2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 06M189

School Name: P.S. 189

Principal: ROSALINA PEREZ
Comprehensive Educational Plan (CEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S.189</th>
<th>School Number (DBN):</th>
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<tr>
<td>BEDS Code:</td>
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<tr>
<td>Grades Served:</td>
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<td>School Address:</td>
<td>2580 Amsterdam Ave. New York, NY 10040</td>
<td></td>
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</tr>
<tr>
<td>Phone Number:</td>
<td>212-927-8303</td>
<td>Fax: 212-928-7733</td>
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<tr>
<td>School Contact Person:</td>
<td>Rosalina Perez</td>
<td>Email Address: <a href="mailto:Rperez10@schools.nyc.gov">Rperez10@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Rosalina Perez</td>
<td></td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>Wendy Basora</td>
<td></td>
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<tr>
<td>Parents’ Association President:</td>
<td>VielkaNunez</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Oscar Gonzalez</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>GermaniaReyes</td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
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<td>CBO Representative:</td>
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#### District Information

<table>
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<tr>
<th>Geographical District:</th>
<th>6</th>
<th>Superintendent:</th>
<th>Manuel Ramirez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>4360 Broadway, New York, New York 10033</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:Mramire4@schools.nyc.gov">Mramire4@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>917-521-3757</td>
<td>Fax: 917-521-3797</td>
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#### Field Support Center (FSC)

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<tr>
<th>FSC:</th>
<th>Manhattan</th>
<th>Executive Director:</th>
<th>YuetChu</th>
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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>Rosalina Perez</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Wendy Basora</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Vielka Nunez</td>
<td>*PA/PTA President or Designated Co-President</td>
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</tr>
<tr>
<td>Glenys Rivera</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Germania Reyes</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
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<tr>
<td>Margaret McCabe</td>
<td>Member/UFT</td>
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<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Oscar Gonzalez</td>
<td>Member/ UFT</td>
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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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<tbody>
<tr>
<td>Mary Lambros</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Lorena Ventura</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Beleny Jimenez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Anyela Minaya</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Shakira Garcia</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
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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>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At PS 189, all stakeholders collaborate to provide rigorous educational experiences that support each child’s academic, social and emotional growth. We strive to create a safe learning environment where confidence and self-esteem are nurtured, opinions are valued and children persevere through challenges to achieve success and become compassionate global citizens.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 189 Magnet School of Inquiry and Expression is an elementary school, located in Washington Heights, serving over 700 students from pre-kindergarten through fifth grade. At P.S. 189, school staff, administration, parents, students and the community at large are committed to doing whatever it takes to ensure that success for every child is the only option, regardless of race, ethnicity, gender and socioeconomic status. As a community of learners committed to the success of every child, all staff members collaborated in developing our school wide Core Beliefs about how students learn best. We consider these Core Beliefs to be essential for student learning:

- Students learn best when they are provided with a safe, supportive and respectful learning environment
- Students learn best when they are provided with an opportunity to engage in student-centered learning, with discussions that promote understanding and critical thinking
- Students learn best when various assessments are used to monitor students’ progress and multiple opportunities for improvement are provided
- Students learn best when they are provided with timely and specific feedback

Our school environment, instructional practices, curricula and student learning reflect our beliefs.

PS 189 is one of four District 6 schools awarded a Magnet Schools Assistance Program (MSAP) grant. As the Magnet School of Inquiry and Expression, PS 189’s curricula will focus on actively engaging students in project-based learning experiences that support important 21st century skills such as critical thinking, collaboration, creativity and communication. Students will engage in real-world scenarios where they apply knowledge to different social justice issues such as human rights, equity, and global citizenship using STEM based-activities. We look forward to providing our students the opportunity to participate in after-school enrichment programs in areas such as coding, video production, multimedia arts and robotics that will support hands-on student learning.

We are very proud of the many partnerships and services we provide to support the whole child and address the complex process of raising physically, socially, emotionally, and academically successful children. Every partnership and collaboration the school engages in is initiated with the idea of developing skills that will improve student outcomes, preparing our student for success in school and career. In order to provide our students with a strong foundation in the arts, support self-esteem and raise awareness about important health topics, our students participate in the following programs:

- National Dance Institute engages our first & fourth grade students in programs where students work together and develop personal standards of excellence, a pride of achievement and a curiosity about the world.
- The Dancing Classrooms program provides all our fifth-grade students an opportunity to cultivate essential life skills through the art of social dance. This enrichment activity allows them to develop positive self esteem and learn teamwork skills.
- Through our collaboration with the 92nd Street Y, students in third grade explore musical genres, engage in music making and learn about rich musical traditions in class and through a series of performances.
- Swim for Life provides our second grade students with water safety education as well as an opportunity for recreation, fitness and socialization outside of the school environment.
- Chess In the Schools teaches our third grade students the complex game of chess, providing them with the opportunity to collaborate with peers and develop critical thinking, problem solving and decision-making skills.
- Fourth grade classes participate in the Project Start Science program provided by Yeshiva University students. The program enriches science instruction, providing students with the opportunity to conduct hands-on science experiments aligned to the New York City Scope and Sequence.
- To expand learning opportunities for students whose families face language barriers and literacy challenges, we will continue to implement the Teens Involved in Education (TIE) program, where local high school students work with our students to provide tutoring/homework assistance.
- During this school year, we will continue our partnership with New York Presbyterian Hospital in the Choosing Healthy & Active Lifestyles for Kids (CHALK) program. The goal of the program is obesity prevention through
education, environmental change, and connecting schools with resources. CHALK has supported students, staff and families via the implementation of a healthy lifestyles program at PS 189.

- All Kindergarten and First grade students will continue to participate in Music and the Brain (MATB), a music education program and curriculum funded by the 42nd Street Development Corporation grant. Students in K-1 will participate in MATB classes for two periods per week with a MATB trained and licensed music teacher providing instruction using keyboards. It is MATB's philosophy and our goal that the program will help students improve mathematics skills, attention and listening skills, problem solving skills, critical thinking, socialization and enhance creativity, self-expression and self-esteem. PS 189 will extend the opportunity for second grade students to participate in this program by providing an after school program that will continue the music education that they received in first grade.

- The New York Presbyterian Hospital's Turn 2 Us program, funded by Derek Jeter 'Turn 2 Foundation, Inc., engages a group of our fourth & fifth grade students and motivates them to excel in their school work and relationship with peers. This program supports our students’ positive social-emotional development and sets high expectations for individual student academic progress. The activities are designed to teach students the value of teamwork and develop their ability to express themselves in a healthy fashion. Such activities sponsored by the Turn 2 Us program are the PS 189 co-ed basketball and baseball teams.

- During this school year all classes in second, third and fourth grade will participate in a ten week residency with Theatre Moves. Theatre Moves is literacy based and is designed to motivate students to express themselves through acting and support the development of self-esteem and expressive language.

Our partnership with Community Based Organizations (CBO):

- Inwood Community Services provides opportunity for 210 students in grades Kindergarten through fifth to participate in the COMPASS after school and summer programs. The program allows students to engage in a variety of academic, recreational, enrichment and cultural activities to support and strengthen their overall development. The after school program integrates literacy into all instruction; offers homework help, basic arts instruction and physical activity, including nutritional programming to promote healthy living.

- Time Bank, aides us in further integrating our community with other communities in New York City. This partnership allows our parents to share professional and personal skills with other communities who have a need for assistance in these areas. The time donated is banked and then requested in specific areas as needed by the school and community.

- Literacy Inc. (LINC) supports us in building strong partnerships between our families, educators and community. They sponsor school wide events such as; Academic Family Nights, VIP Parent trainings, T.I.G.E.R. reading activities, Reading Buddies and contests, to name a few. In collaboration with our Parent Coordinator, this year Linc. will support our school in developing a program to engage Parent volunteers in classrooms, as tutors and for all school events.

- Our commitment to the social-emotional well-being of our students, many of whom face daunting life challenges, is a priority. Students and their families receive essential School-Based Mental Health services through our partnership with New York Presbyterian Morgan Stanley Children's Hospital. This program provides a full-time on-site Psychologist who provides essential and critical services directly to our students and their families. A series of Parenting Workshops are offered to engage parents in relevant and important topics. The goal of the program is to increase access to psychological care while keeping children in their educational settings and optimizing their achievement and functioning. We will extend our partnership with New York Presbyterian hospital by participating in CAMS classroom. CAM's Classroom consists of a three-tiered approach to support wellness in the school and offer additional preventive interventions.

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

The academic performance of Students with Disabilities (SWD) and English as a New Language (ENL) students continues to be a concern, as both groups represent a high percentage of students performing at Level 1 in both ELA and Mathematics as evidence by student outcomes on the 2018 New York State (NYS) English Language Arts (ELA) and NYS Mathematics Assessments. This data indicates that the number of SWD students on level 1 in ELA is 7.2% (27) and in Mathematics is 7.7% (30). The number of ENL students on level 1 in ELA is 19.9% (75) and in Mathematics it is 21.2% (83). Review of these assessments indicates that the performance of SWD students on levels 3 & 4 in ELA was
2.9% (11) and in Mathematics 2% (8). The performance of ENL students on levels 3 & 4 in ELA was 3.2% (12) and in Mathematics 4.1% (16).

During the 2018-2019 school year we will provide all teachers in grades Kindergarten through fifth a weekly Collaborative Inquiry period dedicated to improve the quality and use of formative assessment data to support our priority of providing student centered learning and differentiated instruction that meets the needs of all students including SWD and ENL students. During this period teacher teams analyze student data, examine and implement instructional best practices, monitor student progress and work together to build on our students’ strengths and address learning gaps. We will continue to develop and increase our knowledge of Mastery Connect as a tool to track and measure individual student progress on school assessments aligned to the Common Core Learning Standards (CCLS).

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

Our school’s Leadership Team and Parent Teacher Association are fully operational and our Parent Coordinator and Family Workers work extensively with families, to meet the individual needs of our students and their families. To strengthen our relationship we will welcome our parents and entire school community in a new Parent Welcome Center and we will provide learning opportunities in the new Parent Resource Center. We have dedicated financial and personnel resources to provide in-school guidance support for our students and their families. The result of this commitment is that 95% of our parents provided positive responses in the Outreach to Parents component of the Strong Family and Community Ties on the 2018 Framework for Great Schools report. We will continue to reach out to involve parents and families to build and maintain strong school-family-community ties.

Our New York State 2018 assessment data shows that 43.3% of students performed on levels 3 & 4 in the ELA assessment and 31.2% of students performed on levels 3 & 4 in the Mathematics assessment. This is a 20% and 8.4% increase respectively from the outcomes in 2017. An analysis of the 2018 June Instructional report and the PS 189 End of Year (EOY) assessments supports our decision to focus on strengthening our students' mastery of standards under Key Ideas and Details in both informational and literary texts. In mathematics we will focus on strengthening our students' mastery of standards under Operations and Algebraic Thinking (K-2) and Number and Operations: Fractions (3-5). To provide multiple opportunities for students to engage in this work we are implementing the i-Ready Adaptive Diagnostic program and i-Ready Online Instruction program. This year we will also implement Ready as one of our two math curricula in third through fifth grade. All classes will continue to implement an increased number of minutes dedicated to mathematics instruction daily.

We understand that our students' successes depend on the effective instructional practices of our teachers and the support of parents and families. To this end, we continue to allocate resources in order to provide teachers with extensive support and professional development that focuses on student-centered learning, critical thinking questions, discussion techniques and formative assessment. All staff members have provided input and voice into their own professional needs during the End of Year conferences, Teacher Team agendas, and United Federation of Teachers (UFT) Consultation Committee agendas. During the End of Year conferences all teachers identified a pedagogical practice that had the greatest impact on student learning based on data and one area of growth for the upcoming year. An analysis of these reflections allows the school to pair teachers with colleagues based on areas of strength and identified needs. It also supports the school in designing a Professional Learning (PL) plan that is differentiated based on teacher needs and supported by data from the Measure of Teacher Practice (MOTP) ratings on the Advance Evaluation System.

As indicated by the 2018 Framework for Great Schools report, the areas identified for continued growth are Effective School Leadership and Trust. We will continue the implementation of initiatives that target components of these elements, such as our Parents Involved in Education (P.I.E.) program, Community Engagement Committee, Behavioral Supports Committee, Grade Team Leaders, Vertical Team Inter-visitation Protocols, Teacher Workshops during Parent Engagement sessions, Supervisor's Outreach protocol to name a few. Our school leadership cabinet’s commitment to supporting and nurturing teachers’ professional growth, leading to improved student achievement is evidenced by
frequent and targeted actionable feedback through the Advance Evaluation system and continuous formative informal feedback conducted individually with teachers.

Considering the compelling research about the significance of assessment of student learning and effective feedback correlating to improved student outcomes and in consideration of supervisory observations and teachers’ ratings this year, it is determined that for the 2018-2019 school year our Leadership’s focus for teacher improvement will be Using Assessment in Instruction (Danielson Framework for Teaching, component 3d). We will continue to refine our data tracking tool and structures that support the school in further developing an assessment-informed school culture where leaders, teachers, and students use formative and summative assessment data to direct and enhance learning. Frequent follow-up will ensure that students are implementing the feedback provided by teachers to improve their work and achieve greater academic progress. By strengthening this practice teachers will strengthen student-centered learning, ensuring opportunities for students to engage and interact with rigorous content to deepen conceptual understanding.

Based on an analysis of multiple sources of data and in consideration of the District-wide priorities, we have determined that for the 2018-2019 academic school year our instructional focus is to strengthen instruction and improve student outcomes through the use formative assessments and feedback.
## School Demographics and Accountability Snapshot for 06M189

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>813</th>
<th>SIG Recipient (Y/N)</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>YES</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>61</th>
<th># SETSS (ELA)</th>
<th>13</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>76</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>62</td>
<td># SETSS (Math)</td>
<td>11</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>77</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>23</th>
<th># Music</th>
<th>12</th>
<th># Drama</th>
<th>N/A</th>
</tr>
</thead>
</table>

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>90.0%</th>
<th>% Attendance Rate</th>
<th>92.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>88.7%</td>
<td>% Reduced Lunch</td>
<td>3.7%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>27.8%</td>
<td>% Students with Disabilities</td>
<td>18.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>0.2%</th>
<th>% Black or African American</th>
<th>1.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic or Latino</td>
<td>95.8%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>0.6%</td>
</tr>
<tr>
<td>% White</td>
<td>2.6%</td>
<td>% Multi-Racial</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th>3.26</th>
<th># of Assistant Principals (2016-17)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>1%</td>
<td>% Teaching Out of Certification</td>
<td>6%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>19%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>8.1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>43.4%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>31.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>67%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>No</th>
<th>Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>No</td>
</tr>
<tr>
<td>Focus District</td>
<td>No</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>NO</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>NO</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>YES</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

2018-19 CEP 14
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

According to the School Year 2017/2018 Quality Review the following are areas of strength for our school:

- Instructional shifts evidenced in lesson and unit plans stress academic vocabulary development, increase use of non-fiction and informational text, and stating evidence to support opinions and analysis in all subject areas.
- School leaders’ communicate high expectations for the level and quality of teacher professionalism, instruction, communication and other criteria related to the Danielson Framework for Teaching utilizing Advance reports and informal individual conferences with teachers.
- School leaders and staff provide ongoing feedback to families that help them understand student progress toward meeting high expectations and engage in meaningful partnerships with families to support students' progress toward college and career readiness.

In the 2018 New York City School Survey, PS 189 achieved a 3.33 score for Rigorous Instruction which is within the range of meeting target. Assessment data from 2018 indicates that 43.3% (163) of our students attained a level 3 or 4 in the NYS ELA Assessment, which is a 20% increase from the results in 2017, and 31.2% (122) of our students attained a level 3 or 4 in the NYS Mathematics Assessment, which is an 8.4% increase from the results in 2017.

According to the 2018 NYC School Survey report 63% of our teachers reported positive to the Quality of Student Discussion however 37% did not. The 2017-2018 Quality Review Report indicates that inconsistencies in pedagogical practices result in uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work, including for English as a New Language (ENL) students and Students with Disabilities (SWD).

Areas for improvement:

- Ensure consistency of teaching practices across content areas and grades that provide all students opportunities to engage in student-centered learning, with discussions that promote understanding and critical thinking.
- Consistent use of data to design and implement lessons that improve students' Mathematics and ELA outcomes with a particular focus on ENL students and SWDs in order to close the achievement gap of these students.
- Ensure that Special Education and ENL teachers increase their knowledge and understanding of Specially Designed Instruction to enable them to design and implement structured lessons with meaningful modifications for ENLs and SWDs that impact student academic growth.
### 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, utilizing a comprehensive system of data analysis to support the strategic planning and implementation of challenging student-centered instruction, we will increase the number of students performing on levels 3 & 4 in the New York State Mathematics Assessment from 32% (122 students) in 2018 to 40% (157 students) in 2019.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Weekly beginning September 2018 - June 2019</td>
<td>School Leaders, Teachers, Instructional Coaches, Data Specialist, Consultants</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>Instructional Cabinet members</td>
</tr>
<tr>
<td>All Teachers, including Cluster, Special Education, Bilingual, and ENL Teachers</td>
<td>Beginning September 2018- May 2019, on an ongoing basis</td>
<td>School Leaders, Teachers, Instructional Coaches, Consultants</td>
</tr>
</tbody>
</table>

### During SY 2018-2019
Teachers in all grades (K-5) will participate in a weekly Collaborative Inquiry period where student outcomes in the NYS Mathematics Assessments, the PS189 Beginning of Year (BOY) Middle of Year (MOY) End of Year (EOY), i-Ready Diagnostic and Instructional reports, student portfolios and Mathematics Unit assessments, will be analyzed and used to inform instructional decisions. This structure will allow for strategic planning to ensure that instruction is customized and motivating for all students, including SWD and ENL students.

A subgroup of SWD and ENL students will be monitored by members of the Instructional Cabinet, to ensure progress towards instructional goals and academic growth.

After reviewing the June Instructional Report and considering the most heavily tested standards as well as the core foundational skills, teachers will continue to revise curriculum and assessment plans, with a focus on Number and Operations, specifically Fractions in grades 3-5. Teachers in grades K-2 will focus on Operations and Algebraic Thinking.
Teachers in grades 3-5 will implement Ready Instruction, a common core aligned curriculum program to provide students with daily opportunities to practice concepts and strategies using problem-based learning.

Teachers will integrate strategies such as open-ended questions and data chats in daily instruction to encourage students to monitor and evaluate their thinking.

Supervisors will emphasize the implementation of student-centered pedagogical practices aligned with the school’s Core Beliefs about How Students Learn Best and the Danielson Framework for Teaching, in professional conversations (Pre/Post Observation Conferences and feedback sessions) and Teacher Observation reports (Formal and Informal).

Professional Development cycles focusing on cooperative learning strategies will be offered to all teachers to support student-centered learning.

Coaches and Teacher Leaders will participate in professional development focusing on coaching moves to support student-centered learning in classrooms.

Tier II interventions will be provided in small groups during the regular school day by classroom teachers.

A mathematics academic intervention (AIS) position has been funded for SY 2018-2019 to provide Tier III interventions to students identified at-risk.

After-school and Saturday programs focused on Academic Support for ENLs and SWDs will be offered to identified students.
Teacher Teams in grades 3-5, supported by coaches and administrators, will review and update the PS189 BOY, MOY and EOY and Interim assessments to incorporate the most recent released state exam questions and use student outcomes to revise curriculum and plan instruction.

The leadership cabinet will monitor student progress towards meeting individual and school goals using assessment data from Mastery Connect and EngradePro. A calendar of school-wide assessments, as well as time to analyze the data and make curriculum adjustments based on student achievement will be an integral part of our data system.

All students not meeting middle of year (progress monitoring) benchmarks will be given additional supports via After School or Saturday Academy.

<table>
<thead>
<tr>
<th>Teachers 3-5, Instructional coaches</th>
<th>Begin September 2018 and continuing weekly until June 2019</th>
<th>Teachers Grades 3-5, Instructional Coaches, Administrators</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

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

- i-Ready reports will inform parents about their child's proficiency levels and track the progress of individual students on the skills needed for mastery of CCLS. The Technology Coach/Data Liaison will provide parents with student reports and access so that parents can follow student progress. Results from i-Ready Diagnostic, Progress Monitoring and Summative assessments will be provided in November 2018, March 2019 and June 2019.
- Family Fridays will be hosted once a month beginning in October 2018 and ending in June 2019. Family Fridays will provide parents with an opportunity to engage in academic conversations and activities alongside their children targeting mathematical concepts. Attendance will be collected by the Parent Coordinator to analyze participation and inform outreach.
- Parent workshops will take place to increase parents' understanding of Common Core Learning Standards (CCLS) in Mathematics and to assist them to support their children with complex CCLS aligned content in Mathematics.
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.

Resources needed to implement this action plan, include, but are not limited to:

- Common Core aligned Mathematics Program/Curriculum; GoMath, i-Ready, Ready, Engage NY
- Allowable funds will be used for Technological Programs; Mastery Connect and i-Ready
- Allowable funds will be used for Instructional Coaches and Consultant supports
- Danielson Framework For Teaching
- Depth of Knowledge/Hess Cognitive Rigor Rubric
- Teacher Team Meeting Protocols guided by Assessment Matters model
- Schedule adjustments (Teacher Teams; Inter visitations; Learning Walks)
- Funding for a weekly Collaborative Inquiry period, for teachers in grades K-5 with supervisors, coaches and Data Specialist
- Teacher Team Meetings during Professional Development and Other Professional Work Time (Mondays and Tuesdays) and a common prep period each week; PD Sessions with teachers during grade level meetings, using the following resources: allowable funds for literacy coach, consultants, per diem daily rate
- Allowable funds will be used for teacher per session for Saturday and After School ENL & SWD Enrichment Academies
- Weekly teacher team meetings; Planning sessions with instructional coaches, AIS reading providers; Grade level meetings, PD sessions with consultants and attendance at outside PD opportunities offered by Assessment Matters, DOE and University Partners.

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

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

Part 5 – Progress Monitoring

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

By January 2019, students will demonstrate a minimum of 10% growth from the PS189 Mathematics Skills Assessment (Baseline) administered in September 2018 to the PS 189 Mathematics skills Assessment (Middle of Year) administered in January 2019

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

PS 189 Baseline and Middle of Year Mathematics assessments (grades 1-5th)

Google Docs and Mastery Connect Individual/Classroom level data reports for summative and formative assessments (grades K - 5th)

i-Ready individual, class and grade level reports

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

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

**Part 1 – Needs Assessment**

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

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

In terms of the Capacity Framework, Supportive Environment, PS 189 strengths in this area include:

- Implementation of a uniform school-wide positive behavioral support system (S.T.A.R.S.) that resulted in an 86%, 68% and 81% positive teacher response in the components of Safety, Classroom Behavior, and Social-Emotional respectively on the Framework for Great Schools 2018 Survey.
- The Behavioral Supports Committee (BSC), comprised of teachers and interested P.S. 189 staff members, collaborated to develop a common language to clearly communicate behavioral expectations across the building. The committee continues to work on a system to ensure that all members of the school community consistently convey high expectations for behavior and uniformly implement incentives designed to recognize and encourage positive behavior.
- Reduced the number of level 1-5 incidents in the Online Occurrence Reporting System (OORS) from 53 (77%) during the First term of SY 17-18 (September - January) to 16 (23%) during the second term of SY 17-18 (February - June). Of the 57 level 3 & 4 incidents 47 occurred in the first term. According to the 2017-2018 Incident Level and Infraction Summary: Level 1-5 Incidents, our school had a total of 69 incidents; there were 0 level 5 incidents, 36 Level 4 incidents, 21 level 3 incidents and 12 incidents were levels 1 & 2.

**Areas for Improvement:**

- The School Quality Guide report reflects that 76% of teachers responded that a lot or all of the students in their classes follow the rules. However, only 61% of teachers responded positively that a lot or all of the students in their classes behave well in class when the teacher isn’t watching. To support students’ social and emotional development, maximize academic and social success and impact classroom behavior the school must strengthen the school-wide code of behavior and continue to promote the consistent use of a common language (S.T.A.R.S.) that conveys high expectations and provides clear guidance for student behavior, across all grades and throughout the entire school community.
- According to our 2017-2018 School Quality Guide report, PS 189 obtained a score of 68% in the area of Classroom Behavior. This score is lower than the City average score of 75% and District average score of 76%. To support teachers in managing classroom behavior and applying strategies that improve students’ social and emotional growth, teachers must continue to receive training in Social Emotional Learning (SEL) and will implement strategies to improve classroom behavior/de-escalation in order to support the development of pro-social behaviors in all students throughout grades PreK-5. Teachers who have participated in SEL, Therapeutic Crisis Intervention Strategies (TCIS) & Life Crisis Intervention Strategies (LCIS) professional development will lead training sessions for their colleagues. Opportunity for teachers to attend PD sponsored by the Manhattan Field Support Center (MFSC) and private institutions will also be provided.

**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.

During the 2018-2019 school year, 100% of teachers will participate in social emotional learning (SEL) training that will result in a 5% increase in positive teacher responses to Classroom Behavior on the NYC Teacher Survey as measured by the 2018 NYC Survey (68%) results to the 2019 NYC Survey results (73%).
### 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>
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<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>
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<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
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<tbody>
<tr>
<td>Teachers, Students, Paraprofessionals, Parents</td>
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<table>
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<tr>
<th>Timeline What is the start and end date?</th>
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<tbody>
<tr>
<td>September 2018 - June 2019</td>
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<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Supports Committee members &amp; NY Presbyterian Hospital Staff, School Leaders</td>
</tr>
</tbody>
</table>

Teachers in grades K-2 will collaborate with staff from New York Presbyterian Hospital to implement CAM’s Classroom. Integrating social and emotional learning and language arts, this program consists of a three-tiered approach to support wellness in the school and offer additional preventive interventions. Teachers will meet weekly with hospital staff to plan lessons. Every Monday throughout the year, program staff will visit classrooms to co-teach lessons and provide direct support to teachers and students as they implement the program and practices for social emotional learning (SEL).

Monthly SEL Parent workshops will be hosted by NY Presbyterian Hospital staff and PS 189 Leadership to increase parenting skills and awareness of social-emotional development.

Continued implementation and strengthening of the school-wide positive behavior support system (S.T.A.R.S.) to promote the consistent use of a common language that conveys high expectations for student behavior and focuses on positive reinforcements to address the needs of all students.

To support positive behaviors "Brag Tags" will be used school-wide. Teachers in the BSC will collaborate to develop a uniformed system that outlines how "Brag Tags" will be awarded to students by teachers. Supervisors will celebrate recipients in monthly "We are STARS" assemblies.

A Tier II Behavior Intervention system will be implemented that addresses the needs of students who require additional reinforcement and students who exhibit high risk behaviors. This Tier II intervention system will include a daily "Morning
and Afternoon Check-In” with targeted students and parent/family outreach.

<table>
<thead>
<tr>
<th>Teachers and school staff will participate in SEL, TCIS &amp; LSCI professional development, provided by MFSC, the District Office, Consultants and Staff members. Opportunities for teachers to share best practices in classroom management and SEL practices, will be offered throughout the school year.</th>
</tr>
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<tbody>
<tr>
<td>New teachers will participate in a book study, using the book No More Meltdowns.</td>
</tr>
<tr>
<td>Teachers and school staff will participate in SEL, TCIS &amp; LSCI professional development, provided by MFSC, the District Office, Consultants and Staff members. Opportunities for teachers to share best practices in classroom management and SEL practices, will be offered throughout the school year.</td>
</tr>
<tr>
<td>School guidance counselors will utilize data from OORS and anecdotal records from classroom teachers, and ILog (ATS) to select classes and small groups of students to present workshops and activities, using Second Step curriculum. Workshop themes will include: managing emotions, self-awareness, responsible decision making, forming positive relationships, showing understanding and empathy.</td>
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<tr>
<td>The guidance counselors will establish a structure and protocol to evaluate the effectiveness of the counseling/interventions implemented to at-risk students on an ongoing basis.</td>
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<tr>
<td>A student council consisting of student representatives from grades 3-5 will be launched. The council and school’s counselors will meet to plan school-wide activities (projects, social events) aimed at promoting a positive school culture.</td>
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### 3b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>School Leaders, Guidance Counselors, School Psychologist, Social Worker, Family Workers, Coaches, IEP Teacher, Parent Coordinator, Out of Classroom Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, Related Service Providers, Paraprofessionals, School Aides</td>
</tr>
<tr>
<td>At-risk students, classes, Families</td>
</tr>
<tr>
<td>Students, Guidance Counselors</td>
</tr>
</tbody>
</table>

2018-19 CEP
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.

- Family Fridays will be hosted monthly beginning in October 2018 and ending in April 2019. Family Fridays will provide parents with an opportunity to engage in academic conversations and experiences alongside their children in classrooms. Attendance will be collected by the Parent Coordinator to analyze participation and inform outreach.
- Monthly parent workshops will be provided by school staff members (Guidance Counselors, Coaches) and partner Organizations (New York-Presbyterian Morgan Stanley Children's Hospital, Literacy INC). Bi-monthly parent workshops will be offered in the evening and/or on Saturdays to support working 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.

- No additional funding necessary to implement enrichment programs in collaboration with our Community Based Organizations
- Allowable funds will be used to support evening/weekend performances and activities
- Allowable funds will be used to provide compensation to teachers for attending professional development
- Allowable funds will be used for student recognition incentives
- Allowable funds will be used to compensate teachers on the Behavioral Support Committee and those providing evening and Saturday workshops

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

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<th>Tax Levy</th>
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<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title I, TA</th>
<th>Title III, Part A</th>
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<tr>
<td>X</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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**Part 5 – Progress Monitoring**

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

- By January 2019 60% of teachers will have participated in Social Emotional Learning (SEL) training as evidenced by PD sign-ins and agendas. The expected outcome of teacher training is a 50% decrease of level 3 & 4 behavior incidents reported in OORS (from 47 incidents between September 2017 to January 2018 to 23 incidents between September 2018 to January of 2019).
- By March of 2019 the Behavioral Support Committee will gather data from teachers and staff regarding classroom behavior and school environment via School Teacher/Staff Surveys that align with the NYC School Environment Survey for this measure. Positive teacher responses will reflect an increase of 5% (from 68% in March of 2018 to 73%)
- By December 2018 the School Safety Team will analyze and compare the number of incidents occurring Sept. 2018 - November 2018 to the number occurring September 2017 – November 2017 to determine progress towards reduction in the number of level 3 & 4 incidents occurring school-wide. This will again be analyzed in March 2019 for incidents occurring December 2018 - February 2019.

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

Qualitative analysis of Teacher/Staff surveys

OORS report

Guidance Counselor data reports
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.

In terms of the Capacity Framework, Collaborative Teachers, PS 189’s strengths in this area include:

- Teachers engage in weekly collaborations as Inquiry Teams that focus on attainment of school goals. In weekly collaborative inquiry team meetings, teachers analyze relevant data, identify common challenges, and implement a variety of instructional approaches to improve student outcomes.
- Common planning periods are embedded within teacher programs so teams have a regular opportunity to develop unit and lesson plans aligned to the Common Core Learning Standards (CCLS). During planning sessions teachers utilize assessment data to identify student needs, develop instructional goals, and share effective teaching techniques/strategies to enable students to have access to the challenging curriculum.
- The school utilizes Google Drive, a cloud based platform, for gathering data and sharing electronic resources to ensure access and promote a collaborative school culture.
- Teachers have developed several methods of providing feedback to students including checklists and rubrics.

Our school’s SY 2017-2018 Principal Performance Review (PPR) / Measures of Leadership Practice (MOLP) indicates that our rating for Quality Indicator 1.1, Curriculum, is well developed. For Quality Indicators 4.2, Teacher Teams, and 1.2, Pedagogy our ratings were Proficient.

Area for Improvement:

- Strengthen teacher pedagogy to ensure that lessons consistently incorporate multiple entry points and high-quality supports with appropriate and temporary scaffolds.
- Continue to refine assessment practices to ensure students receive corrective instruction and multiple opportunities to experience success in their learning.
- Ensure that teacher’s feedback to students is timely, specific to learning goals and rubrics, and offers suggestions for improvement so that students make use of the feedback to improve their performance.
- Develop inter-visititation structures across classrooms and grades to afford teachers opportunities to observe and learn from the teaching practice of colleagues and feedback from peers.

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, teachers in grades K-5 will participate in structured weekly Collaborative Inquiry meetings to analyze student work and deepen teacher pedagogy in using assessment during instruction and feedback to students, leading to a 10% improvement for all students as measured by student outcomes on the P.S. 189 Literacy Skills Assessment (EOY).
### 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>
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<tbody>
<tr>
<td>Teachers in grades K-5 will meet weekly in Teacher Teams to collaboratively analyze student work, identify trends, and deepen teacher pedagogy so that instructional strategies such as formative assessments and feedback to student are consistently implemented across all subjects.</td>
<td>All Teachers</td>
<td>Beginning September 2018 and continuing weekly, on an ongoing basis through June 2019</td>
<td>Supervisors, Teachers, Coaches, Consultants</td>
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<tr>
<td>Teacher teams will continue to use Collaborative Inquiry Protocols (Notice &amp; Wonder and Strengths and Gaps) to identify patterns in students' mastery of CCLS and to determine goals for cycles of inquiry.</td>
<td>All Teachers, Paraprofessionals</td>
<td>Beginning September 2018 and continuing weekly through June 2019</td>
<td>Supervisors, Teachers, Coaches, Consultants</td>
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<tr>
<td>Teachers will continue to use Looking at Student Work (LASW) Protocols to analyze student work products and determine the impact of the instructional strategies implemented and feedback provided to students.</td>
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<td>Teachers will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students using Common Core Learning Standards (CCLS) aligned rubrics and/or checklists.</td>
<td>All Teachers, Paraprofessionals</td>
<td>Beginning September 2018 and continuing weekly through June 2019</td>
<td>Supervisors, Teachers, Coaches, Consultants</td>
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<tr>
<td>Paraprofessionals will participate in professional development workshops using &quot;Master Teacher&quot; focused on topics such as implementing and progress monitoring Behavior Intervention Plan (BIP).</td>
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<td>Coaches and Teacher Leaders will participate in professional development focusing on coaching moves and hands-on techniques to support teachers in designing instruction that targets student outcomes.</td>
<td>Coaches, Teacher Leaders</td>
<td>September 2018 - June 2019</td>
<td>MFSC, Supervisors &amp; Consultants</td>
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</table>
An inter-visitations protocol will be implemented to provide teachers with the opportunity to observe best instructional practices leading to school-wide implementation of reflective practices (peer feedback; collaborative conversations) to improve student learning.

**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.

Family Fridays will be hosted once a month beginning in October 2018 and ending in April 2019. Family Fridays will provide parents with an opportunity to engage in academic conversations and experiences alongside their children. Attendance will be collected by the Parent Coordinator to analyze participation and inform outreach.

Parents will participate in School Learning Walks that will be hosted to increase parent involvement, understanding and collaboration.

**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.

Additional funding necessary for professional development and training of teacher team leaders and coaches

Allowable funds will be used to support professional development of teachers and paraprofessionals by consultants

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

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<td>In Kind</td>
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<td>Other</td>
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**Part 5 – Progress Monitoring**

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

By January 2019 there will be a 5% improvement for students as measured by student outcomes on the P.S. 189 Literacy Skills Baseline Assessment to the PS189 Literacy Skills Middle of Year Assessment.

Data from i-Ready, Mastery Connect and the school’s Google Docs Tracker will be analyzed to identify trends and evaluate and revise instructional strategies November 2018, February 2019 and May 2019.

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

Literacy Skills Assessments (Baseline, Middle of Year, End of Year)

Mastery Connect Individual & Classroom Level Data Reports for summative and formative assessments (grades 2nd-5th)
<table>
<thead>
<tr>
<th>iReady Diagnostic, Mid-Year and End-Year assessments (grades K-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fountas &amp; Pinnell Reading Levels in Google Docs Tracker (grades K-5)</td>
</tr>
<tr>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reports (grades K-1)</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

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

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

In terms of the Capacity Framework, Effective School Leadership, P.S. 189’s strengths include:

- The leadership cabinet consistently uses the Danielson Framework for Teaching to support professional growth and reflection through frequent observations and feedback that clearly identifies professional next steps that influence teaching and student achievement as evidenced by a 20% increase in student achievement on the 2018 NYS ELA assessment and a 8.4% increase on the 2018 NYS Mathematics assessment.
- Feedback provided to teachers consistently identifies strengths, challenges and clear expectations to further support their development and maximize their impact on student learning as evidenced by 100% of Advance observation reports provided to teachers during the 2017-2018 school year.
- The instructional cabinet and classroom teachers participate in weekly grade specific Inquiry periods to identify key standards, which are tracked along the year in the Mastery Connect database using uniform assessments. Instructional goals and objectives are determined and common assessments (formative and summative) are analyzed to adjust instruction and target individual need.

The following are identified as areas in need of refinement at our school:

An analysis of SY 2017-2018 Advance Dashboard reports and Measure of Teacher Practice (MOTP) summary reports reveals that our teachers scored lower in Domain 3—Instruction (components 3b, 3c, 3d) as compared to their ratings for Domain 2- Classroom Environment (components 2a and 2d). According to the Measures of Teacher Practice Report during the 2017-2018 school year 62% of teachers received an Effective/Highly Effective rating in Domain 3-Instruction; 5.2% of teachers received a rating of ineffective, 32.6% developing, 60.8% effective and 1.3% highly effective. We observed that the feedback and professional development provided to teachers, as a result of formal and informal observations, is not consistently evident in the vast majority of classrooms.

Part 2 – Annual Goal

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

During the 2018-2019 school year, school leaders will utilize a monitoring system to ensure feedback provided during all observations and professional development is implemented consistently across all classrooms, leading to an increase of teacher effective/highly effective ratings in Domain 3 from 62% to 75%.
### 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>
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<td><strong>Target Group(s)</strong></td>
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<tr>
<td><strong>Who will be targeted?</strong></td>
</tr>
<tr>
<td>Teachers</td>
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<tr>
<td>School Leaders &amp; Teachers</td>
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<tr>
<td>Instructional Cabinet &amp; Lead Teachers</td>
</tr>
<tr>
<td>Assitant Principals, Coaches, Lead Teachers</td>
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</table>

School leaders will refine the system to track and monitor the implementation of feedback from formal/informal observations and targeted professional development, to maximize impact on student learning.

School leaders and teachers will participate in Pre-and Post-observation conferences, using the Invitational Inquiry model, to promote teacher ownership when engaging in professional conversations. Actionable feedback discussed with teachers will focus on pedagogical practices targeting Domain 3 (instruction), of the Charlotte Danielson Framework, and professional development provided.

Teachers will receive timely written feedback from Formal/Informal observations (Advance), Informal Observations (formative visits not entered in Advance) and Learning Walks (snapshots).

The instructional cabinet will conduct Learning walks (Snapshots) to learn more about what is implemented in classrooms, to identify training and/or support teachers' need and to inform school improvement efforts.

School Leaders will continue to engage in calibration sessions and utilize:
- a protocol to norm low-inference evidence and feedback provided to teachers.
- the "Reflecting on Student Learning Outcomes" graphic organizer to analyze low-inference evidence gathered during classroom visitations.

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.

A committee of Parents will participate in Learning walks, facilitated by School Leaders, Coaches and Lead teachers, during the school year to learn more about what is implemented in classrooms and to inform school improvement efforts.

The Principal will meet with the PTA Executive Board periodically.

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.

Per Diem will be used to facilitate the participation of lead teachers in learning walks.

Consultants will provide differentiated PD based on assessed/targeted needs.

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

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Part 5 – Progress Monitoring

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

By January 2019, after the completion of a minimum of two cycles of Advance rated observations, 70% of teachers will be trending Effective/Highly Effective in Domain 3: Instruction, as measured by data on the Advance Teacher Observation MOTP Dashboard.

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

Advance Teacher Observation MOTP Dash Board reports January 2019 and April 2019.

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.

Our school’s 2017-2018 New York City (NYC) School Survey, revealed that 96% of all parents completing the NYC School Survey gave positive responses on the category Strong-Family Community Ties. As reported the school's strengths are:

- 97% of families say that they feel respected by their child's principal
- 97% of families feel that their school communicates with them in a language and in a way that they can understand
- 97% of families say that they are satisfied with the overall quality of their child's teacher

The number of parents responding to the NYC School Survey increased by 6% from 81% in 2017 to 87% in 2018

Areas for Improvement:

- According to the 2018 NYC School Survey only 77% of families say that they have had the opportunity to volunteer time to support their school. Based on parents' response to this question the school must promote and facilitate opportunities for parents to volunteer time to support the school by spending time helping in classrooms, helping with school-wide events, etc.
- Increase the number of parents participating in the NYC School Survey from 87% in 2018 to 90% in 2019.

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 our school will collaborate with parents to provide opportunities for them to volunteer time to support their school leading to an increase in the positive response rate to this question in the NYC School Survey from 77% in 2018 to 82% in 2019.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, Guardians, Families</td>
<td>September 2018 to June 2019</td>
<td>Parents, Parent Coordinator, teachers &amp; support staff</td>
</tr>
<tr>
<td>Parents, Guardians, Families</td>
<td>September 2018 to June 2019</td>
<td>Parent Coordinator &amp; Linc Staff members</td>
</tr>
<tr>
<td>Parents, Guardians, Families</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principals, Teachers, School Psychologist, Parent Coordinator, Guidance Counselors, Family Worker</td>
</tr>
<tr>
<td>Teachers, Students, parents, families</td>
<td>Beginning in September 2018 and continuing through May 2019</td>
<td>Principal, Assistant Principals, School Leadership Team members, Parent Coordinator,</td>
</tr>
<tr>
<td>Teachers, Students, parents, families</td>
<td>Beginning in September 2018 and continuing through May 2019</td>
<td>Principal, SLT members, Parent Coordinator</td>
</tr>
<tr>
<td>Teachers, Students, parents, families</td>
<td>Beginning in September 2018 and continuing through May 2019</td>
<td>Principal, Assistant Principals, Teachers, Parent Coordinator,</td>
</tr>
</tbody>
</table>

- A Community Engagement Committee, consisting of parents and staff, will be formed to plan activities that promote parent engagement and opportunities for parents to volunteer throughout the school.

- In collaboration with our Parent Coordinator, Literacy Inc. (Linc) will support our school in developing a program to increase Parent volunteers in classrooms, as tutors and for all school events.

- Provide 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.

- The Parent Coordinator will work to ensure that our school environment is welcoming and inviting to all parents. She will coordinate events that provide support for parents to increase their participation with the school survey.

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS 189’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact.

- School Leadership Team meetings scheduled in consideration of parents’ needs.

- Provide all relevant school data and information to empower the community to actively engage, in meaningful ways, to inform school improvement initiatives (committees, events, workshops).

- Professional Time on Tuesdays is dedicated to Parent Engagement activities, including increased and improved communication between teachers and families, through Class
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.

- Literacy inc.
- New York-Presbyterian Morgan Stanley Children's Hospital
- Inwood Community Services Coalition
- Yeshiva University Star Program

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.

- Allowable funds will be used to cover the costs associated with Parent Engagement activities
- Per Session for in-house translators
- Supplies for workshops and family events
- Pre-post attendance data for workshops and PTA meetings

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

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

Part 5 – Progress Monitoring

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

By February 2019 there will be a team of parent volunteers, consisting of 10% of our families (54), who will have volunteered to participate in school events.

Three times during the year (December, March, June) the Parent Coordinator will present a report on the number of parent volunteers and activities implemented by the Community Engagement Committee

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

- Review attendance sheets
- Conduct and analyze a mid-year parent survey
- Parent Coordinator tracker
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Lowest 1/3</td>
<td>Fundations grades K-2 Reading</td>
<td>1 to 1</td>
<td>During the School day, Saturday &amp; AfterSchool Programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estrellita grades K-3</td>
<td>Small group tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension/Vocabulary Development grades K-5</td>
<td>One to one conferring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided Reading grades K-5</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Repeated Close Reading grades K-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided Writing grades 1 - 5</td>
<td>RTI Tier II &amp; III</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shared Reading &amp; Writing grades K-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Various genres are used for strategy and skill instruction (questioning, self-monitoring, summarizing, inferring) and to highlight decoding strategies and use of context clues for vocabulary building</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic organizers, accountable talk, discussion sparks and guided practice are used to build fluency and comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>i-Ready grades K-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Lowest 1/3</td>
<td>Guided Math, Ready Math</td>
<td>Small group</td>
<td>During the School day, Saturday &amp; AfterSchool Programs</td>
</tr>
<tr>
<td>----------------------</td>
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<td>-------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sequenced instruction that follows a learning progression: concrete, representational, abstract</td>
<td>One to one conferring</td>
<td>RTITier II &amp; III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The use of manipulatives, illustrations, technology (smart board), the four step method and accountable talk to build concept understanding, problem-solving skills and number fluency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>i-Ready grades K-5</td>
<td>Small group</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Lowest 1/3</td>
<td>Repeated Reading Conferring</td>
<td>One to one conferring</td>
<td>During the School day &amp; After-school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic organizers, technology (smart board), accountable talk and hands-on tasks are used to highlight text features and text structures, build vocabulary and comprehension of content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Classroom observations, Common assessments</td>
<td>Repeated Reading Conferring</td>
<td>One to one conferring</td>
<td>During the School day &amp; After-school</td>
</tr>
<tr>
<td></td>
<td>State ELA Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services</td>
<td>Teacher referral Parent request</td>
<td>Study Skills Organization Strategies Development of work plan, setting goals and establishing progress monitoring checkpoints to monitor completion of</td>
<td>One on one conferring</td>
<td>Pull-out, push-in sessions</td>
</tr>
<tr>
<td>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Study Skills Organization Strategies Development of work plan, setting goals and establishing progress monitoring checkpoints to monitor completion of</td>
<td>Small group</td>
<td>Afterschool/Saturday school</td>
<td></td>
</tr>
<tr>
<td>Assessments Student Portfolios</td>
<td>assignments and projects resulting in self-monitoring, increased independence and higher self-esteem</td>
<td>Anti-bullying Initiative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

| Students | 63 |

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

- The school maintains an inventory of uniforms and backpacks with basic school supplies which are given to identified students when they register and throughout the school year as needed.
- Our parent coordinator develops close relationships with identified STH families and ensures that families are supported in providing their children with eye glasses, coats and shoes when needed.
- Priority placement in the PS189 Compass after school program is offered to students. Compass extends the school day until 5:30pm and during school holidays. The program provides opportunities for our students to participate in academic and enrichment activities such as dance, art, science, sports and all students are served dinner daily (breakfast, lunch & dinner during holiday program days).
- Our Parent Coordinator works with families to secure health insurance when needed and services from many Community Based Organization (CBO) partners, such as Inwood Community Services Coalition.
- Monthly Parent workshops are offered by Columbia Presbyterian Morgan Stanley Children’s Hospital and adult classes in ESL, Citizenship, cooking, and sewing provide parents with an opportunity to participate.
- After School tutoring/homework assistance will be provided by high school tutors 2 - 3 times/week for students.
- Participation in Saturday Academic and Enrichment Program is provided to our students and their families.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

| Students | NA |

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

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

School administrators work with the Department of Human Resource to ensure that all teachers are highly qualified. The following are strategies used by the school in support of hiring and retaining highly qualified teachers:

- A hiring committee was established consisting of administrators and teachers. The committee develops questions and scenarios specific to the grade level/s of the positions needed. Different members participate when interviews are conducted prior to the end of the school year and when available during the summer months.
- The week prior to the start of the school year new teachers (and teachers new to the school) are invited to a Meet and Greet with administrators, coaches and lead teachers. During the day new teachers have an opportunity to meet colleagues, are provided and review the PS 189 Teacher Handbook, Danielson Framework for Teaching, Chancellor's regulations and participate in workshops focused on instructional and classroom management routines implemented in our school.
- Instructional coaches and other staff members work with teachers to set up classroom environments and ensure that teachers are familiar with all instructional materials.
- A weekly new teacher common preparation period provides new teachers with targeted and differentiated professional development (PD). Our instructional coaches design workshops on classroom management & routines, lesson development and implementation, the school’s Coherent Set of Beliefs of How Student Learn Best, thinking routines & discussion protocols to name a few.
- Grade level common preps are provided for teachers to collaborate with colleagues in teacher teams.
- During the first month of school experienced teachers are assigned to co-teach and model best practices in the classrooms with new teachers.
- All new teachers are assigned a mentor that will work with them throughout the school year.
- New teachers and developing teachers participate in at least one cycle of PD provided by consultants and instructional coaches.
- All new teachers are scheduled in the first cycle of PD with one of the school’s four instructional coaches, consultants and/or lead teachers. This support is ongoing throughout the school year, based on needs identified through observations and teacher reflection.
- All teachers are provided with opportunities to attend PD offered by the DOE and private companies/consultants throughout the year.
- The school's PL plan gives teachers opportunity to choose workshops based on individual needs.
• During the End of Year conferences, conducted by the principal, all teachers identify the professional learning opportunities that most impacted their practice and what supports they will need for the following year in order to continue improving and developing highly effective practices.
• Teachers preparing portfolios for Tenure decisions receive additional specific support in preparing artifacts and evidence of effective instructional practice, impact on student outcomes, and professional contributions to the school.
• Teachers working with a Teacher Improvement Plan (TIP) receive targeted support to improve teaching practices and progress is monitored in individual conferences.

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).

• Teacher growth is supported through specific, low inference, evidence-based feedback from the Principal and Assistant Principals. Administrators implement PD during individual meetings with teachers focusing on observed needs. This includes but is not limited to developing lessons with rigorous questions and challenging tasks, designing checks for understanding, developing assessments, using data to group students, modeling instruction, providing website resources.
• The IEP teacher’s responsibilities include the planning and implementation of PD on Mondays for paraprofessionals to develop their knowledge to effectively work with individual and small groups of students.
• Instructional coaches, consultants, mentors, Professional Development Team members and supervisors plan and provide PD to meet the differentiated and developmental needs of teachers. New teachers receive the maximum support and experienced teachers have leadership opportunities to help support the professional learning throughout the school.
• Instructional coaches and/or DOE Staff work with teachers in developing specific strategies to support the learning needs of ELLs and SWDs in reading comprehension, academic vocabulary, and written analysis of texts, both literary and non-fiction.
• The school's PL plan gives teachers opportunity to choose learning cycles based on individual needs.
• During the End of Year conferences, conducted by the principal, all teachers identify the professional learning opportunities that most impacted their practice and what supports they will need for the following year in order to continue improving and developing highly effective practices.
• Provide year-long mentors and professional development opportunities for teachers.
• Teachers, paraprofessionals, coaches and administrators attend Professional Development sessions provided by the DOE, Borough Field Support Center (BFSC) and private organizations, i.e. Special Education workshops; ELL workshops; RTI; City-wide workshops, etc. based on needs. Funds are allocated for per diem coverage to facilitate this during the school day.
• The school Principal and Assistant Principals attend monthly Professional Learning Opportunities (PLO) provided by the Superintendent and district staff.
• The school leadership attends PD provided by the Executive Leadership Institute (ELI), and conferences sponsored by Association of Assistant Principals and Council of Supervisors and Administrators.
• Staff Development is monitored and revised, based on the results of student data and teacher effectiveness needs.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
NA
### 3b. TA Coordination with the Regular Program

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

| NA |

---

### Part 4: SWP Schools Only

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

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

- We prepare our pre-kindergarten students and our kindergarten students with developmentally appropriate routines, curriculum, and pedagogy that are aligned to Common Core Foundational Standards for PreK and contribute to students' emotional and social well-being and growth.

- Teachers use the Early Screening Inventory- Revised (ESI-R) to individually screen students to determine if students may need early intervention services. These student outcomes are used to develop individualized instruction and student progress is monitored using the Work Sampling System throughout the year.

- Teachers, paraprofessionals, family worker and social worker, as well as parent coordinator ensure close home-school connections, on an ongoing basis. Monthly parent workshops focus on skills students will need upon entering kindergarten. These hands-on workshops provide parents with CCLS aligned activities they can make/do at home to strengthen foundational skills.

- The pre-k social worker and our early grade guidance counselor provide parents with information regarding academic and social expectations for kindergarten during scheduled workshops and individual meetings. Parents are provided support as they initiate the process of obtaining early intervention services.

- Pre-K teachers work collaboratively with kindergarten teachers throughout the year. Vertical team meetings (Pre-K & Kindergarten) and professional development activities permit teachers to be trained together while having opportunities to discuss curriculum and student needs.

- All early grade staff participates in school-wide PD to ensure continuity and appropriate learning targets and progressions. During the spring term Pre-K teachers will be scheduled for inter-visitations in kindergarten classrooms so they have an opportunity to prepare their students for the transition to kindergarten.

- Students’ records are kept by all teachers and are shared as the students are promoted from the early grades to the upper grades. Teachers receiving these children have full and clear portraits of the students as learners in all dimensions of growth and development.

#### 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.
- Teachers on the Measure of Student Learning Team (MOSL) determine appropriate school-wide measures.
- Teacher teams engage in a Lesson Study Protocol that consists of analyzing data, identifying a problem of practice, collaboratively designing a lesson, implementing the lesson implementing a lab site model and analyzing the effectiveness of the lesson based on student outcomes.
- The school's Instructional coaches meet weekly with grade level teacher teams to develop, calibrate and revise assessment based on curriculum and student performance.
- In grades K - 5 teacher teams participate in a weekly Collaborative Inquiry period where they analyze student data, examine and implement instructional best practices, monitor student progress and determine action steps to improve teacher and student learning for all learners, including ELLs and SWDs.
- We have partnered with Assessment Matters and Mastery Connect to implement an assessment tool and structure that will support the school in further developing an assessment-informed school culture where leaders, teachers, and students use formative and summative assessment data to direct and enhance learning. Our instructional cabinet, consisting of the principal, assistant principal, literacy coaches, math and technology coach and teacher leader, will be trained by consultants and provide training to all teachers. PD will be provided in teacher teams and individually as needed.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Indicate the amount contributed to Schoolwide pool. (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.</th>
<th>Column A Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$533,450.00</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e, 6, 7 &amp; 8</td>
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<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$114,283.00</td>
<td>X</td>
<td>5b, 5d</td>
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<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$29,646.00</td>
<td>X</td>
<td>5a, 5b, 5c, 5e, 6</td>
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<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$6,114.00</td>
<td>X</td>
<td>4b</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,437,800.00</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e, 6</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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</thead>
<tbody>
<tr>
<td><strong>Parent Involvement Policy (PIP) Template</strong></td>
</tr>
</tbody>
</table>

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 189, in compliance with the Section 1118 of Title I, Every Student Succeeds Act (ESSA) and in conjunction with the parent coordinator, School Leadership Team, PTA executive members will work to involve all parents. Through parent meetings, parent bulletins, school website and phone messenger, parents will continue to be informed regularly about all school matters. Workshops will continue to be presented on strategies and activities directly related to the school’s programs, curriculum and initiatives. In addition, workshops will be tailored to parents’ needs and interests. The Parents involved in Education Program (PIE) will continue to provide classes, workshops and activities that will equip parents with skills and strategies that will enhance their lives. The Parent Coordinator will facilitate and support all parental involvement activities at PS 189.

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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P.S. 189</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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.;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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 ESSA;</td>
</tr>
</tbody>
</table>
● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

### Encouraging School-Level Parental Involvement

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

● To inform parents about the Title I requirements and the right of parents to be involved in the Title I program the school principal and parent coordinator schedule and plan two meetings in October. A morning (8:30a.m.) and an evening (6:00 p.m.) meeting are scheduled, to maximize the opportunity for all parents to participate. These meetings are held on a Tuesday in October and parents are first notified of the meeting via the monthly calendar sent home on September 30th and posted on the school’s website, PS189M.com. The Thursday prior to the meeting notices are sent home to all families along with a phone message utilizing the school’s phone messenger system.

● 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 Welcome Center & Resource Center where parent shave access to technology and instructional materials and supports

● 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 using EngradePro, I-Ready & Mastery Connect;

● distributing a Parent Handbook and school web site designed to keep parents informed about school activities and student progress;

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

### School-Parent Compact (SPC)

**P.S. 189**, in compliance with the Section 1118 of Title I and 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 academic success on all assessments.

### I. School Responsibilities: High Quality Curriculum
I. School Responsibilities:

We as PS 189M educators and staff, will commit to our students’ progress in the following ways:

1. Provide CCLS aligned curriculum and rigorous instruction in a supportive learning environment that enables students to meet the Common Core Learning Standards:
   1. Implementation of NYC Core Curriculum in Reading, Math, Writing, Science and Social Studies
   2. Teaching staff that meet the Highly-Qualified NYS requirements
   3. Respecting cultural, ethnic and racial differences
   4. Availability of Guidance Counselors, staff and family workers to support families and students in meeting Common Core Learning Standards
   5. Availability of Parent Coordinator to act as liaison between the school and parents
2. Parent Teacher Conferences in November and March to discuss student performance, review student portfolios and assessments.
3. Family Night/Curriculum Night in September and May to inform parents of PS189 Curriculum & Expectations
4. Provide parents Schoolnet Training to access student data in Schoolnet Parent Link
5. Meet with parents during the re-purposed “parent time” to inform parents of their child’s progress.
6. Encourage and train parents to become a Literacy Leader Volunteer in classrooms. Encourage parents to attend Open School Week in November, parent meetings during Tuesday’s Parent Time, attend class celebrations and school assembly events
7. Encourage parents to participate in PTA committees and offer feedback on school programs and Parent Programs Survey
8. Schedule convenient meetings to discuss our use of our Title I School Wide Program Funds and implications in the school program
9. Provide parent-friendly letters to our parents in their home languages
10. Conduct annual meetings reporting our ESSA status and Yearly School Report Card
11. Notify parents if their child has received instruction for more than four (4) consecutive weeks by a teacher who is not highly qualified and holding NYS certification
12. Provide mental health Counseling Services to students and families through New York Presbyterian Morgan Stanley Children’s Hospital

I. School Responsibilities: Supporting Home-School Relationships

Classes offered for P.S.189 parents which encourage Parental Involvement and Communication with children include:

1. Literacy development through the arts training
2. Nutrition Classes in partnership with NY Presbyterian CHALK program
3. Family Math, Science and Literacy Nights to demonstrate Games and Curriculum
4. Make and Go classes to promote math/literacy through the Visual Arts
5. Annual event: Family Literacy Health and Immigration Fair
6. Monthly Family Friday (Last Friday of the month, October - April)
7. Parent Learning Walks

I. School Responsibilities: Providing Parents Reasonable Access to Staff

School will host four mandated Parent/Teacher conferences (Sept, Nov, March & May)

Parents of ENL students are provided with an additional PTC in January

Teachers meet and/or provide workshops for parents weekly during the Parent Engagement time on Tuesday afternoons
Parents are invited to participate in instructional activities in their child's classroom during Family Fridays one time per month.

Teachers use EngradePro to communicate student progress with families.

Teachers provide parents with progress reports from I-Ready three times per year (Nov., Jan. & June).

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

**Provide general support to parents by:**

**Specific activities organized for Parent Engagement Programs are:**

1. Fundraising activities to support student events and resources for the school
2. Learning Leaders Volunteer Program
3. Parent Workshops provided with Title 1 Funds: Math, Reading, Accountability Reporting under ESSA, Grade Curriculum Meetings and Emergent Bilingual Student (EBS) Parent Meetings
4. Participate in District 6 sponsored meetings on the Framework for Great Schools and other NYC DOE initiatives.
5. Organize and implement Family Fridays one day per month, parents visit classrooms and engage with their students in educational activities
6. Participate in Parent Learning Walks

### II. Parent/Guardian Responsibilities

**II. Parent/Guardian Responsibilities:**

We as PS 189M parents, will support our children's academic progress in the following ways:

1. Daily punctual attendance
2. Child prepared with required school materials
3. Child’s physical and mental well being is nurtured
4. Homework will be completed and checked daily
5. Immunizations are current
6. Provide the school with updated home and emergency contact information throughout the year
7. Support standards of behavior and consequences for infractions to the Discipline Code
8. Attend Parent Teacher Conferences to discuss our child’s academic achievement and social development. Follow through with recommendations
9. Respond promptly when the school requests a meeting regarding my child
10. Attend at least four (4) PTA Meetings/Workshops
11. Volunteer for PTA Committees or Events

### III. Student Responsibilities

**III. Student Responsibilities:**

We as PS 189M students, will commit to our academic progress in the following ways:

1. Attend school regularly and arrive on time and ready to do my best
2. Complete my homework and submit all assignments on time and always try my best to learn

3. Follow the school rules and the PS 189 STARS pledge
   - *Strive for Success*
   - *Treat Others with Respect*
   - *Act Responsibly*
   - *Respect the Environment*
   - *Show Self Control*

5. Respect the opinions of others and try to resolve disagreements or conflicts peacefully

6. Ask for help from my teachers, classmates and all staff when I need it

7. Come to school wearing the school uniform daily
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: _____

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

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

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

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

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

The school will offer 4 programs during the year. Each program will have a maximum of 6 teachers. Depending on teacher availability and interest each program may be implemented by different sets of teachers.

Rationale: NYSESLAT data for 2018, shows that 190 students who were tested in grades K-5 are currently in our school. Student proficiency level results are as follows: 12% (22 students) scored a proficiency level of Commanding, 43% (82 students) scored a proficiency level of Expanding, 22% (42 students) scored a proficiency level of Transitioning, 16% (30 students) scored a proficiency level of Emerging, 9% (18 students) scored a proficiency level of Entering. Therefore, based on the performance of English Language Learners in grades K-5, we have identified speaking and writing as the modalities in which students require additional instructional support. In order to provide students with supplemental instruction we have created 2 after-school programs that will run in the winter and spring.

After-School Programs Activities: Students will engage in a variety of activities incorporating all four modalities; listening, reading, speaking and writing, however asking and answering questions and providing explicit instruction in writing across content areas will be the focus. Students will read leveled informational trade books to gain content knowledge, develop academic and content specific vocabulary, and cite textual evidence. Students will engage in the writing process as they produce writing pieces. Students will engage in meaningful discussions using a discussion protocol and accountable talk stems.

Winter After-School ELL Enrichment Program: In order to address the needs identified as per 2018 NYSESLAT data, students will participate in speaking, reading and writing activities focused on Informational texts. Teachers will provide instruction aligned to Common Core Standards and differentiate based on specific language needs of individual students.

Subgroup: We have identified 53 English Language Learners in grades 1-5 who did not make progress of at least one proficiency level on the 2018 NYSESLAT compared to 2017 NYSESLAT proficiency level. These students have been in an English school system for more than one year. Among the 53 English Language Learners identified as per the 2018 NYSESLAT there are 20 students who remained on a Transitioning proficiency level, 28 students who remained on an Expanding proficiency level, 5 students remained on either an Entering or Emerging Proficiency level.

Schedule and Duration: We have developed an After-School ELL Enrichment Program that will run for 8 consecutive weeks. During the 8 weeks, there will be 16 sessions lasting 1.5 hours each session, totaling 3 hours per week. The sessions will take place on Wednesday and Thursday from 2:20 to 3:50pm. The program will
Part B: Direct Instruction Supplemental Program Information

begin on October 17, 2018 and end on December 13, 2018. There will be at least three groups with a student teacher ratio of 20 students per 2 teachers (Team)

Language of Instruction: Students will receive instruction in English. Instruction will focus on speaking and writing modalities, specifically using informational texts to develop vocabulary, content knowledge and language skills.

Number and Types of Certification of Teachers: 3 Bilingual or ENL licensed teachers and 3 Common Branch Teachers will be planning and providing instruction as a team. Teachers will work in pairs (Common Branch paired with ENL) and will alternate Co-teaching model strategies, team-teaching and alternate teaching, as necessary dependent on student need. Student to teacher ratio is 20 students per teacher team (2 teachers). Students will be grouped by grade level. ENL Teacher will circulate between groups providing at least 50% instruction (1.5 hours per week)

Types of Materials:
Step Up to Writing
Informational Trade Books from BenchMark Education

Spring After-School ELL Enrichment Program:
In order to address the needs identified as per 2018 NYSESLAT data, students will participate in speaking and writing activities focused on Informational texts. Teachers will provide instruction aligned to Common Core Standards and differentiate based on specific language needs of individual students.

Rationale:
We have identified 82 English Language Learners in grades 1-5 who have scored a proficiency level of Expanding on the Spring 2018 NYSESLAT. These students have been in an English school system for at least one year. Among the 82 English Language Learners are 16 First Graders, 13 Second Graders, 12 Third Graders, 23 Fourth Graders and 18 Fifth Graders.

Schedule and duration:
We have developed a Spring After-School ELL Enrichment Program that will run for 4 consecutive weeks. During the 4 weeks, there will be 8 sessions lasting 1.5 hours at a rate of 2 sessions per week totaling 3 hours per week. Sessions will take place on Wednesday & Thursday from 2:20 pm to 3:50 pm. The program will begin on April 3, 2019 and will end May 2, 2019. There will be at least 4 groups with a student ratio of 20 students per teacher team (2 teachers).

Language of Instruction:
Students will receive instruction in English. Instruction will focus on speaking and writing modalities, specifically using informational texts to develop vocabulary, content knowledge, and language skills to transfer to their writing.

Number and Types of Certification of Teachers: 3 ENL or Bilingual licensed teachers and 3 Common Branch Teachers will be planning and providing instruction as a team. Teachers will work in pairs (Common Branch paired with ENL) and will alternate Co-teaching model strategies, team-teaching and alternate teaching, as necessary dependent on student need. Students will be grouped by grade level. Student groups will be at least 20 students per 2 teachers (Team).

Types of Materials:
Informational Trade Books in English, BenchMark Education
My-On E-Reader
The Primary Comprehension Toolkit from Heinemann
Part B: Direct Instruction Supplemental Program Information

Saturday Program Activities: Students will participate in read-aloud and shared readings of popular Folk Tales. Students will participate in discussions where they will be encouraged to utilize explicitly taught Tier II words in order to expand their vocabulary and increase their understanding of the English language. Students will use discussion protocols and accountable talk stems to support discussion. Students will read and compare Folk tales from different cultures and perspectives.

Winter Saturday Program:
Rationale:
Students who are new arrivals to the country and/or students who score a beginner proficiency level require additional opportunities to develop vocabulary and academic language skills.

Subgroup:
We have identified 48 students in grades 1-5 who have scored Entering or Emerging proficiency levels in the Spring 2018 NYSESLAT. These students have been in an English school system for 1-3 years. Among the 48 students are 14 Fifth graders, 9 Fourth graders, 6 Third Graders, 14 Second graders and 5 First Graders.

Schedule and Duration:
We have developed a Saturday ELL Academy that will run for 6 consecutive weeks for a total of 6 Saturday sessions. Each session will be 3 hours, running from 9:00 am to 12 pm. The program will begin on October 20, 2018 and end on December 1, 2018.

Language of Instruction:
Students will receive instruction in English. Instruction will focus on development of Tier 2 vocabulary words through read alouds and shared reading of Folk Tales. In addition, students will have an opportunity to engage in technology based instruction such as Compass Learning.

Number and Types of Certification of Teachers: 3 Bilingual or ENL licensed teachers and 1 Common Branch Teacher. Teachers will rotate students so that each student spends at least 45 minutes in the computer lab with the Common Branch teacher interacting with Technology in groups no greater than 15 students.

A Supervisor to monitor and ensure program is being implemented as intended and as required by Department of Education regulations.

Types of Materials:
Variety of Folk Tales in English
Elements of Reading: Vocabulary (Harcourt)

Spring Saturday ELL Academy
Rationale:
Students who are new arrivals to the country and/or students who score a beginner proficiency level require additional opportunities to develop vocabulary and academic language skills.

Sub-group:
We have identified 18 students in grades 1-4 in Bilingual Classes. Most students have Entering or Emerging proficiency levels in the Spring 2018 NYSESLAT.
### Part B: Direct Instruction Supplemental Program Information

Schedule and Duration: We have developed a Saturday ELL Enrichment Academy that will run for 6 consecutive Saturdays sessions for the duration of 3 hours. The program hours will be from 9 am to 12 pm. The program will begin on March 9, 2018 and end on April 13, 2018. The students will be in groups no larger than 10 students per group.

Language of Instruction:
Students will receive instructions in English. Instruction will focus on developing Tier 2 vocabulary through the use of read alouds and shared reading of narrative and informative texts. In addition, students will have the opportunity to engage in technology based instruction such as Compass Learning.

Number and Types of Certification of Teachers: 2 ENL or Bilingual licensed teachers and 1 Common Branch Teacher. Teachers will rotate students so that each student spends at least 30 minutes in the computer lab with the Common Branch Teacher interacting with technology in groups no greater than 10 students.

A Supervisor to ensure that program is being implemented as intended and as required by Department of Education Regulations

Types of Materials:
- Narrative and Informational Trade Books in English
- Compass Learning Technology
- Elements of Reading Vocabulary (Harcourt)

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ______

Rationale:
In order to provide students with the appropriate scaffolds necessary to make gains in language proficiency, and monitor student learning, teachers will receive professional development focused on component 3D Using Assessment in Instruction from the Framework for Effective Teaching with particular focus on ELLs and long term ELL students. During these professional development workshops, teachers will have an opportunity to observe best practices during labsite sessions facilitated by an Education Consultant and collaborating teacher. Following the labsite, teachers will engage in professional conversations to increase student engagement and implement effective strategies with second language learners. Selected Bilingual and ESL certified teachers will be invited to participate as well as Common Branch Teachers.

Schedule and duration: Four 90 minute Professional Development sessions
2 Sessions in October:
10/1/18 Title: Using Assessment in Instruction to Monitor ELL Student Progress for Grades 2 and 3 (Labsite and Debrief Session)
10/15/18 Title: Using Assessment in Instruction to Monitor ELL Student Progress for Grades 4 and 5 (Labsite and Debrief Session)
Part C: Professional Development

2 Sessions in November:
11/5/18 Title: Using Assessment in Instruction to Monitor ELL Student Progress for Grades K and 1 (Labsite and Debrief)
11/19/18 Title: Using Assessment in Home Language Instruction to Monitor ELL Student Progress for Bilingual Teachers (Labsite and Debrief)

Teachers Receiving Training:
(11) ESL/Bilingual licensed teachers
(20) Special Education and/or Common Branch teachers

Topics to Be Covered:
Labsite/Debrief sessions focusing on Instruction Domain of the Framework for Effective Teaching: Using Effective Strategies to Engage Students in Learning, Questioning and Discussion Techniques and Using Assessments to inform Instruction.

Name of Provider: Professional Development will be provided by ESL/Bilingual Certified Supervisor and Education Consultant- Molly Perez, Assessment Matters

Part D: Parental Engagement Activities

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

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

Begin description here: ______

Rationale: Based on the School Survey Report, 93% of our parents stated that staff members regularly communicate with them about how families can help their children learn. In order to sustain a high frequency and high level of school staff and family communication as evidenced in the School Survey Report, and to continue to promote parental involvement and support for students' academic success, ELL parents and their children will be invited to participate in a technology and writing project.

Schedule and duration:
30 Parents will participate in sessions lasting 2 hours each.
Sessions will run for 4 consecutive Saturdays, 4/6/19, 4/13/19, 5/4/19, 5/11/19
Title: Building Memories through the Year with Technology

Topics to be Covered:
Parents and students will develop a calendar using software. Families will add pictures and write text including poetry and cultural anecdotes.

Name of Provider: One Bilingual/ESL certified or Common Branch Teacher
Part D: Parental Engagement Activities

Parent Notification: Notices will be sent home to parents in English, Spanish, Arabic, and Mandarin to promote parental involvement.

Rationale: According to the School Survey Report, 93% of parents indicated that teachers work closely with them to meet their child's needs. In order to continue to provide parents with opportunities to support the school and to promote parental involvement and support students' academic success, parents will be invited to partake in workshops focusing on various academic topics.

Schedule: Parent Workshops are about 1.5 hours in duration. The following workshops have been scheduled through out the year:

9/25/18 Supporting English Language Learners
10/23/18 Family Night: Math
12/11/18 Understanding an IEP
1/15/19 Family Night: Literacy
3/19/19 Family Night: Science
5/14/19 Family Night: Social Studies

Topics to be Covered:
Parents are invited to partake in workshops focusing on various academic topics; supporting ELLs, Academic Expectations in Content Areas (Literacy, Math, Science and Social Studies).

Name of Provider: Parent Coordinator

Parent Notification:
Parents are notified about Parental Involvement Activities through back-packed invitation in their language of preference. Also, a phone messenger is sent as reminder either the day before or on the day of the event if it is in the evening.

Record Maintenance:
All current year records, including but not limited to agendas, sign in sheets, and invitations are kept by the ESL Supervisor in her office. Prior year records are transferred and kept in our record room organized by Academic year.

Translation and Interpretation Services: will be provided as needed through the use of translator services for workshops and documents.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| Professional salaries (schools must account for fringe benefits)  
  • Per session                   | _____           | _____                                                                                           |
# Part E: Budget

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

**Allocation Amount:** $____

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

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is 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>06</td>
<td>Manhattan</td>
<td>189</td>
</tr>
</tbody>
</table>

School Name: PS 189

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>
<th>Coach</th>
<th>Assistant Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosalina Perez</td>
<td>Johnny Grullon</td>
<td>Bielka Cruz, Math</td>
<td>Victor Garces</td>
<td>Glenn Golz, ENL</td>
<td></td>
<td>ệ</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td></td>
<td>Teacher/Subject Area: Nora Arriaza, Bilingual</td>
<td>Teacher/Subject Area: Maria Paulino, Bilingual</td>
<td>Teacher/Subject Area: Sp. E</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent</td>
<td>Vielka Nunez</td>
<td>Parent Coordinator</td>
<td>Sylvia Suero</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Service Provider</td>
<td>Brittany Pantofel, Speech</td>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td></td>
<td>Manuel Ramirez</td>
<td>Other (Name and Title): Daisy Gonzalez, School Psychol</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

D. Student Demographics

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>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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

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 assessment tools used to assess the early literacy skills of our ELL students K-1 are Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT) and Fountas and Pinnell Benchmark Assessment System for English assessment of all our ELL students K-5.

   The DIBELS NEXT assessment tests fluency, accuracy and phonemic awareness, however, it does not assess student comprehension rates. Since ELLs will naturally slow down when applying comprehension strategies, we have been focusing on increasing comprehension through guided reading practices.
In order to gauge comprehension, we administer the Fountas and Pinnell Benchmark Assessment System for English, which has enabled teachers to accurately assess ELLs reading levels and also design instruction to increase their reading levels by utilizing running records. A K-5 Spanish counterpart is also used to assess students' native language literacy skill acquisition, as well.

2. What structures do you have in place to support this effort?
In order to support the use of formative assessments to guide instructional planning for ELLs, we have put into place the following structures:

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We are constantly evaluating the success of our ELLs in order to make instruction decisions and increase acquisition of language, learning, and performance. Professional Learning Teams, the school leadership, and individual teachers meet to analyze results from the NYS ELA, NYS Mathematics, NYSESLAT, and Annual Measurable Achievement Objectives Tool. Using the data from these assessments our programs are modified and additional support is provided to ELLs in the form of ENL, AIS and paraprofessional tutoring. The members of our staff have multiple opportunities to discuss progress, and areas of concern, including strategies that worked and those that didn’t. We also use portfolios, rubrics and performance assessments to get a clearer picture of student strength and need and we use these and other observational techniques to determine what our students need.

4. What structures do you have in place to address interventions once the summative data has been gathered?
In order to support the use of summative assessments to guide instructional planning for ELLs, we have put into place the following structures:

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
Our school uses a variety of data to inform our instruction for ELLs. We use DIBELS, IDEL, Fountas and Pinnell Benchmark Running Records, NYC Baseline and Benchmark assessments, NYS ELA and Math assessments, and teacher created formative assessments to guide our instruction for ELLs. We analyze the data both at the classroom and school level to observe trends and patterns, we then consider the corresponding adjustments needed to strengthen the instructional core and supplemental supports, as they relate to ELLs. We implement the 3 Tiered RTI Model where the Tier 1 is the classroom teacher who provides daily instruction that meets the majority of students’ needs implementing scaffolds and differentiation as needed. The Tier 2 consists of targeted intervention and instructional support for a smaller subset of students. Our AIS staff pushes in and pulls out students to provide these services for our ELLs. Additionally, we also have our paraprofessionals who reduce the groups of students in the classroom and provide targeted intervention for students with varied language needs. Furthermore, both our Reading Intervention Teachers and our Literacy Coach provide Tier 2 services to students based on assessment data. The Tier 3 is individualized, specialized instruction for students with persistent difficulties. Our Tier 3 is usually delivered by our Special Education Specialists who provide at risk students with more intensive support and intervention. We have also developed an intervention program for SIFE and New Arrivals students where they receive targeted support in beginning literacy skills in their native language. This support allows them to receive supplemental instruction in crucial foundational literacy skills. In addition, we’ve identified students based upon the data systems mentioned above who require assistance in accessing grade appropriate complex text. These students receive instruction in a small group afterschool on utilizing strategies that promote critical thinking, interacting with text, and production of writing in the genres prescribed by the Common Core standards (ie. opinion and informative writing).

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].)
We are constantly evaluating the success of our ELLs in order to make instruction decisions and increase acquisition of language, learning, and performance. Professional Learning Teams, the school leadership, and individual teachers meet to analyze result from the NYSESLAT, NYS ELA, NYS Mathematics and ELL Data Analysis Tool to determine areas of focus for our ELL programs. Using the data from these assessments our programs are modified and additional support is provided to ELLs in the form of ENL and AIS support. Teachers analyze data and plan instruction that includes necessary scaffolds to ensure student progress. The members of our staff have multiple opportunities to discuss progress, and areas of concern, including strategies that worked and those that didn’t. We also use portfolios, rubrics and performance assessments to get a clearer picture of student strength and need and we use these and other observational techniques to determine what our students need.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The following structures are implemented in order to disseminate data as well as make adjustments to our program:

---

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      In order to provide students with the mandated ENL instruction, as per Part 154, and to promote student learning we utilize various organizational models within our school. Our classes are structured to accommodate the needs of our ELLs, including those with special needs. Currently, we have designated at least one Self-Contained ENL class taught by a qualified dual certified teacher in Common Branch and ENL in grades K, and 2-4. Students in these classes are grouped by grade with heterogeneous language proficiency levels. The classroom teacher provides both stand-alone and integrated mandated ENL instruction for each child. ENL methodologies are embedded seamlessly in instruction through-out the day. Our integrated ENL program in grades 1 and 4 is organized by grouping students according to grade and proficiency levels. Our program also includes a K-2 and 3-5 ENL teacher who integrates instruction with the Common branch teacher during literacy, writing, and/or content area instructional time to provide integrated ENL instruction. Students are also serviced in small differentiated groups based upon their proficiency level to provide stand alone ENL instruction.
   b. TBE program. *If applicable.*
      Currently, we have a designated transitional bilingual class in each grade, including Bilingual Special Ed with multiple grade spans. Our bilingual classes are heterogeneously grouped by grade, containing students with varying language proficiency levels. As prescribed in CR Part 154, our bilingual teacher provide our students with HLA, as well as Stand-Alone and Integrated ENL instruction during the instructional day. Students are serviced in small differentiated groups based on proficiency levels in order to provide adequate stand-alone ENL instruction, as well as, heterogeneous groups to provide integrated ENL instruction throughout the instructional day.
   c. DL program. *If applicable.*
      Not Applicable

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)?
Our staff is organized to ensure that the mandated number of instructional minutes is delivered in each program model as per CR Part 154. Our classes are structured to accommodate the needs of our ELL students. We have fully licensed, highly qualified ENL and bilingual teachers. All the teachers in the TBE classes possess a Bilingual Common Branch license. Our bilingual teachers demonstrate strong academic language proficiency in English and Spanish. The teachers continue to receive professional development opportunities as well as school initiatives in content and pedagogy.

All of our ELL students are serviced and some receive services that exceed the mandated amount of minutes as per CR Part 154. Our students with Entering and Emerging language proficiency levels receive at least 360 minutes of ENL Instruction per week. The ENL instruction includes a minimum of 180 minutes of Integrated ENL/ELA instruction and a maximum of 180 minutes of Stand Alone ENL instruction per week. Students with a Transitioning proficiency level are provided with a minimum of 180 minutes of ENL instruction with a minimum of 90 minutes of Integrated ENL/ELA and a maximum of 90 minutes of Stand Alone or Integrated ENL/Content instruction per week. Students obtaining an Expanding level of Proficiency are provided with a minimum of 180 minutes of Integrated ENL instruction per week. As prescribed by CR Part 154, students who obtain a Commanding Proficiency level will continue to receive a minimum of 90 minutes of Integrated ENL/ELA or Content instruction per week.

We have increased the number of ENL self-contained classes, as well as, group size to ensure that students receive more than the mandated services. ENL instruction is delivered through an integrated approach during literacy, writing and content area instructional time throughout the day in monolingual and self-contained classes. Stand alone ENL instruction is delivered in small differentiated groups based on proficiency level during literacy, writing and content area instructional time.

In TB classes students receive daily ENL instruction for at least 360 minutes per week regardless of their proficiency level with a minimum of 180 minutes integrated ENL/ELA during literacy, writing and/or content area instructional time throughout the day. This is done to provide our ELLs with the academic language and strategies necessary to access Common Core Aligned curriculum. HLA (Spanish) is delivered in all our TB classes during mathematics and/or literacy, writing and content area instructional time. Students in TB classes receive a minimum of 180 minutes per week as per CR Part 154.

The ELL Supervisor, Specific Grade Supervisors, Classroom and Funded ENL teachers ensure that each class creates a schedule that indicates the allocated instructional minutes for ENL, ELA, and HLA instruction as per the mandates of CR Part 154.

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.

In our monolingual and self-contained classrooms the content areas are delivered in English. Dual Certified ENL teachers integrate instruction with the common branch teacher and support instruction by integrating ENL methodologies to ensure that the content is comprehensible to ELL students and that instruction is aligned to CCLS.

The organization of the Transitional Bilingual classes includes a 60/40 instructional plan with 60% of the instruction given in the native language and 40% in English, which meets the Part 154 mandates. The percentage of instruction is differentiated based on the student’s ELL proficiency level as outlined above. Instructional approaches and methods for transitional bilingual classes are aimed to enrich language development and make content comprehensible. Instruction is in place to facilitate the transfer of students’ skills from Spanish to English while building on the first language to develop cognition. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer academic knowledge, comprehension and phonetic skills. All of this is in aid of developing academic language in the content areas.

In all grades children participate in a language arts curriculum that is aligned to Common Core State Standards (CCSLs). Our CCLS curriculum embeds the instructional shifts including the 50/50 use of fiction and non-fiction texts. Since many of our ELLs cannot read grade level material independently, we use a shared reading approach because we realize the need for them to be exposed to grade-level text and to participate both orally and in writing with grade-level text with the proper scaffolding. The instructional practices that support this type of literacy model include whole class and small groups,
word study, read aloud, guided reading, shared reading with accountable talk, book clubs, conferencing, modeled writing, and guided writing and strategy lessons.

There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using IDEL, DIBELS, Fountas and Pinnell Running Record Benchmarks in English and Spanish, teacher created formative assessments in both English and Spanish, and iReady technology driven assessments. In addition, students complete Unit Performance Tasks and receive guided reading instruction in their native language and in English. Materials used include Spanish guided books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher continuous evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: unit assessments, interim and periodic assessments, Running Records assessments, and informal teacher observations and conferences.

For the ENL component of the Transitional Bilingual program we use Spotlight on English by Santillana in grades K-5, augmented with related trade-books. As well as the English portion of the ReadyGen Bi-literacy Program. Both these programs are used mostly for children who score in the entering and emerging proficiency levels. The program is based upon social studies themes and includes instruction in the four modalities of listening, speaking, reading and writing. Students are placed in flexible groups according to their proficiency levels and move based upon teacher evaluation. For K-5 students who score within the Transitioning, Expanding and Commanding proficiency levels we continue to provide them support through the use of guided reading materials and embedding ELL supports into our ELA curriculum, ReadyGen Bi-literacy K-5, and Expeditionary 3-5, as well as other guided reading and grade level texts. Students are placed in dynamic groups based upon instructional levels and proficiency. Students work in small groups to receive the maximum support and guided practice.

All our TB classes participate in Compass Learning/Odyssey, a computer based program for language acquisition, English phonics and a vast amount of reading material in science and social studies for the building of content knowledge with built-in supports for the second language learner.

All students in grades K-5 TB classes receive mathematics instruction using the Go Math! curriculum in Spanish. Students in grades 3-5 use Spanish mathematics computer software programs. All 3-5 grade students in TB classes participate in the New York State Mathematics assessments in Spanish.

The content areas of Social Studies and Science are presented to the children in English using ENL methodologies in our K-5 TB and ENL classes. The students' instruction in science and social studies is taught in six week content cycles. The first cycle is social studies and the second cycle is science. Classroom teachers use a variety of instructional approaches to provide ELL students with access to the curriculum, i.e. realia, photographs, process charts, word walls and shared reading and discussion.

Our ENL program is organized as an integrated program for grades K-5. Self-Contained ENL classes have been established in grades K, and 2-4. The teachers are ENL and Common Branch certified and incorporate ENL methodologies and strategies in their instruction. They utilize the materials from the reading programs, Ready-Gen for K-2, Expeditionary Learning for 3-5, along with the Trophies Harcourt ELL component, Spotlight on English, as well as trade books.

The math program, Go Math! is a program which allows for high student engagement through the use of virtual manipulatives, a hands on approach, math discussions, and activities which provide multiple opportunities for deep conceptual understanding of mathematics. In addition, the program uses lots of visuals and it has a Language Support component for ELL students. Math resources are available in the home language of Spanish.

The writing program incorporates Step Up to Writing strategies. Step Up to Writing provides the structure that ELL students need to effectively communicate through the modality of writing. Step Up to Writing equips teachers with effective, multi-sensory writing strategies, aiming to improve the students' writing, reading, listening, and speaking skills. ENL teachers support the writing curriculum by using Step Up to Writing to work with students in differentiated groups to meet the objectives and expectations for each unit of study. Teachers have received professional development on the use of these
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We have several methods through which we ensure that our ELLs are appropriately evaluated in their home language. During the initial screening, the Spanish LAB is useful in providing information about language dominance and home language literacy proficiency. Our Spanish speaking ELLs who are entitled to home language testing are assessed using IDEL, Fountas and Pinnell Running Record Benchmark Assessments in Spanish, interim and periodic assessments in Spanish and unit tests. End of Unit Assessment in Spanish, as well as, the ELE are provided as summative assessments. Teachers analyze data and plan instruction that includes necessary scaffolds to ensure student progress. The school has a partnership with the New York Public Library, the technology program myOn, and is constantly seeking texts that can be used to support students in their native 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

5a. In order to accommodate SIFE children, the student’s academic level in their native language is assessed using running records and the Multilingual Literacy SIFE screener. Based upon these results and teacher analysis, we develop an academic intervention program for the child based upon their academic level and age. The student is placed with students of the same age and receives small group or individual instruction by our ENL/ELL intervention teachers and the classroom teacher. The student receives instruction in Estrellita to become fluent in Spanish phonics. Targeted intervention programs for our SIFE students in mathematics, ELA, and other content areas are provided by our ENL, AIS, RTI and Bilingual staff during the day and during our after school program. The child is given opportunities to use technology, i.e. NLA and Mathematics in Spanish and computer-based literacy ENL programs including Compass Learning Odyssey. Our goal is to maintain the child in the correct grade group and engage the child on his/her instructional level using age appropriate materials.

5b. In order to accommodate ELLs with less than 3 years in school, it is important to accommodate the social-emotional needs that come with being in a new educational experience. Aside from the inclusion modifications of partnering students that is more familiar with the school culture and language, our school provides many clubs and activities before and after school that allow students to acclimate to their new experience. Also it is important to provide newcomers with substantial support and rigorous instruction to prepare them for the testing which they are required to take after one year. Newcomer ELLs receive intervention as determined by the students’ needs in mathematics, ELA, and other content areas. These services are provided by ENL, AIS, RTI and Bilingual staff during the day and during our extended day program. Students in TB classes are given differentiated instruction to sustain native language literacy growth and support acquisition of the second language. Students in the ENL program receive the required minutes of ENL instruction through small group and differentiated instruction by our ENL staff.

5c. In order to accommodate ELLs with 4-6 years of service, we continue to provide rigorous academic instruction, specified according to each student’s needs and proficiency level. Students continue to receive the required minutes of ENL and NLA instruction through small group, differentiated instruction. Students with 4-6 years of service are targeted for intervention based on student needs, focusing on improving reading comprehension, fluency and writing (including Compass Learning Odyssey).

5d. Long term ELLs are provided with rigorous academic instruction and continue to receive ENL services as per their language proficiency level. In addition, our RTI and AIS staff provides these students with specific intervention focusing on the modality or modalities which data reveals as a weakness for these students.

5e. In order to continue supporting those former ELLs which have tested at a Proficient level, we provide the mandated ENL services of 90 minutes on integrated ENL as outlined in CR Part 154 and ensure that teachers continue to implement ELL
strategies although the students have mainstreamed into a monolingual classroom setting. To differentiate within the classroom, teachers offer transitional support to these students by having them lead small group instruction in book clubs where they hone questioning skills, paraphrasing and summarizing skills. These also allows them to model for lower English proficient students and often support their content knowledge.

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?

ELL students with disabilities are monitored by our Language Proficiency Team. If the committee feels the child requires additional support services, a referral is initiated. In the meantime, the child receives at-risk services by our bilingual IEP teacher, AIS teacher and ENL staff. Students receive support services in ELA, mathematics, and content. They also have access to computer based programs in literacy and mathematics. Our ELL students who are in Self Contained Special Education classes receive instruction modified as indicated on their IEP. These children use the same core material as the rest of their peers. In addition, students may receive academic intervention and Speech services as mandated on their IEP by bilingual staff. Key standards from the Common Core are emphasized within the abilities of the student and cognitive tasks are kept as rigorous as the child’s disability will allow. Use of instructional strategies and grade level material which provides access to academic content areas and which help to accelerate these ELLs’ lag in academic language and cognition are employed.

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?

Our school uses curricular, instructional and scheduling flexibility to meet the needs of our ELL-SWDs in the least restrictive environment. Many of the ELLs from Self-Contained classes are mainstreamed for either reading, math, the content areas or physical education where they are exposed to academic language with peers. We have monolingual CTT classes in grades K-5. ELLs in these classes are in the least restrictive environment for the whole length of their day, except for speech, OT or PT. The ENL teacher along with the Common Branch Teacher is able to provide their services along with the other ELLs in their classrooms. Thus, with two or three teachers in the classroom at one time, flexible groupings are attained. All of these CTT classes provide the same rigorous instruction in the Common Core as their regular counterparts. Fortunately, the Self Contained special education and CTT classes grades 3-5 are adept at using their Smartboards to scaffold and enhance the different learning styles of their students through various software, internet sites, writing partnerships and the like.

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.

Targeted intervention programs for ELLs in ELA, Math and content areas are provided to the different ELL subgroups. Our SIFE and newcomer students receive instruction in Estrellita to become fluent in Spanish phonics during the school day. All of our ELL students are given opportunities to use technology, i.e. HLA and Mathematics in Spanish and computer-based literacy ENL programs. ELL students in the ENL program receive small group instruction in English focusing on English Language Arts and Writing during instructional day. Students with IEPs receive the services designated by their IEP, in the language designated on the IEP. We target vocabulary development so that students can increase academic language.

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

The 16-17 NYS ELA and Math scores reveal that 5.4% of ELLs tested scored at or below 25th percentile and scored a level 1 or 2 in ELA while only 4% of ELLs tested scored at or below 25th percentile and scored a level 1 or 2 in Math. While 16-17 NYSESLAT data reveals that 11.8% of NYSESLAT test takers achieved a Commanding proficiency level. In order to ensure that performance by ELLs on NYS ELA and Math assessment is aligned to NYSESLAT results, the Bilingual Teachers Professional Learning Team will work closely with our MFSB ELL Consultant on our goal focused on increasing academic conversation across content areas. We are also implementing the Word Generation program in grades 4 and 5 for academic language development.
10. If you had a bilingual program, what was the reason you closed it?
Currently, our existing programs will continue.

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

ELLs are afforded equal access to all school programs. They are invited to attend our after school program to receive differentiated small group instruction.

This year we are initiating a Native Spanish Language after-school program for those students who would like to enrich their language use by honing their reading and writing in Spanish. Research shows that developing literacy in the native language and bilingual literacy in general promotes greater cognition and higher order thinking skills. Also, preservation of the home language and nurturing of bilingualism is known to expand depth of knowledge.

In addition, the school implements 2 After-school and 2 Saturday programs that specifically designed to provide ELLs with instruction based on their individual needs. As revealed by our 16-17 NYSES LAT data most of our students struggle with the writing and speaking modality portion of the assessment, therefore the after-school programs will focus on Non-Fiction writing. The ELL after-school program will target students who have not made any gains on the 16-17 NYSES LAT. The ELL Saturday Academy will focus on providing ELLs with an Entering Language Proficiency an opportunity to receive additional ENL instruction and language acquisition.

Our ELL students are also included in other programs hosted by the school, such as the Enrichment Academy and Saturday Club and Academics Program. The Assistant Principals meet with teachers and based on performance data, ELLs are invited to participate in the program that is aligned to the students needs. The school’s goal is to ensure that all ELLs are invited to participate in a program throughout the year. Invitations are sent to parents in English and in the parent’s home language. The parent coordinator and family worker assist in the process by contacting parents that do not respond.

Our ELLs participate in many clubs, activities and programs that are available to all students in school such as National Dance Institute, Swim for Life, ballroom dancing, chess club, Music in the Brain, Yeshiva science START program, technology club, sketch club, yoga, martial arts, basketball, baseball and dance.

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 TB classes use the A+ Common Core Spanish Literacy Kits which included works in various genres and Science and Social Studies informational texts. Our work with the CCSS has initiated a more thematically-based curriculum using trade books and adding more non-fiction texts. Also, our emphasis on leveled independent reading is adding a focus to grade level texts through shared reading and read alouds. This is due to the fact that many of our ELLs cannot read grade level material independently, but need to be exposed to it and to participate both orally and in writing with grade-level text. The instructional practices that support this type of literacy model include whole class and small groups, word study, read aloud, guided reading, shared reading and accountable talk, conferencing, book clubs, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using DIBELS, Fountas and Pinnell Running Record Benchmark Assessments in Spanish and English, and unit tests and interim assessments.

Also, students receive native language instruction in literacy using Authentic Texts, Trade Books and units of study from Step Up to Writing. Students complete performance based assessments and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: interim assessments, Running Records assessments, and informal teacher observations and conferences. Students have access to HLA computer software programs in their classroom.

For the ENL component of the Transitional Bilingual program we use Spotlight by Santillana in grades K-5. This program is used for children who score in the beginning and low intermediate proficiency level. The program is based upon social studies
themes and includes instruction in the four modalities of listening, speaking, reading and writing. Students are placed in flexible groups according to their proficiency levels and move based upon teacher evaluation. For K-5 students who score in the upper intermediate and advanced proficiency levels we use guided reading materials and embedded ELL supports in ReadyGen Bi-Literacy and Expeditionary programs, as well as other guided reading and grade level texts. Students are placed in dynamic groups based upon instructional levels and proficiency. Students work in small groups to receive the maximum support and guided practice. Our second through fifth grade TB classes participate in Compass Learning/Odyssey, a computer based ESL program for language and content area vocabulary acquisition.

All students in grades K-5 TB classes receive instruction in GO Math in Spanish. Students in TB classes in grades 3-5 use Spanish mathematics computer software programs. All 3-5 grade students in TB classes participate in the New York State Mathematics assessments in Spanish.

The content areas of Social Studies and Science are presented to the children in English using ENL methodologies in our K-5 TB classes. Best practices are evidenced in the classroom environment: process charts, content charts, word wall, alphabet charts, classroom libraries.

The literacy curriculum provides scaffolds for instruction of ELLs that guides teachers in meeting the ELL student’s needs according to their English language proficiency. The guides provide examples of how to apply the New Language Arts Progressions to the curriculum. The examples include instructions for teachers, actions for students, and additional resources to facilitate implementing each scaffolding technique.

Step Up to Writing is used in grades K-5 to provide the structure that ELL students need to effectively communicate through the modality of writing. Step Up to Writing provides teachers with effective, multi-sensory writing strategies, aiming to improve the students’ writing, reading, listening, and speaking skills.

All students receive instruction using GoMath in the allocated language of instruction. The materials are available in Spanish and English. All 3-5 grade students participate in the New York State Mathematics assessments.

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

Home language support is provided in each model. In TB classes, native language instruction is delivered in literacy and math. Students receive instruction in Estrellita to become fluent in Spanish phonics. In literacy, students complete unit portfolio pieces and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: Performance Based Assessments and Unit Tests, Running Records assessments, and informal teacher observations and conferences. Students have access to HLA computer software programs in their classroom. There is an emphasis on frequent formal and informal assessments in the native language, Spanish. Students are assessed using IDEL, Fountas and Pinnell running records in Spanish and on-demand performance tasks. All students in grades K-5 TB classes receive instruction in GO Math in Spanish. Students in grades 3-5 use Spanish mathematics computer software programs. All 3-5 grade students participate in the New York State Mathematics assessments in Spanish. The content areas of Social Studies and Science are presented to the children in English using ESL methodologies in our K-5 TB classes. Best practices evidenced in the classroom environment include; process charts, content charts, word wall, alphabet charts, classroom libraries and evidence of student work. Classes follow the NYDOE mandates for color coding of language use.

Home Language Support is delivered in self-contained and integrated ENL programs as needed to facilitate the transference of the students’ academic skills and knowledge to English. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer comprehension and phonetic skills from their native language to English. Glossaries are used as a resource to support the home language, as well as books in students' home language.

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

ELL students’ receive their required services and these services support the students’ needs to acquire proficiency in English and achieve academic growth on their grade level. ELLs are served in classes by grade level, except for Self Contained Special Education classes. The resources used in monolingual and bilingual classrooms correspond to the ELLs’ ages and grade levels,
as do the resources used by our ESL, AIS and required services staff. With the help of Smartboards in Grades 3-5, students are taught in a developmentally appropriate manner using high interest materials for lower level readers, engaging lessons, software, and exposure to the key standards of the Common Core.

The TB classes use the ReadyGen Bi-Literacy which includes works in various genres and Science and Social Studies informational texts. Our work with the CCSS has initiated a more thematically-based curriculum using trade books and adding more non-fiction texts. Also, our emphasis on leveled independent reading is adding a focus to grade level texts through shared reading and read alouds. This is due to the fact that many of our ELLs cannot read grade level material independently, but need to be exposed to it and to participate both orally and in writing with grade-level text. The instructional practices that support this type of literacy model include whole class and small groups, word study, read aloud, guided reading, shared reading and accountable talk, conferencing, book clubs, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using DIBELS, Fountas and Pinnell Running Record Benchmark Assessments in Spanish and English, and unit tests and interim assessments.

Also, students receive native language instruction in literacy using Authentic Texts, Trade Books and units of study from Step Up to Writing. Students complete performance based assessments and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: interim assessments, Running Records assessments, and informal teacher observations and conferences. Students have access to HLA computer software programs in their classroom.

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All students receive instruction using GoMath in the allocated language of instruction. The materials are available in Spanish and English. All 3-5 grade students participate in the New York State Mathematics assessments.

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

Our school is not co-located.

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).

Our school assists newly enrolled ELL students throughout the school year in a variety of ways. If the newly enrolled ELL student was on our register at the end of the year, that student is invited to attend our ELL summer school program designed to foster academic growth and increase English language.

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

N/A

Professional Development and Support for School Staff

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

   Professional Development and Support for School Staff

   High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children at PS189 to meet the State’s student academic standards. The following Professional Development plan is in place for our staff to support ELL performance:

   • Professional Learning Teams in grades K-2 review their ongoing analysis of running records
   • Professional Learning Teams grades K-5 study and align the reading, writing and content area Common Core State Standards with New York State and City standards and New Language Arts Progressions
   • Professional Learning Teams grades 3-5 develop Performance based Tasks and Assessment exemplars to address the writing proficiency needs of ELL students; mainly the development and organization of writing pieces
   • All Teachers in grades 3-5 integrate speaking and listening components from the Core Standards into peer and class discussions, focusing on sharing information and opinions utilizing specific Thinking Routines from Making Thinking Visible

   Math Coach provides support to bilingual and monolingual teachers in the rigorous implementation of NYC core mathematics program and Common CoreMath Learning Standards including: Math Exemplars, Math Conferences and unit instructional and assessment timelines

   • Literacy Coach provides support to bilingual and monolingual teachers in the rigorous implementation of NYC core reading program and Common Core Learning Standards including: Performance Tasks, Performance Tasks Assessments, Interim Assessments and unit instructional and assessment timelines

   • Bilingual teachers participate in a Professional Learning Team which includes MFSB ELL Consultant focusing on increasing academic conversations across the content areas.

   • In addition, our special education teachers attend professional development in IEP goal writing and implementation. We have used time for training during our professional development days, during our PLTs and also during school time. Since our school has a large number of ELLs, we are constantly trying to meet their needs to help them be successful. The ELL Supervisor works closely with the Professional Development Committee to ensure that 15 % of total professional development hours for all teachers and 50% of the professional development for ENL and Bilingual teachers is specific to the needs of ELLs. , including:
   K-3 bilingual teachers will receive training on Estrellita Reading Program. Estrellita is an accelerated, systematic, beginning Spanish reading program. It encompasses instruction in explicit phonemic awareness, phonics, and fluency. It is a supplementary program to the core curriculum. The program includes ongoing progress monitoring to inform student
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.

Our guidance counselors and assistant principals are knowledgeable and up-to-date on the various choices and preparations that ELL students as they transition from the elementary to middle school setting. The assistant principals and guidance counselors assist students and parents with the application process, and facilitate the attendance to fairs and visits to prospective schools. Teachers provide our 5th grade ELL students with a rigorous curriculum to prepare them for a successful middle school academic transition. The ENL teachers will attend Professional Development on ELL strategies in a middle school content area curriculum and turn-key the information in the upper grade professional learning team.

As stated above, the ELL Supervisor works closely with the Professional Development Committee to ensure that 15% of total professional development hours for all teachers and 50% of the professional development for ENL and Bilingual teachers is specific to the needs of ELLs. In addition, we recruit the services of an ELL Specialist consultant to provide our non ENL, non bilingual licensed staff receives a ELL specific professional development in the following areas: social and academic language; the role of the first language in second language acquisition vocabulary development for ELLs strategies for the teaching of reading and writing to second language learners use of technology with comprehensible input to support second language learning Conferencing in reading and writing, and guided reading and best practices for co-teaching strategies and integrating language and content instruction.

We have used time for training during our professional development days, during our PLTs and also ensuring that our school schedule includes two common/collaborative planning periods for each grade during school time. Since our school has a large number of ELLs, we are constantly trying to meet their needs to help them be successful in their academic careers. Professional Development agendas and attendance sheets are kept on file in a binder in both the main office and the ESL Supervisor’s office.

An ELL Specialist consultant provides our non ENL, non bilingual licensed staff receives a minimum of 5.5 hours in ELL specific professional development in the following areas: social and academic language; the role of the first language in second language acquisition vocabulary development for ELLs strategies for the teaching of reading and writing to second language learners use of technology with comprehensible input to support second language learning Conferencing in reading and writing, and guided reading.

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?

P.S. 189 provides many opportunities for parents to be involved in their child’s education and become a part of the school community. Open House for all grades are held in September to inform parents of school and regional policies, procedures and mandates. In addition, as part of CR part 154.2 requirements, parents of ELLs are invited to attend a special annual meeting, beginning in January, where they are informed of programs pertaining to students’ needs, language proficiency assessment results using the NYSESLAT parent report and language development progress using a checklist of the speaking and listening standards. To further address the needs of our parents and to promote ongoing communication between them and the school, we offer translation services in several languages. Our Parent Coordinator and Parent Leaders translate English-Spanish documents as necessary. Additionally, we have new computer software which enables office staff and others to translate. When needed, we avail ourselves of translators and interpreters from the DOE Vendor List. In the
recent past, we have had Korean, Chinese and Arabic translators for parents, teachers and students.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator fosters a welcoming school environment for parents and is instrumental in organizing parent workshop and activities that help support the school’s educational program. Weekly workshops on curriculum, parenting, and life skills are offered to all parents. Monthly PTA meetings are scheduled and highly attended by the parents. Our school partners with community based organizations to offer on site adult ESL classes for beginner and intermediate levels and Citizenship classes. All meetings and correspondence are provided in English and Spanish, including monthly school newsletters and calendars that list all the ongoing workshops, meetings and events. These participation meetings, events and classes take place during and after the school day and on Saturdays. Parents are members on many school committees, including the School Leadership Team, Safety Committee and Learning Leaders Volunteer Program. Furthermore, parents are involved in fundraising activities to support student events and resources for the school.

All parents are encouraged to attend parent orientations for newly enrolled ELL students to learn about the program their student will be enrolled in and the academic, attendance and behavior expectations for the students in the school. These sessions are conducted by the ELL Supervisor. In addition, the Parent Coordinator and Family Worker reach out to parents to inform them of the various parent workshops held through out the school year.

Additional Information

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

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Rosalina Perez, 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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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosalina Perez</td>
<td>Principal</td>
<td></td>
<td>10/26/17</td>
</tr>
<tr>
<td>Johnny Grullon</td>
<td>Assistant Principal</td>
<td></td>
<td>10/26/17</td>
</tr>
<tr>
<td>Sylvia Suero</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/26/17</td>
</tr>
<tr>
<td>Liliwette Alten</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/26/17</td>
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<tr>
<td>Vielka Nunez</td>
<td>Parent</td>
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<tr>
<td>Nora Arriaza, Bilingual</td>
<td>Teacher/Subj Area</td>
<td></td>
<td>10/26/17</td>
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<tr>
<td>Sugel Sierra, RTI</td>
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<tr>
<td>Bielka Cruz, Math</td>
<td>Coach</td>
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<tr>
<td>Susana Corporan, Literacy</td>
<td>Coach</td>
<td></td>
<td>10/26/17</td>
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<tr>
<td>Victor Garces</td>
<td>School Counselor</td>
<td></td>
<td>10/26/17</td>
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<tr>
<td>Manuel Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>10/26/17</td>
</tr>
<tr>
<td>Brittany Pantofel, Speech</td>
<td>Field Support Center Staff</td>
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<td>10/26/17</td>
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<tr>
<td></td>
<td>Member Related-Service Provider</td>
<td></td>
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<tr>
<td>Daisy Gonzalez</td>
<td>Other School Psychologist</td>
<td></td>
<td>10/26/17</td>
</tr>
<tr>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 06m189  School Name: PS 189  Superintendent: Manuel Ramirez

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

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

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

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

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

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

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

   The school reviews data supplied by parents on Part III of the Home Language Identification Survey (HLIS). Parents indicate which language they wish to receive written and oral communication. This information is recorded in ATS. The parent also completes the written translation and oral interpretation information on the student emergency card. The student personnel secretary is responsible to print and distribute notices in the various languages and distribute to families as they have indicated on these documents. The school's translation and oral interpretation needs are primarily in English and Spanish. 99% of our population indicate they speak one of these 2 primary languages. 1% of parents speak a different primary language. Among these are, Arabic, and Chinese. However, these families prefer to receive written information in English.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL ATS report).

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>12</td>
<td>1.34</td>
<td>11</td>
<td>1.23</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
<td>0.22</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>English</td>
<td>298</td>
<td>33.26</td>
<td>293</td>
<td>32.7</td>
</tr>
<tr>
<td>Spanish</td>
<td>584</td>
<td>65.18</td>
<td>589</td>
<td>65.74</td>
</tr>
</tbody>
</table>

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

None

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Handbook</td>
<td>Sept. 17</td>
<td>In-house Translation</td>
</tr>
<tr>
<td>Monthly Calendars</td>
<td>Monthly: First Day</td>
<td>In-house Translation</td>
</tr>
<tr>
<td>Parent-Teacher conference announcements</td>
<td>September, November, January &amp; March</td>
<td>In-house Translation</td>
</tr>
<tr>
<td>After-School &amp; Enrichment program information</td>
<td>October, January, April</td>
<td>In-house Translation</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences/ Curriculum Nights</td>
<td>September</td>
<td>DOE Vendor &amp; Language line when necessary</td>
</tr>
<tr>
<td></td>
<td>November</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May</td>
<td></td>
</tr>
<tr>
<td>Tuesday parent engagement time</td>
<td>Every Tuesday</td>
<td>In House &amp; Language line</td>
</tr>
<tr>
<td>ELL Student Progress conferences</td>
<td>January</td>
<td>In House &amp; Language line</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

We have a school Phone Messenger that will be used in case of emergency.

Parents and Families that speak a language other than English or Spanish will receive individual phone calls and the language line will be used when necessary.

**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.

Staff members are provided with the information necessary to ensure that CR A-663 is complied with and with information on how to access the LAC coordinator in September of every year.

Teachers and staff are also encouraged to reach out to their immediate supervisor for assistance in ensuring that parents are able to communicate with them in parent’s language of choice.

**Part D: Providing Notice of Language Assistance Services**

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

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)
The school complies with parental notification requirements for translation and interpretation services by providing parents with a copy of the Bill of Parent Rights and Responsibilities available to schools as an online document in their native language through oral interpretation. School translation and interpretation information is also provided to parents during the initial intake at registration, during Parent Teacher Association (PTA) meetings, and School Leadership Team (SLT) meetings. Parents are enabled and encouraged to access the administrative offices despite language differences. The school does not have any language that is not included in the primary languages translated by the Translation and Interpretation Unit.

Part E: Monitoring Provision of Language Services

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

The school distributes parent surveys to gather feedback from parents on the quality and availability of services. The Language lines will be used, during individual meetings, to gather this information for languages other than English and Spanish. At this time parents are satisfied with the structures implemented to provide them with translation and interpretation services.