11%
- **Average Teacher Absences (2014-15)**: 8.8
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **ELA Performance at levels 3 & 4**: 22.1%
  - **Mathematics Performance at levels 3 & 4**: 18.2%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 69%

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

- **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
- **4 Year Graduation Rate**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

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

- **Reward**: No
- **In Good Standing**: Yes
- **Focus District**: Yes
- **Priority School**: No

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

**Elementary/Middle School**

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

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

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

**High School**

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

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

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Reflecting upon the 2017-2018 plan:

During the 2017-2018 school year, PS 92 implemented many positive changes. The strength of our plan was maximizing resources to provide strategic rigorous instruction to all students. The learning community collaborated to create an inclusive culture and climate where there is mutual trust among staff, students and parents. In addition, the administrative team established professional development opportunities for the staff, fostering a culture of high expectations for all members of the learning community. Assistant principal guided teachers in becoming collaborative and using teacher teams to improve their analysis of student work and to better provide targeted rigorous instruction and to build capacity in improving student writing throughout our school.

Developing the 2018-2019 plan:

The plan is being developed through careful reflection of the results of the 2017-2018 plan, administrative observation, principal performance observation data and New York State test results, the Framework for GreatSchools. - Rigorous Instruction 2015 we scored 79% on the Quality of Student Discussion and 86% in Common Core Shifts in Math, and the 2015-2016 Quality Review revealed a rating of developing in Pedagogy.

The principal is, and continues to be in frequent dialogue with the members of the PS 92 School Leadership team (SLT) as well as with the school’s Lead teachers and staff in general. A professional learning community has been established with three distinct teams, the Writing team, Math team and Reading team. Writing is of high priority and as a result a theory of action is being implemented to address the poor performance of our students in Writing. Planning sessions are being utilized to draw from all representatives of the PS 92 professional learning community. The plan will be posted on the district’s website. It will be shared with the entire learning community including parents and Community Based Organizations (CBO’s) through informational meetings scheduled by the school. The plan will be explained and questions from the parents and community members will be answered. Spanish translation will be provided. In addition, grade level team and teacher teams will be monitored closely by the administrative in an effort to strengthen teachers knowledge of content and pedagogy, which will impact planning and preparation that will meet district standards and foster teachers providing instruction that will benefit all students.

The school’s needs are as follows:
1. Increase overall student performance on grades NYS ELA and Math exams in grades 3-5 by 20% in the 2017-2018 school year.
2. Develop curricula and tasks that consistently emphasize rigorous habits and higher-order skills and are planned to engage all learners.
3. To continue to assess current strategies to better align to requirements and rigor of the Common Core Learning Standards (CCLS).
4. To review, revise and continue monitoring grade level outcomes for staff and students.
5. To increase the teaching practices across classrooms to reflect the use of adequate scaffolds, interactive activities, lesson adaptations, and a targeted instructional model that takes individual and small groups into account, including English Language Learners and students with Individualized Education Plans. Thus transforming classrooms into student centered environments.
6. Strengthen teachers’ content knowledge and pedagogical practices in the use of purposeful learning extensions and in the use of questioning and discussion techniques so that practices align with our instructional vision and all learners are engaged in high quality discussions and tasks.
7. Deepen teachers’ skills in the use of daily formative assessment data to make instructional adjustments and ensure that students make progress toward mastery of explicitly stated and standard aligned learning objectives.
8. Integrate Project Based Learning, infused with technology to make accountable differences in instruction, learning, assessment, and management of students’ progress.
9. To continue to increase the awareness and further develop the level of activities to engage parents in student data analysis to offer a true picture of their child’s academic progress.
10. To continue to promote the strengthening of student writing by adding an additional out-of-classroom cluster position to provide additional supports to students in the area of writing.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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, teachers will increase the rigor in their planning, preparation and implementation of aggressive monitoring that will result in a 20% increase in both English Language Arts and Math growth measures by all students, including students with disabilities and English Language Learners as measured by the 2019 State Exams.
### 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).

### Target Group(s)

Who will be targeted?

### Timeline

What is the start and end date?

### Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit planning session in designing and implementing rigorous lessons for the ReadyGen, Teachers’ College Writing Program (TCWP) and Go Math curriculum to address the needs of all students General Education, Special Education and English Language Learners.</td>
<td>Grade level teacher leaders, including general education, special education, Assistant Principal</td>
<td>August 2018, Once Monthly from September 2017 thru May 2018. Grade level teacher teams will meet once weekly during common prep periods</td>
<td>The Principal, administrative team, Peer Collaborative teacher, District liaison, BFSC Specialists,</td>
</tr>
<tr>
<td>Professional development on rigorous and authentic measures of student learning that are aligned to the Common Core Learning Standards with a specific focus on designing coherent instruction with rigor, engagement and higher-order questioning . Differentiated Professional development on improving pedagogical practices in the use of purposeful learning extensions and in the use of questioning and discussion techniques so that practices align with our instructional vision and all learners are engaged in high quality discussions and tasks.</td>
<td>All teachers, including general education, special education, Peer Collaborative teacher, out of classroom instructional support</td>
<td>September 2018 thru June 2019. During specific Monday mandatory professional development.</td>
<td>The Principal, administrative team, BFSC Specialists,</td>
</tr>
<tr>
<td>Ongoing Teacher Team collaborative meetings about high-quality teaching, inter-class visitation to off-site class visitation foster both a professional community and shared learning and support. Monthly lesson study and planning session to strengthen teachers’ content knowledge and pedagogical practices in the use of purposeful learning extensions and in the use of aggressive monitoring so that practices align with our instructional vision and all learners are engaged in high quality discussions and tasks.</td>
<td>All teachers, including general education, special education, Peer Collaborative teacher, out of classroom instructional support</td>
<td>September 2018 thru June 2019. Mondays during mandatory professional development.</td>
<td>The Principal, administrative team, BFSC Specialists,</td>
</tr>
</tbody>
</table>
quality discussions and tasks with the teacher leader and grade supervisor.

8. Ongoing collaborative meetings with the computer technologist about integrating technology that makes accountable differences in instruction, learning, assessment, and management of students’ progress.

| All teachers, including general education, special education, out of classroom instructional support | September 2018 thru June 2019 | The Principal, administrative team, Computer technologist |

9. Collaboration between the School Leadership Team (SLT) and the Parent Association (PA)/ Parent Coordinator to host quarterly workshops on topics that parents identify as being of priority in helping them to support their children.

Last Thursday of every month parents can visit their child's classroom and observe the instructional process.

| Parents of all students including ELL and SWD | Beginning September 2018 | The Principal, Administrative Team, SLT and Parent Coordinator |

### 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.

Based on our Title I status and our large number of students in temporary housing it has become increasingly necessary to improve our outreach to parents. Through the efforts of our parent coordinator, parent association and staff in general we have been working collaboratively to improve increase the activities during the mandatory parent engagement time on Tuesdays, continue the once a month visit your child’s class on the last Thursday of each month and to improve some of the other activities while eliciting other ideas from the professional learning community.
Part 4 – Budget and Resource Alignment

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

1. The principal, the school’s administrative team and the instructional cabinet will facilitate professional conversations and other on-site workshops.

2. Teachers will receive per session or training rate for after school planning and study group/lesson study

3. Professional texts on Rigor, "Bite Size" (Scaffolded Instruction), Aggressive Monitoring and Effective Teachers will be purchased for book study

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

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

Part 5 – Progress Monitoring

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

By November of 2018, February 2019 and May 2019 the data specialist/administrative team in collaboration with teacher teams will conduct an analysis of the results of internal assessments as compared to the external assessments to evaluate the alignment between the internal and external assessments data with a target of no more than a 15% deviation in the scoring alignment. The administrative team as well as teacher teams will analyze data patterns and use it to further provide targeted instruction. The administrative team will also review teacher observation notes/feedback notes to determine targeted professional development for individual teachers and other individualized supports. Progress checks will be conducted a minimum of three times a year between October 2018 and May 2019 by the principal and the administrative team.

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

By June 2019, there will be a 15% increase in both English Language Arts and Math growth measures by all students, including students with disabilities and English Language Learners as measured by the NYS ELA and Math tests.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

After reviewing the 2016 - 2017 School Quality Snapshot, the school received a 72% in the area of Rigorous instruction

As a school we need to:

· To continue to strengthen the teaching practices across classrooms to reflect the use of adequate scaffolds "Bite Size", interactive activities, lesson adaptations, aggressive monitoring and a targeted instructional model that takes individual and small groups into account, including English Language Learners and students with Individualized Education Plans. Thus transforming classrooms into student centered environments where all learners needs are taken into account.

· Strengthen teachers’ content knowledge and pedagogical practices in the use of purposeful learning extensions and increasing rigor and engagement in their instruction that aligns with the school’s instructional vision; all learners are engaged in high quality discussions and tasks that is differentiated. Also, after reviewing the Spring 2018 ELA and Math data, we will continue to implement a theory of action to increase teachers’ repertoire of strategies for teaching students to write for varied purposes and audiences that reflects the craft structure of the genre and is in alignment with the CCLS so that there will be an increase in student performance in Writing with a focus on SWD.

· Deepen teachers’ skills in the use of daily formative assessment data, aggressive monitoring to make instructional adjustments and ensure that students make progress toward mastery of explicitly stated and standard aligned learning objectives.

· Implement Restorative circle across the curriculum to provide positive spaces for students to access content knowledge and to showcase their understandings.

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, we will ensure that all members of our school community engage in restorative circles; feel physically and emotionally secure, allowing everyone to focus on students learning as evidenced by above average (grey, blue, or light blue) level outcomes on the 2018 School Survey in the category of School Culture for parents and teachers.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in Restorative Circles training.</td>
<td>Administrators, All teachers</td>
<td>July thru August 2018</td>
<td>The Principal, administrative team and Parent Coordinator</td>
</tr>
<tr>
<td>Administer school climate reform survey to measure the level of respect and then using that information to improve the quality of school life.</td>
<td></td>
<td>September thru October 2018</td>
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</tr>
<tr>
<td>Grades three and Four teachers turn key during professional development &quot;Respect for All&quot; to promote anti-bullying, acceptance and tolerance and to address the needs of all students (General Education, Special Education and English Language Learners</td>
<td>Professional development will be conducted to create opportunities for group decision making - open dialogue.</td>
<td>September 2018 thru June 2019</td>
<td>The Principal, administrative team, grade level teacher leaders</td>
</tr>
<tr>
<td>Student Council meetings once monthly to create opportunities for students to engage in the decision making process.</td>
<td>All grade level teacher leaders, including general</td>
<td>September 2018 thru June 2019</td>
<td>The Principal, administrative team, Parent Coordinator</td>
</tr>
<tr>
<td>Professional development on Restorative circles activities to promote Acceptance and Tolerance, Respect for All and to foster relationships/friendships among peers.</td>
<td>education, special education, out of classroom instructional support, grade level student council representatives</td>
<td>One Wednesday per month</td>
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<tr>
<td>Collaboration between the School Leadership Team (SLT), the Parent Association (PA) and the Parent Coordinator to host quarterly workshops on &quot;Respect for All&quot;. Last Thursday of every month parents can visit their child's classroom and observe the instructional process.</td>
<td>Parents of all students including ELL and SWD</td>
<td>Beginning September 2018</td>
<td>The Principal, Administrative Team, SLT and Parent Coordinator</td>
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<tr>
<td>Ongoing collaborative meetings with the computer technologist about integrating technology that makes accountable differences in instruction, learning, assessment, and management of students’ progress.</td>
<td>All teachers, including general education, special education, out of classroom instructional support</td>
<td>September 2018 thru June 2019</td>
<td>The Principal, administrative team, Computer technologist</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.
Based on our Title I status and our large number of students in temporary housing, it has become increasingly
necessary to improve our outreach to parents. Through the efforts of our parent coordinator, parent association and
staff in general, we have been working collaboratively to improve the activities during the mandatory parent
engagement time on Tuesdays, continue the once a month visit your child's class on the last Thursday of each month
and to improve some of the other activities while eliciting other ideas from the professional learning community.

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**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.

1. The principal and the school’s administrative team will facilitate professional conversations and other on-site
workshops.

2. Teachers will receive per session or training rate for after school planning and study group/lesson study

3. Professional texts on Rigor, Teacher Teams, Differentiated instruction and Qualities of Effective Teachers will be
purchased for book study

**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>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<td>X</td>
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<td>21st Century</td>
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<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, a comparison will be made between teachers rated ineffective, developing, effective or highly
effective in using aggressive monitoring to inform their instructional practices in September 2018 and January 2019,
as measured by Danielson Framework Advance.

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

By June 2019, 85% of teachers will be rated effective or highly effective in using assessments to inform instruction as
evidenced by Principal's final observation report.

**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.

After reviewing the 2015 - 2016 school’s Quality Review (QR) we are rated as Proficient for Teacher Teams and leadership development.

As a school we will continue to focus on:

Building and sustaining teacher teams to enhance student learning through improved instruction. This will:

1. Improve the Measure of Teacher Practice (MOTP) rating for all teachers
2. Increase student academic performance in all subject areas by students in the bottom third, ELL, SWD and will impact all students
3. Increase shared insight into student work; identifying patterns and trends that will allow for differentiated instruction for all learners
4. Improve classroom management so that all students are given the opportunity to learn in an environment that is conducive to learning.
5. Provide additional support for new teachers and teachers who are ineffective and developing in some areas
6. Promote increased teacher leadership where teachers can serve as resources to colleagues and engage in authentic activities that leads to professional growth and increased student outcomes

Part 2 – Annual Goal

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

By June 2019, 100% of teachers will visit the lab site classroom and receive instructional support from the peer collaborative teacher, meet in teacher teams to collaborate in using the rigor trajectory support rigorous instruction at least once a week as evidenced by their agendas and an increase in aggressive monitoring in both ELA and Math.
### 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</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2019 collaborative instructional team planning session for grade teacher leader and administrators to develop action plans that consistently emphasize rigorous habits and higher-order skills, aggressive monitoring and are planned to engage all learners.</td>
<td>Grade level teacher leaders, Computer technologist, Administrators</td>
<td>August 2019</td>
<td>Principal and administrative team Instructional Team</td>
</tr>
<tr>
<td>September 2018 Initial Planning conversations and Goal Setting sessions for all teachers with a focus on collaborative engagement, designing coherent and rigorous instruction and aggressive monitoring around Danielson’s Framework for Teaching and its role in being a highly effective teacher in implementing instruction to all students General Education, Special Education and English Language Learners</td>
<td>All teachers, including general education, special education, out of classroom instructional support</td>
<td>September 2018 thru June 2019</td>
<td>The Principal, administrative team, BSCF Specialists</td>
</tr>
</tbody>
</table>

Teachers will work together in teams to develop unit and lesson plans that are embedded with scaffolds, lesson adaptations and differentiation that promotes access into the curriculum for all learners.

Teacher teams will research, and define best practices to apply and evaluate in the classroom.

Teachers will lead and facilitate discussions to promote professional growth among colleagues.
Ongoing Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support.

All teachers, including general education, special education, out of classroom instructional support

September 2018 thru June 2019

The Principal, administrative team, BSCF Specialists,

**Principal’s Initiative “Teacher Tiers” and Peer Collaborative Teacher support system with a focus on providing tiered support to teachers based on performance rating on most recent teacher evaluation rating.**

Ongoing school-based peer collaboration that engage teachers and paraprofessionals in professional conversations with their peers and administrators about high-quality teaching foster both a professional community and shared learning and support.

All teachers, including general education, special education, out of classroom instructional support, paraprofessionals

September 2018 thru June 2019

Wednesdays at 3:30pm

The Principal, administrative team, BSCF Specialists

**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.

Based on our Title I status and our large number of students in temporary housing it has become increasingly necessary to improve our outreach to parents. Through the efforts of our parent coordinator, parent association and staff in general we have been working collaboratively to improve the activities during the mandatory parent engagement time on Tuesdays teachers will model problem solving in Math, expose parents to the craft and structure of the different writing genres, provide resources to use at home, teach Math games and just be available to answer questions that parents might have. The goal is to improve student performance by collaborating with parents.

**Part 4 – Budget and Resource Alignment**

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

1. The principal and the school’s administrative team will facilitate professional conversations and other on-site workshops.
2. Teachers will receive per session or training rate for after school planning and study group/lesson study

3. Professional texts on Rigor, Teacher Teams, Differentiated instruction and Qualities of Effective Teachers will be purchased for book study

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

**Part 5 – Progress Monitoring**

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

By February 2019 a comparison will be made between teachers rated ineffective developing, effective or highly effective in using their use of scaffolds lesson adaptations and differentiation between September 2018 and January 2019 as measured by administrative review of lesson and unit plans.

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

By June 2019, 80% of teachers will increase their use of aggressive monitoring and the rigor trajectory as measured by administrative review of lesson and unit plans as evidenced in Principal's final observation report

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

After reviewing the The School Quality Snapshot for 2016-2017 report we were rated 79% in the area of Effective School Leadership.

As a learning community we will continue to focus on:

Establishing sub-committees to involve teachers in the decision making and selection of instructional programs.

Improving our professional development program to provide targeted pedagogical professional learning experiences for staff focused on increasing and sustaining capacity, accountability, and student outcomes.

Engaging the entire faculty in continuous professional development opportunities including designing coherent instruction around Danielson’s *Framework for Teaching* and its role in being a highly effective teacher in implementing instruction to all students and individualized coaching on implementing rigorous and relevant instruction.

Further strengthening teachers’ content knowledge and pedagogical skills through regularly scheduled common meeting time for curriculum planning, lesson study, problem solving, book study, and reviewing student work and progress.

Peer Collaborative Teacher and District Teacher Development Coach to support teachers as they engage in lesson studies; implement research-based instructional strategies in their classroom by giving feedback and allowing teachers to reflect on their practice. Teachers in their first 3 years are assigned instructional mentors who provide individualized support.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will increase the standards of professional practice within the instructional cabinet and other leadership teams, build capacity as a professional learning community, and develop an increased sense of collaboration that will further strengthen our instructional capacity as teachers have a voice in key decision making; collective responsibility for our school, which will increase our rating by 7% in the effective leadership section of the Framework for Great Schools from 78% to 85%.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All teachers, including general education, special education, out of classroom instructional support</td>
<td>September 2018 thru June 2019</td>
<td>The Principal, administrative team, BSCF Specialists</td>
</tr>
<tr>
<td>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).</td>
<td>Ongoing professional development program to provide targeted pedagogical professional learning experiences for staff focused on increasing and sustaining capacity, accountability, and student outcomes</td>
<td>September 2018 thru June 2019</td>
<td>The Principal, administrative team, BSCF Specialists</td>
</tr>
<tr>
<td>Continuous professional development opportunities including designing coherent instruction around Danielson’s Framework for Teaching and its role in being a highly effective teacher in implementing instruction to all students and individualized coaching on implementing rigorous and relevant instruction.</td>
<td>All teachers, including general education, special education, out of classroom instructional support</td>
<td>September 2018 thru June 2019</td>
<td>The Principal, administrative team, BSCF Specialists</td>
</tr>
<tr>
<td>Ongoing teacher team meetings to further strengthen teachers’ content knowledge and pedagogical skills through regularly scheduled common meeting time for curriculum planning, lesson study, problem solving, book study, and reviewing student work and progress. Assistant principal will work collaboratively with teacher teams; providing guidance in monitoring student progress and increasing leadership skills within the team.</td>
<td>All teachers, including general education, special education, out of classroom instructional support</td>
<td>September 2018 thru June 2019</td>
<td>The Principal, administrative team, BSCF Specialists</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
The School Leadership Team (SLT) is very functional in our school. The team works collaboratively with the professional learning community in ensuring that the needs of all learners are met. The team also seeks to empower families in becoming advocates for their children and seeing themselves as major stakeholders in the education of their children. As a result, the team ensures that title 1 funds are used for the development of parent leaders through collaboration with the professional learning community.

### Part 4 – Budget and Resource Alignment

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

1. The principal and the school’s administrative team will facilitate professional conversations and other on-site workshops.

2. Teachers will receive per session or training rate for after school planning and study group/lesson study.

3. Professional texts on Teacher Teams, Differentiated instruction and Qualities of Effective Teachers will be purchased for book study.

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

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

### Part 5 – Progress Monitoring

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

By February 2019 there will be a 5% increase in positive feedback at teacher team meetings as measured by administrative review of meeting agendas and minutes and teacher reflection sheets.

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

Administrative checklist for monitoring Teacher Teams.

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

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

Part 1 – Needs Assessment

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

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

The SLT reflected on the goals for the 2017 – 2018 school year and reviewed the degree to which our school effectively communicates its goals, mission and vision to the entire learning community, especially parents. A key factor in building capacity is by establishing and maintaining a welcoming, encouraging learning environment, and developing partnerships with families, businesses, and community based organizations. Included in this review is the Elementary School Quality Snapshot NYC School Survey 2015 and the 2015-2016 QR which indicates that 90% of parents are satisfied with the education that their child has received and that the school leaders consistently communicate high expectations to all stakeholders. The SLT would like to see 100% parent satisfaction. This data suggests that parents would welcome more information about the curriculum their children are learning, develop an understanding of how they are learning and become equipped with strategies they can use at home to further support their child in meeting learning targets.

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, the administrative team and parent coordinator will revise and improve the structures in place to actively engage parents in the instructional practices and assessment practices of the school so that parents will become more effective learning partners in supporting their children to achieve academic success evidenced by a 10% increase in the 2019 school survey question related to parents satisfaction about their child’s education.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All subgroups including Special Education and English Language Learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2018 thru June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Principal, administrative team, BSCF Specialists SLT Team, Parent Coordinator</td>
</tr>
</tbody>
</table>

Title I Parent meeting in September to share the curriculum and other programs to be implemented for the school year. To discuss activities that can implemented with Title I funds to enhance parent involvement and student achievement.

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Ongoing Parent Involvement sessions every Tuesday from 2:20 thru 3:00 pm school-wide, on grade levels, and with individual as needed.

There will be “Learning through Games and the Arts” activities once monthly for grades K thru 2 parents and “Tuesday Tea” once monthly for grades 3 thru 5 parents. Parents will get involved in a typical lesson that is taught to their child and also provided with the opportunity to ask questions and actively engage in the lesson.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers, All parents</td>
</tr>
</tbody>
</table>

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</table>

Each month the parent coordinator will send home school calendars in English and Spanish and where necessary translation will be made available in other languages.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
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<tr>
<td>All parents</td>
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</table>

The SLT will continue to meet once per month to discuss and progress monitor the overall goals and programs of the school and where necessary make adjustments to increase student performance.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
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<td>All parents</td>
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</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.

Harlem Children's Zone

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, and all teachers

Computer/Technology Coordinator to assist with fliers for events, set up for presentations

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>
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<th>Title I TA</th>
<th>Title II, Part A</th>
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<th>Title III, Immigrant</th>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
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<td>SIG</td>
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<td>In Kind</td>
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</tbody>
</table>

Part 5 – Progress Monitoring

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

The SLT along with the administrative team will conduct an analysis of the results of parent surveys, attendance sheets for parent engagement session to evaluate the improvement/increase in parental involvement. Further analysis will be done on the correlation between the parents involved in school wide activities and student academic progress. By February 2018 there will be a 5% increase in the number of parents attending parent involvement activities as measured by attendance sheets for parent engagement sessions, parent reflection sheets and surveys.

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

By June 2019, the administrative team will revise and improve the structures in place to actively engage parents in the instructional practices and assessment practices of the school so that parents will become more effective learning partners in supporting their children to achieve academic success evidenced by a 10% increase in the 2019 school survey question related to parents satisfaction about their child's education.

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><strong>English Language Arts (ELA)</strong></td>
<td>Students who score level 1 or 2 on NYS ELA assessments; demonstrate significant gaps in academic progress, specifically Reading Level and Writing ability and have received in-class RTI are reviewed by the student support team and then a decision is made for the level of academic intervention services (AIS)</td>
<td>Quick Reads-Researched Based Fluency Program, Comprehensive Reading Assessment, Rewards, Strategies (Options), Spell Read Language Program, Accelerated Reader, Vocabulary and Structured rehearsals in writing.</td>
<td>Small group instruction and one-on-one</td>
<td>2xs per week, 45 minutes each day, pull out (Grades 1, 2 &amp; 3) daily</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students who score level 1 or 2 on NYS Math; demonstrate significant gaps in academic progress in Mathematics and have received in-class RTI are reviewed by the student support team and then a decision is made for the level of academic intervention services (AIS)</td>
<td>Go Math! (Response to Intervention), Options, Kaplan Math, Math games, Math centers, Computer programs (School House Rock! Arthur’s math games, Jumpstart)</td>
<td>Go Math! (Response to Intervention), Options, Kaplan Math, Math games, Math centers, Computer programs (School House Rock! Arthur’s math games, Jumpstart)</td>
<td>2xs per, 45 minutes each day, push-in/pull-out (Grades 1 - 3).</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students who score level 1 or 2 on the NYSScience test; demonstrate significant gaps in academic progress and have received in-class RTI are reviewed by the student support team and then a decision is made for the level of</td>
<td>Foss, Delta, Kaplan, Investigations, games, Science centers, Computer programs.</td>
<td>Small group instruction and one-on-one</td>
<td>2xs per, 45 minutes each day, push-in/pull-out (Grades 1 - 3).</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students who demonstrate significant gaps in academic progress and have received in-class RTI are reviewed by the student support team and then a decision is made for the level of academic intervention services (AIS)</td>
<td>Houghton Mifflin, Kaplan Best Practices, games, Science centers, Computer programs.</td>
<td>Small group instruction and one-on-one</td>
<td>2xs per, 45 minutes each day, push-in/pull-out (Grades 1 - 3).</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>At-risk service is provided to students in a crisis situation. Students who are experiencing severe challenges and are in danger of hurting themselves and or others, are provided with immediate intervention.</td>
<td>Small group or individual as the situation negate.</td>
<td>Boys group/ Girls group or individual.</td>
<td>As needed.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<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>50</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Providing uniform, school supplies, paying for field trips</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<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.

The school will provide an array of professional development opportunities for teachers. These trainings will be conducted outside of school as well as on-site with a focus on collaborative engagement around Measure of Teacher of Practice and its role in improving teacher effectiveness so that all teachers can be rated as “highly effective” and teacher teams. In addition, the school will continue to strengthen existing relationships with nearby educational institutions that provide high quality teacher education programs (City College, Teachers College and Bank Street College) in order to access quality newly certified teachers who could potentially evolve into highly qualified teachers. Continued support will also be elicited from the BSFC. The administrative team will engage in ongoing review of faculty qualification to ensure that certification mandates are being met according to state requirements. In addition, faculty will be provided with ongoing targeted professional development based on ADVANCE data. To build teacher leadership teachers will be provide with the opportunity to facilitate professional development sessions. Grade level teacher leaders will be an ongoing initiative.

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).

High quality professional development will continue to be provided for all categories of staff. This will allow for the acquisition of enhanced competence, confidence, and increase in their content and pedagogy knowledge. The professional development schedule will include activities that are geared towards expanding individuals’ schema in the delivery of instruction as per the Common Core Learning Standards as measured by the Danielson’s Framework for Teaching rubric. Some professional development activities will take place in classrooms during inter-visitation. Other professional development activities will include discussion of professional articles, weekly collaborative planning on grade level and teacher observations.

- August 2018 collaborative instructional team planning session for grade teacher leaders, ELA/Math Coach and administrators to develop curricula and tasks that consistently emphasize rigorous habits, higher- order skills and aggressive monitoring and are planned to engage all learners.
September 2018 Initial Planning conversations and Goal Setting sessions for all teachers with a focus on collaborative engagement around Measure of Teacher Practice and its role in being a highly effective teacher in implementing instruction to all students.

Scheduled sessions with Peer Collaborative teacher (Pearson – ReadyGen and Houghton Mifflin – Go Math!) for all teachers on increasing their content knowledge and improving their strategies for implementing lessons to all students.

Ongoing Peer/Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support.

Principal’s Initiative “Teacher Tiers” support system with a focus on providing tiered support to teachers based on performance rating on most recent teacher observations.

Ongoing school-based learning experiences that engage teachers and paraprofessionals in professional conversations with their peers and administrators about high-quality teaching foster both a professional community and shared learning and support.

Engage all staff in activities that build a shared school-wide understanding of what effective teaching/coherent instruction looks like in all content areas and Restorative circles.

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.).

Partial days are scheduled in September to help get students adjusted to the classroom environment and the program in general. Reduced class size in Kindergarten and the assignment of a paraprofessional in each classroom should assist pre-school students with their transition into the elementary program. This would help to further streamline...
the ratio of students to adults and thereby allowing for more individualized attention which should help to develop socialization and readiness skills in the students.

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.

On-going professional development will take place throughout the year to develop and sustain teachers’ expertise in the area of assessment and data analysis. These training sessions will allow teacher the opportunity to look at the different types of assessments administered to our students and their purpose. It will then be demonstrated how the accurate analysis of the available data can help to diagnose learning issues and provide for remedial instruction.

The MOSL team and the ILT team is comprised of teachers who collaborate and make informed decisions to improve student performance.

In addition there will be scheduled ongoing professional development that will include activities that are geared towards expanding teachers schema in the designing coherent instruction, delivery of instruction as per the Common Core Learning Standards as measured that evidences rigor and engagement. Some professional development activities will take place in classrooms during inter-visitation. Other professional development activities will include discussion of professional articles, weekly collaborative planning on grade level, during teacher team meetings and teacher observations.

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 (Refer to Galaxy for school allocation amounts)</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>$199,934.00</td>
<td>(X) Section 5e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$56,349.00</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,365.00</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,121,537.00</td>
<td>(X) Section 5a,b,c</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.

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### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 92/Mary McLeod Bethune, 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. Parents will continue to participate in workshops on the curriculum being implemented (Go Math, ReadyGen, TCWP). Parents will continue to be involved in every last “Thursday of the Month” visit to the classroom. Parents will earn scholar dollars for their kids for attending Parent Teacher Conferences. These scholar dollars can be redeemed in the scholar dollar store. The “Fathers Club” will be continued where fathers receive movie tickets after attending at least three school activities for the term.

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

PS 92/Mary McLeod Bethune will support parents and families of Title I students by:

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

### Parental Involvement and School Quality

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

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

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

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

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

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**Encouraging School-Level Parental Involvement**

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

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

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

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**School-Parent Compact (SPC)**

School-Parent Compact (SPC) PS 92/Mary McLeod Bethune

Mary McLeod Bethune/PS 92, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary 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 Elementary and Secondary 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;

II. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>Manhattan</td>
<td>092</td>
</tr>
</tbody>
</table>

**School Name** Mary McLeod Bethune

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosa M. Davila</td>
<td>Yvonne Y. Wilkinson</td>
</tr>
</tbody>
</table>

**Coach**

ENL (English as a New Language)/Bilingual Teacher

**Rodolfo L. Macasinag**

**School Counselor**

Teacher/Subject Area

**Margo Young/Science**

**Parent**

**Lelia Blair**

**Teacher/Subject Area**

**type here**

**Parent Coordinator**

**Rosalind Bates**

**Field Support Center Staff Member**

**Superintendent**

**Gail Reeves**

**Other (Name and Title)**

**C. Teacher Qualifications**

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
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</table>

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tbody>
<tr>
<td>0</td>
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</table>

**D. Student Demographics**

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>293</td>
<td>29</td>
<td>9.90%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

   The beginning of the year (BOY) NYC performance tasks - English Language Arts (ELA) is being used across the grades K-5 as one of its formative assessments for all the students including the English Language Learners (ELL). This assessment is comprised of both the Reading Inventory assessing the early literacy of students on three traits - print concepts, letter recognition and naming, phonics and word recognition. The Informational Writing task assesses the students’ writing skills on four traits - details, development, grammar and usage and conventions for the lower grades. The upper grades students’ are assessed based on their reading abilities of identifying main ideas and supporting details and using this information to write an Opinion essay. This should include facts and evidence from articles and using those with linking words and phrases in connecting their ideas and reasons with introductory and concluding paragraphs. The students have to use correct grammar and vocabulary, capitalization, punctuation and spelling in this writing task.
The Free Standing ENL/ESL program uses Student Notebooks, learning Logs, Reflection Journals and individual checklists to collect data about each English Language Learner’s proficiency development according to instructional planning.

2. What structures do you have in place to support this effort?
The school’s teacher teams support this effort. In the past years, as an out-of-classroom staff (ESL teacher), I had been a member of the Kindergarten teacher team. As a part of this team, teachers collaborate to identify students including ELLs and plan for instruction. We create SMART goals for groups of students including ELLs and plan relevant instructional activities. After each unit, we assess the students for growth in their literacy skills.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The New York State English as a Second Language Achievement Tests NYSESLAT together with the State ELA for ELLs in the testing grades, as well as the End of Year (EOY) NYC Performance Tasks are all being used to identify baseline, growth and areas of need of development in the ELLs’ language proficiency.

4. What structures do you have in place to address interventions once the summative data has been gathered?
P.S. 92 uses projections based on the baseline assessments plus the data gathered from the summative assessments for all the students including ELLs with or without disabilities. The school, also uses and interprets Annual Measurable Achievement Objectives AMAO results for planning instructions in the regular day ESL program and after school programs, too.

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.]
Like in most remediation programs, the deficiencies and skills or the weaknesses and strengths of the ELLs are taken into consideration and assessed in planning intervention instructional instruction for them accordingly. We look at the data and analyze them to follow up the progress of individual students or provide more remedial instructions. An experienced staff member who is also a “Reading Rescue” provider this preceding school year, implements two types of assessments within the framework of RtI, i.e. universal screeners and on-going progress monitoring tools to identify eligible students including ELLs for the 3 types or tiers of intervention: universal, targeted, and intensive interventions. As RtI supports differentiated instructions that are matched to students’ needs including our ELLs, our school will incorporate more increasingly intensive and one on one interventional activities for identified students as the case may be.

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].
As in the previous school years, aggregate data from the results of the NYSESLAT, ELA and Math as well as the EOY NYC Performance Tests are taken into consideration to evaluate and inform the only one ELL program at P.S. 92 which is the Free Standing ENL/ESL program for Grades k thru 5. For example, by simply looking at the RLAT from the ATs, one will see a list of all entitled ELLs. It also shows the last 3 school year’s results of an ELL’s scores in each subtest or competency of the NYSESLAT: Listening, Speaking, Reading, and Writing plus the decision, whether the student is at the Entering, Emerging, Transitional or Expanding proficiency level. The NYSITELL or LAB-R information showing the year, the raw scores, and levels of language development for each ELL are also reflected in the same ATS Exam History Report.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
As the data show, it will be manageable to create a programmatic schedule for all the entitled ELLs based on their grades and language proficiency levels from the last Spring administration of the NYSESLAT. Considering the aggregate results from the last 3 years and analyzing the competency level of a student in a given subtest, it is easier to plan for differentiated instructions and remediation or even providing additional support to the ELLs in the program.
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.
      The organizational or instructional models being followed in our school’s only ELL program, i.e. the Free Standing ENL/ESL program are the combined push-in and pull out together with the collaborative language and content instructions with the school’s cluster teachers’ programs like Science and Arts Education. In terms of program models, there are some groups which are heterogeneous: mixed proficiency levels and mixed grades (only 2 contiguous grades) or homogeneous ones, e.g. all Expanding ELLs in the 4th grade including 2 EP (Commanding) students who tested out of the program based on the Spring 2015 NYSESLAT are served as one group in a pull-out model on some days and push-in model on other days. Grades K and 1 ELLs who are both entering and emerging are served as one group and all 5th grade ELLs are served as well using the pull out model with differentiated instructions to target their levels of language proficiency and development.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The implementation of mandated minutes of ENL/ESL instruction across the grades (K-5) with different language proficiencies is always a challenge and evident in the beginning of the school year for a school offering only the Free Standing ENL/ESL program. To address this issue of scheduling of ELLs and other school responsibilities that require time management within an ELL program and its purposes, the ENL/ESL teacher will create a working schedule based on the language proficiency levels first of a given grade, i.e. the one given above for all 4th grade students who happen to be in the same level of language development. Another way to ensure the mandated number of instructional minutes is provided is to consider ELLs in 2 contiguous grades with the same language proficiency levels, i.e. students who are at the Entering and Emerging levels of language development can be grouped together.
      Since both push-in and collaborative teaching are being implemented, e.g. for all 4th grade ELLs, ESL and ELA minutes are explicitly delivered for that particular group. The pull out model will be implemented this school year for the most part by the standalone ENL program as it will flexibly meet the mandated minutes of instructions for the ELLs each week particularly in two contiguous grades. For example, a group of all Expanding (Advanced) third grade and fourth grade students will meet 4 times a week to meet their mandated ESL service for a total of 180 minutes. This can be followed with co-planning with their classroom teachers for a period of follow-up push-in instruction each week in each class to reinforce and support their ELA learning, especially in the area of Vocabulary development and Writing.

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 pull out set up will extend and scaffold reading and writing skills, academic and content area concepts and vocabulary activities of the ELLs, introduced by the ELLs’ classroom teachers during those periods of collaboration with support and remediation or enhanced independent or small group activities/assignments from the ESL teacher pushing-in. Differentiated and individualized instructions come into play, core contents become more comprehensible, and the demands of the CCLS are met.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? 

The school does not have either the Bilingual Education or Dual Language program, we do not evaluate our ELLs in their native or home languages. Administering the Spanish LAB to our Spanish-speaking ELLs periodically may be an option for our school to evaluate them in that home language.

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

Differentiation for these ELL subgroups can come in different ways and means (processes) at all 5 levels of language development (Entering, Emerging, Transitioning, Expanding, and Commanding) using both receptive and productive language activities. During the last school year with the introduction of the “Project Based Learning” (PBL) which will continue this school year, students including ELLs in each grade and class will be engaged in thematic and cross-curricular activities with end-results or projects that are pretty much their own choosing as streamlined in their classroom discussions during mini-lessons. In the Free Standing ENL/ESL program itself, teacher-created ELL packets containing activities on initial reading, decoding, and other Phonics activities are given to newcomers or students less than 3 years in the program. TPR and other audio-visual activities are also used for them. If a SIFE ELL comes in during the school year, his/her English language acquisition needs will be addressed appropriately by providing him/her Oracy and Literacy Links activities using grade level texts and appropriate supports according to the New Language Arts Progressions. This school year, push-in periods will be assigned for the ELLs who have been receiving 4 to 6 years of ESL service to support them in their classroom activities and assignments bearing in mind that most of them are in the testing grades and are in need of test-preparation support. Additional individual assignments requiring exit projects showing the students’ writing skills will be given, too. As to the former ELLs (Commanding), the ESL/ENL teacher will extend 90 minutes/week of language support by including these particular students in small grouping in the classrooms and giving them individualized enrichment and challenging projects. Testing accommodations will also be extended to this subgroup of ELLs in the testing grades.

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?

For some ELL-SWDs, the TESOL certified teacher of the school collaborates and attends IEP meetings with other related-services providers like Speech and SETTS/IEP teacher, and the school Psychologist to ensure programmatic ESL instruction is recommended in the IEPs for such sub-group of ELLs. Grade level and age appropriate materials and activities are provided that will augment their language development, e.g. “Oxford Picture Dictionary in the Content Areas”, Wilson’s “Fundations” Student Books and Workbooks of different levels, Educator’s Publishing’s “Explode the Code” according to the ELL-SWDs’ grade levels, and the use of TPR and multi-sensory approaches will be utilized to provide and support their access to academic content areas and accelerate English language development for the same students.

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?

This sub-group of students is included in the groupings and scheduling of regular ELLs in the Free Standing ESL program of the school. There is full participation in all activities for all ELL-SWDs in our school. They fully participate in all programs offered by the school. Other than the ESL recommendation in their IEPs, these same students receive Speech Therapy, Occupational Therapy (OT), Physical Therapy (PT), SETTS and other related services like Adaptive Physical Education (APE) if they are identified for such extra curricular activities.

The total development of all students is the embodiment of the mission of our school—“We accept the responsibility to teach all students so they may attain their maximum potential academically, socially, emotionally, and physically.” In essence, we are preparing students to become career-ready and life-long learners and contributing members of our society regardless of their categories and or disabilities. Specific to the class assignments, ICT and bridge classes are formed for flexible programming that enable diverse student population including ELL-SWDs to achieve their IEP goals academically and attain English language proficiency within the least restrictive environment. Total integration in all the curricular and instructional
offerings of the school for this sub-group of ELLs is the prime consideration in placing them in the Integrated Collaborative Teaching (ICT) classes accordingly.

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.

The preceding school year saw the implementation of more structured test preparation programs for all students in the testing grades with the inclusion of ELLs both during the regular day and after school programs for ELA and Math State Tests that will continue this school year. Now on its 10th year, our school’s Content Instruction Through English (CITE) Title III after school program for both the early grades and testing grades groups of participating ELLs will once again take care and reinforce themes/units of study and topics in the content areas including writing in Math and the introduction of Science Club. As the school piloted the Project Based Learning (PBL) as part of its curriculum in the beginning of the previous school year in the Third grade and extended it across the grades at the end of the school year with a successful celebration and inter-visitation of classes for students to appreciate each other’s culminating projects.

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

As we just piloted and implemented in the preceding school year, the “Project Based Learning” (PBL) initiative will be considered for the upcoming school year as a school-wide curricular program. P.S. 92 will also continue with the “i-Ready” program to include all classes across the grades.

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

The school never had a Bilingual or Dual Language program in the last 10 years or so.

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

All of our ELLs are given the same opportunity to avail of whatever school programs they are entitled to. Be in the Speech and Language program or SETTS with other eligible students in smaller groups or settings. Our school Social Worker and school Psychologist are also available to extend their services to any of our ELLs as they deem them necessary. After school and supplemental services like the one mentioned in Question #8, i.e. the Content Instruction Through English (CITE) being implemented under the Title III Federal grants are always open to our ELLs across the grades (K-5). The parents or guardians are informed about the availability of any after school or test preparation program being offered in the school or in the district for them to register their ELL children. Other than the CITE after school program, the school has partnered with the Harlem Children Zone (HCZ) which is a community-based organization (CBO) that offers after school activities like homework help, cooking, arts, dancing, sports and even test preparations wherein some of our classroom teachers are hired to work. Such CBO like Harlem Children Zone welcomes our ELLs and gives them equal access to their available programs.

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.

The preceding school year, P.S. 92 started implementing the “i-Ready” program in the upper grades and this upcoming school year, all other lower grades will be included. The Curriculum Associates (CA) describes this program accordingly: “As the presence of technology grows in schools, computer adaptive tests (CATs) are emerging as the perfect tool for collecting rich data on student ability and capturing the deep insights teachers need to make differentiated instruction a reality.” CA continues by saying that adaptive assessments are not new, but the growing presence of technology in schools has made it more feasible and common with the availability of computer technology. The i-Ready Diagnostic uses sophisticated technology to provide a customized evaluation of every student’s ability including that of an ELL. And how do adaptive assessments work? These tests match the levels of difficulty of questions/test items to the ability of each student. “As students answer questions correctly, the test gets more difficult. As students answer questions incorrectly, the test gets easier to find the precise ability of the test taker.” Tests activities can be taken in both Math and ELA and other content areas.

In the core content areas, like Social Studies and Science, instructional materials based of the NYC DOE’s Scope and Sequence are being used, e.g. 4 Units of Social Studies materials from the Office of Curriculum Instruction and Professional Learning (CIPL) were adapted by our 4th grade classroom +3 professions along the STEM’s line.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Since our school implements only one ELL program which is the Free Standing ENL/ESL program, as it was mentioned in Question 4, we do not have an official home language assessment, but may opt to use the Spanish LAB for our Spanish-speaking ELLs on a needs-basis only.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
For our ENL/ESL resources and other learning materials, they are carefully read and reviewed from the catalogs and complimentary copies and samples given and presented by the approved vendors from the FAMIS list. They are later approved by the administration for use in the ENL program for their age and grade-level appropriateness.

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?
P.S. 92/Mary McLeod building which houses our elementary school- Pre K thru Grade 5, shares its facilities and resources with two Charter schools: St. Hope Middle School and Democracy Prep High School. Through principals’ meetings and agreements, the administrations of all 3 schools coordinate efforts to ensure that there is an equitable usage of resources such as the main library (for academic and linguistic needs of the ELLs), the auditorium and gymnasium (for socio-emotional needs of the ELLs) and other facilities such as the cafeteria and playgrounds for other functions and needs.

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).
If ELLs enrolled before the beginning of the school year, informal orientation for the parents is given telling them about the available ELL programs and other services and extra-curricular activities being offered by the school. This year in coordination with the parent coordinator, the school’s designated Language Access Coordinator (LAC) used and displayed “Welcome” and “Achieve NYC” posters on the side wall of the school’s entrance as well as a “Language Identification Guide” on the front desk on the main office to inform parents or guardians of the availability of language assistance services. The same informational campaign will be used for the upcoming school year. A new Social Worker is readily available for initial socialization activities of the ELLs. Also, as in the past, a tour of the school and its facilities is being done for the ELLs in the beginning and throughout the school year. All newly enrolled ELLs are given priority for participation in the Title III supplemental services like the long-running Content Instruction Through English (CITE) after school program.

17. What language electives are offered to ELLs?
As of the upcoming school year, there are no language electives being offered to the ELLs.

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

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**Professional Development and Support for School Staff**

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

Most of our classroom teachers have more than ten years of teaching to their credit, so they must have satisfied the number of required hours for ELL-related professional development. Our ENL/ESL teacher for the Free Standing ESL Program has both permanent NYS Education Department Certification and NYC DOE License in TESOL K-12 and registered during his birth month with the NYS Education Department for re-accreditation for the next 5 years. All of our teachers did the same State certification registration and to report their hours of professional development as required. The school payroll secretary keeps a yearly log of all the PDs attended by the teachers and this year we adhered to the recommended amount of time and contents of professional trainings and workshops for the ENL teacher, the new teachers, and all other staff members as prescribed by the CR Part 80—“it must provide professional development hours for all teachers and administrators that specifically address the needs of English Language Learners (ELLs). A minimum of 15% of the required PD hours for all teachers must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction. For all bilingual education and ENL/ESL, a minimum of 50% of the required professional learning opportunities hours must be dedicated to language acquisition in alignment with core-content area instruction, including a focus on best practices for co-teaching and integrated language and content instruction for the ELLs.

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Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

As we have done in the preceding school year, the school this upcoming school year during the window for sending parent notification letters for continued entitlement of ELLs and initial entitlement for new ELLs as well as transferred students, the ENL/ESL teacher in a separate communication to the parents or guardians of these same students, will inform them of annual individual meetings to discuss programmatic goals, their children’s progress and the results of language proficiency assessments, e.g. NYSESILAT as well as other language development needs in the content areas and other related matters. As part of the Title III grant application, a certain amount will be allocated for parent activities including interpretation and translation services. Most of these activities will be done after school or preferably during the school’s Tuesday Parent Engagement of teachers or on any date as preferred by the parents.

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

As always, the administration and school staff enjoin all parents to participate in all student activities inside and outside the school that include our ELLs. The end-of-the school year trip to Sesame Place this school year past gathered a good number of parent volunteers and chaperons. We have an active and functioning Parent Coordinator’s office that provide information and
regular calendar of events for parents to participate.

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.
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, Rosa Davila, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Rosa M. Davila</td>
<td>Principal</td>
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<tr>
<td>Yvonnne Y. Wilkinson</td>
<td>Assistant Principal</td>
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<tr>
<td>Lelia Blair</td>
<td>Parent Coordinator</td>
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<tr>
<td>Rodolfo L. Macasinag</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Parent</td>
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<tr>
<td>Margo Young</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Rosalind Bates</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Juliet Kissoon</td>
<td>Coach</td>
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<tr>
<td>Gail Reeves</td>
<td>Superintendent</td>
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<tr>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 5M092 School Name: P.S. 92/Mary McLeod Bethune Superintendent: Ms. Gail Reeves

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)</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 school determines the primary or home language spoken by the parents through informal interviews/conversations and by looking at the information they provided in the "ethnicity form" during their children’s registration. The school confirms this information by the validation of the Home Language Information (HLIS) by the certified ESL teacher/NYSITELL coordinator (trained on this intake process). If a language spoken by a parent is other than English, the school avails of assistance from among the staff members and or other parents available through the parent coordinator and the parents association of the school, so that the parent can communicate effectively with the school in a timely manner. The parent coordinator, also creates a monthly calendar containing each school day’s relevant activities and information sent to the parents with the Spanish translation or any other major language if it needs be. .
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<tbody>
<tr>
<td></td>
<td>Since the school traditionally enrolls about 5 to 10% of students with Spanish as their home language, it disseminates circulars, notices, and parent notifications in that language regularly. Through the years, the school registers other students whose parents speak other major languages such as Arabic, Chinese, and French (less than 5% total each year). Through the parents association meetings and through the office of the coordinator, these findings were reported to the school community. With these languages and other low-incident languages, the school requests from the DOE’s Translation and Interpretation Unit versions of letters and forms sent to those parents to address their needs.</td>
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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.
As the internet is readily available and accessible for this kind of transmission of communication, the school avails of translated standard and form letters from the DOE’s specific website, e.g. the ELL Department. Foreign (other than English) versions are then printed and sent to parents together with the English version, so they can be responsibly informed of their choices and or options. As the need arises, other written translation services are referred to the Translation and Interpretation Unit or the DOE’s contracted vendor directly. Monthly schedule of activities highlighting important events, assessments, parent-teacher conference announcements, availability of educational services and programs, and observance of holidays are sent home in the beginning of the month or several days before the school events happen with translation in Spanish or French. The parent coordinator prepares the monthly calendar in Spanish and a Spanish-speaking staff members proofread/correct it for final printing and dissemination. The school also provides appropriate signages, posters and forms and letters especially during important events like parent-teacher conferences and other school meetings, after school program information, and New York State testing dates.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>The following are the scheduled formal face-to-face meetings at our school with the parents and or guardians of our students:</td>
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</tbody>
</table>
* Thursday, September 17, 2015 - Family Night Meet and Greet

*Thursday, November 5, 2015 - Parent-Teacher Conference

*Thursday, March 3, 2016 - Parent Teacher Conference

*Thursday, May 12, 2016 - Parent Teacher Conference

Also, every Tuesday for 40 minutes (between 2:20 to 3:35) as part of the Parent Engagement activities of the teachers, informal or formal interactions are anticipated as scheduled by a respective teacher with a particular parent. This year as in last year, grade teams or groups may be formed to schedule events like "Afternoon Tea with the Parents", Q and A’s about the curriculum, etc. during the same day of Parent Engagement. Follow up and informational calls are made by classroom teachers and out-of-classroom staff (ESL teacher, SETSS, and other Related Service providers) with parents to schedule one on one meetings with them about their children.

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.)

Documents such as Parents Bill of Rights parent notifications/letters, interpretation notice signs, and other school plans, for example the safety plan will be made available in English, Spanish, and other languages that are reflected in studentry and parent community. This will be accomplished through the office of parent coordinator who will be responsible that such documents and other pertinent information will be explained and interpreted appropriately in the language any parent will be able to comprehend. There is a regular meeting that the school building safety plan committee holds and the minutes are kept and are available for all the parents and may be translated by the school for those who need such service to ensure that these parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barrier. Also during parent-teacher conferences, important sign notices are translated in a most prominent language spoken by more than 10% of the school population.

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?

During parent-teacher conferences our school will randomly ask parents (those whose home language is other than English) about the quality and availability of services being provided to them. We will use parent survey and or short questionnaire to address this concern for monitoring and quality control.