2018-19

**COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

DBN: *(i.e. 01M001):* 05M197

School Name: P.S. 197 JOHN B. RUSSWURM

Principal: NATASHA SPANN
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: John B. Russwurm Elementary School  
School Number (DBN): 05M197

BEDS Code:  

Grades Served: 3K to 5

School Address: 2230 Fifth Avenue

Phone Number: (212) 690-5960  
Fax: (212) 690-5959

School Contact Person: N. Span  
Email Address: hspann@schools.nyc.gov

Principal: Natasha F. Span

UFT Chapter Leader: Conchita Fluitt

Parents’ Association President: Teresa Mercado

SLT Chairperson: Conchita Fluitt

Title I Parent Representative (or Parent Advisory Council Chairperson): Leola Turner

Student Representative(s): N/A

CBO Representative: Antoinette Hines

District Information

Geographical District: 05  
Superintendent: Danika Rux

Superintendent’s Office Address: 123 Morningside Drive - Unit 2, New York, NY10027

Superintendent’s Email Address: drux2@schools.nyc.gov

Phone Number: (212) 222-1395  
Fax: (212) 316-0451

Field Support Center (FSC)

FSC: Manhattan  
Executive Director: Yuet Chu

Executive Director’s Office Address: 333 Seventh Avenue, New York, NY 10001

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

Phone Number: (917) 705-5856  
Fax: (212) 356-7546
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>Natasha Spann</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Conchita Fluitt</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Teresa Mercado</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Roberta Hicks</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Leola Turner</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Rony Delerme</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Ronette Warbington</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Antoinette Hines</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Melissa Rivera</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Lisa Youngblood</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1.</th>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Our mission is to reach, challenge and motivate each student by helping them use inquiry and problem-solving as effective methods to approach learning and other lifelong experiences. We will provide a safe and academically enriched environment that fosters excellence. To help us accomplish these efforts, we will promote collaboration among the family, the school and the community. Our school community’s strength lies in our culture of collaboration amongst students, families, teachers, administrators, and community partnering organizations.</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.

Three of our major community-based partners are Harlem Children’s Zone, Harlem Grown, and Time-In Art. Our school has experienced significant gains in progress in student achievement, as well as significant gains in the level of approval of families and staff members in the quality of educational experiences being provided to our students. A challenge that continues to confront our school is the amount of students who live in transient temporary housing and the effect that their circumstances have on both the academic and emotional progress of them as well as their peers. Another constant challenge is the limited amount of resources available through conventional means.

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

John B. Russwurm Elementary School is comprised of 300 students from 3K through grade 5. The school population consists of 70% Black, 25% Hispanic, 5% White and 0% Asian students. The student body includes 10% English language learners and 33% special education students. Boys account for 60% of the students enrolled and girls account for 40%.

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.

Two elements of the Framework for Great Schools in which we have made great strides are establishing and sustaining a Supportive Environment, as well as Strong Family and Community Ties. Students are made to feel academically safe, as well as emotionally safe. Teachers are willing to take risks through introducing new and innovative ideas to support students. Families feel at home in our school. One subgroup of students that we will continue to provide additional supports to are our Students With Disabilities. While action plans outlined in the 2018-19 SCEP supported our school with achieving positive increases in all elements of the Framework, we continue to seek ways to improve the quality of instruction and collaborative culture. For the 2017-18 school year, we will focus on Rigorous Instruction and Collaboration among Teachers.
## School Demographics and Accountability Snapshot for 05M197

### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 314
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 35
- **# SETSS (ELA)**: 24
- **# Integrated Collaborative Teaching (ELA)**: 53
- **# Special Classes (Math)**: 33
- **# SETSS (Math)**: 20
- **# Integrated Collaborative Teaching (Math)**: 53

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: N/A
- **# Music**: N/A
- **# Dance**: N/A
- **# CTE**: N/A
- **# Integrated Collaborative Teaching**: N/A
- **# Integrated Language**: N/A
- **# Integrated Collaborative Teaching**: N/A

### Demographic and Accountability Data

#### School Performance (2017-18)
- **% Title I Population**: 90.0%
- **% Attendance Rate**: 88.1%
- **% Free Lunch**: 90.4%
- **% Reduced Lunch**: 1.6%
- **% Limited English Proficient**: 4.8%
- **% Students with Disabilities**: 30.6%

#### Racial/Ethnic Origin (2018-19)
- **% American Indian or Alaska Native**: 0.3%
- **% Black or African American**: 59.2%
- **% Hispanic or Latino**: 37.3%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.6%
- **% White**: 2.2%
- **% Multi-Racial**: 0.6%

#### Years Principal Assigned to School (2018-19)
- **7.17**

#### % of Teachers with No Valid Teaching Certificate (2014-15)
- **0%**

#### Average Teacher Absences (2014-15)
- **7.7**

#### Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 13.4%
- **Mathematics Performance at levels 3 & 4**: 15.7%

#### Performance for High Schools (2017-18)
- **Science Performance at levels 3 & 4 (4th Grade)**: 51%
- **Science Performance at levels 3 & 4 (8th Grade)**: 17%

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

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

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: No
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: No
- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: No

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: No
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: No
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: No
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

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

| Percentage of students in Grades K-5 improved a minimum of two reading levels as measured by the Fountas and Pinnell reading assessment. The number of students in grades 3-5 who are performing at a proficient level as measured by the New York State Mathematics Assessment increased by 3%. The number of students in grades 3-5 who are performing at a proficient level as measured by the New York State English Language Arts Assessment increased by 3%. A core group of teachers will engage in professional learning sessions in which they will be trained to facilitate teacher teams. Teacher Teams will be reorganized to examine particular subgroups of students. Administrators will provide professional learning experiences for the following: a) Utilizing data to formulate a customized learning plan for subgroups of students. b) Creating tiered activities to address the needs of English Language Learners and Students with Disabilities. c) Creating a school-wide progress monitoring system to track all students. D) Creating protocols for examining student work d) strategies that will support meaningful classroom discussions. Programs will be developed to target the specific needs of subgroups of students such as: After School Common Core Readiness learning groups, Saturday Academy, and One-to-One tutoring. The Response to Intervention (RTI) Team will be refined to support teachers with strategies for reaching all students. The Team will provide sample activities for each tier level. Additionally, team members will analyze data and monitor the progress of students in order to track progress of students school-wide. |

### 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, there will be a 10% increase in the number of students performing at or above proficient (levels 3 & 4) on the 2019 New York State Common Core English Language Arts and Mathematics assessments.
### Part 3a – Action Plan

#### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>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>All pedagogues</td>
<td>September 2018 – July 2019</td>
<td>Principal, Assistant Principal, Manhattan Borough Field Office Personnel, District Talent Coach, Consultant</td>
</tr>
<tr>
<td>Identified Subgroups of Students</td>
<td>September 2018 – June 2019</td>
<td>Administrators, Teachers, RTI Team Members</td>
</tr>
<tr>
<td>All families</td>
<td>August 2018 – June 2019</td>
<td>Parent Coordinator, Administrators, Teachers, Paraprofessionals</td>
</tr>
</tbody>
</table>

- Common Core Clinics, iReady, and LLI, will be utilized to address the needs of specific students. Manhattan Borough Field support personnel and administrators will provide professional development for the following: a) Utilizing data to formulate a customized learning plan for subgroups of students. b) Creating small-group activities to address the needs of English Language Learners and Students with Disabilities. c) Creating a school-wide progress monitoring system to track all students. D) Creating protocols for examining student work. Teacher Teams will be reorganized to examine particular subgroups of students.

- Programs will be developed to target the specific needs of subgroups of students such as: After School Common Core Readiness learning groups, Saturday Academy, and One-to-One tutoring. The Response to Intervention (RTI) Team will be refined to support teachers with strategies for reaching all students. The Team will provide sample activities for each tier level. Additionally, team members will analyze data and monitor the progress of students in order to track progress of students school-wide.

- Provide information, materials and training for parents on the CCLS in literacy at monthly parental involvement discussion groups. Provide parents with information and training (Engage NY, NYC School Accounts, etc.) to foster a caring and effective home-school partnership ensuring that parents can effectively support and monitor their child’s progress. Provide parents with their child’s Benchmark Reading Level Progress Report 3x per year to keep them updated and informed of student growth. Through various forums, teachers and parents will have the opportunity to engage in collaborative conversations with administrators to discuss progress of students, success of programs, and ideas that could potentially enhance our school community.

---

**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.

Quarterly workshops will be conducted by the assistant principal and the parent coordinator for families to discuss school-wide goals as they relate to the curriculum. Individuals meetings will be held with families on Tuesdays during the Family Engagement block with classroom teachers and paraprofessionals.

**Part 4 – Budget and Resource Alignment**

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

Common Planning time will be delegated in the overall schedule for teachers daily to support meeting in Teacher Teams. Data conferences will be held with each classroom teacher and grade band to discuss trends as well as individual student progress.

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

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

**Part 5 – Progress Monitoring**

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

By February 2019 there will be a 5% increase of students at proficiency based on SchoolNet & Ready Assessment Results (Grades 3-5).

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

**Periodic Assessment 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**

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

- Addressing the social and emotional needs of our students is an area in which our school community continues to flourish. According to our most recent School Quality Report, particularly the Learning Environment portion, over 90% of parents feel that their children are safe, feel welcomed, and that there are adults that their children can rely on for support. Also, our most recent Quality Review indicates the following: “The school has a structure in place to ensure students are well-known by the school community and to promote the adoption of effective academic and personal behaviors.” A growing concern that our school community does have is our attendance rate, which directly impacts our students’ academic progress. Our student attendance rate for last school year was 89.3%.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, the whole school attendance rate will increase by a minimum of 2% as measured by the school’s Annual Attendance Report.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning sessions offered by the Manhattan Borough Field Office point personnel. Bi-Monthly attendance team meeting. Implementation strategies from the PBIS Team such as monthly attendance awards assemblies.</td>
<td>Attendance Team Members</td>
<td>September 2018 – December 2018 Ongoing</td>
<td>Principal, Assistant Principal, Parent Coordinator, Guidance Counselor</td>
</tr>
<tr>
<td>Organizing, analyzing and sharing all areas of data utilizing systems such as ATS. This will give pertinent formative information to all stake holders and allow them to address the needs of students within the school community and outside. In collaboration with the SBST team, Guidance Counselor, Harlem Renaissance School Clinic Staff, the Parent Coordinator, the PTA they will review disaggregated data to monitor all systems that support student social and emotional health. The attendance team will monitor students with more 20 absences in the prior school year twice per month utilizing the various ATS reports. During weekly attendance meetings, the team will utilize all data sources such as the i-logs to provide interventions for target students. The attendance team holds monthly attendance reward assemblies and quarterly family breakfast celebrations for families with distinguished attendance records.</td>
<td>All students in Temporary Housing, Families of students with Individual Education Plans (IEPS), Identifies Sub0groups of students</td>
<td>October 2018 – July 2019</td>
<td>Assistant Principal, RTI Team Members, SBST Members</td>
</tr>
<tr>
<td>Purchase and utilize kinvolved software. Hold workshop to inform parents of the software and demonstrate its capacity. Parents will be invited to monthly attendance assemblies and family incentive field trips sponsored by our community-based organizations. Monthly attendance town hall assemblies will be held. Through various forums families and RTI members will have the opportunity to engage in collaborative conversations with administrators to discuss family issues and/or concerns and ideas that could potentially support improved attendance.</td>
<td>All Families</td>
<td>September 2018– June 2019</td>
<td>Parent Coordinator, Guidance Counselor, AIDP Attendance Teacher, Social Worker, Assistant Principal, Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.**
Workshops will be conducted with families quarterly to provide information on our PBIS systems and structures by the PBIS team members. Newsletters will be generated monthly by the team to communicate activities and successes.

### 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.

Kinvolved Software. ATS and other attendance reports to be generated and analyzed. Scheduled meetings of the attendance team, social worker, and guidance counselor. Ongoing partnerships with community partners to support parents with addressing ongoing issues that directly impact attendance.

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

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

### Part 5 – Progress Monitoring

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

- By February 2019 there will be a 1% increase from the last school year average as measured by ATS.

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

ATS Attendance 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.

Instructional practices continue to improve in our school community. There are scattered successes within our school community with regard to pedagogical skills. Administrators and pedagogues continue to refine systems and structures to improve student outcomes.

During our most recent Quality Review, the reviewer concluded that our school needs to strengthen pedagogical strategies that will explicitly model skills and learning outcomes in order for students to be able to engage in higher level thinking and produce meaningful work products. Through engaging teachers in lesson studies, we will focus on School Quality Indicators 1.1, 1.2, and 4.2.

Part 2 – Annual Goal

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

By June 2019, 100% of K-5 grade level teacher teams will increase levels of rigorous differentiation with learning and assessment tasks to meet the needs of all learners, through implementing a CCLS aligned, differentiated, data-informed Balanced Mathematics model, with a particular focus on targeted intervention for all sub groups as measured by the unit plans, created tasks.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All Classroom Pedagogues | October 2017 - June 2018 | Principal, Assistant Principal, Lead Teachers, Outsourced Staff Developers |

Lesson study cycles will be conducted for each grade level in three phases – planning, teaching, and analysis lead by Consultants, Lead Teachers and/or school administrators. Teachers will have the opportunity to collaborate and focus on a specific research question. One member will execute the lesson; however, lessons will be created equally among the grade band of teachers. Focused peer learning walks will be scheduled for identified teachers to observe each others practices resulting in collaborative sessions in which teachers discuss problems of practice. Teachers will then work to create a focused plan of action to resolve the problem of practice and increase student achievement. All teachers will engage in learning walks at schools identified as implementing best instructional practices – particularly in planning and preparation.

Administrators will create a trend analysis from observation feedback to determine which areas of instruction need prioritizing and to create cohorts of teachers to address their specific needs. Data meeting will be held with teachers once per semester to discuss the progress of individual students and subgroups of students.

Teachers and paraprofessionals will be expected to host a minimum of two family workshops in which teachers address how they support the needs of all learners. Teachers will be required to share in monthly newsletters curriculum overviews. During School Leadership Team meetings, parents will have the opportunity to ask questions pertaining to instructional practices.

Principal and Assistant principal will meet with teachers three times per year one-on-one to address successes, questions, and/or concerns with regard to their progress of pedagogy.
**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.

Workshops will be conducted.

**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.

- Daily common planning time for teachers.
- Lesson Study Kits for each respective grade level.
- Copies for each teacher and administrator for the selected anchor professional text.
- Per Session funding for teachers to engage in Lesson Study cycles after-school.
- Per Diem for substitute teachers to cover classes when teachers need collaboration time beyond their daily preparation period.
- General printing supplies for all lesson study and observation feedback resources and duplicating student work products.
- Instructional Consultant
- Substitute Teachers to cover classes when classroom teachers are working with consultants and/or administrators.

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

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

**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, teacher teams will produce a minimum of 2 revised unit plans and three rigorous performance tasks.

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

- Student Work Products, Administrative Learning Walks, Curriculum Maps, School-Produced feedback trend analysis

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate data trends, source and year.</td>
</tr>
<tr>
<td></td>
<td>● According to our last Quality Review and our Self Rating, our school’s administrators have a fully functional system in place that is aligned to the Annual Professional Performance Review (APPR) to conduct targeted and frequent observations and track progress of instructional practices based on feedback, data, and student work products.</td>
</tr>
<tr>
<td></td>
<td>● For the 2018-19 school year, administrators will work to enhance Indicator 1.2 - Pedagogy</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

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

By June 2019, the principal and assistant principal will provide targeted professional learning opportunities to 100% of teachers that align to identifying and addressing the instructional and social emotional needs of groups of students and based on specific individual pedagogical needs as measured by a 5% increase in the agreement response of the School Survey question that states "Overall, my professional development experiences this year have been sustained and coherently focused rather than short term and unrelated."
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All pedagogues</td>
<td>September 2018 – May 2019</td>
<td>Principal, Assistant Principal, Lead Teacher</td>
</tr>
</tbody>
</table>

The administrative team will visit each classroom at least twice per month and formally observe each teacher according to their Observation Selection option. The administrative team will norm and calibrate the use of the Danielson Framework in order to develop consistency and a common language around its use. The administrative team will provide each teacher with timely feedback of the observation through written feedback, email, and/or one to one meetings. The administrative team will meet weekly to analyze data from classroom observations in order to link school wide professional development plans. Selected teachers will lead a Collaborative Inquiry groups where teacher from each grade level, will work closely with the administration to norm and calibrate the Danielson framework, conduct vertical and horizontal grade level inter-visitations and provide collegial feedback to one another.

Observation artifacts will be utilized to design professional development to support teachers with addressing the needs of student subgroups. Student work products will be examined after each observation in collaboration with teachers.

During scheduled Open House and Family Engagement sessions, families will have the opportunity to observe classroom instruction.

Principal and assistant principal will email grows and glows to teachers after informal class visits.

### 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.
Monthly workshops will be conducted by the Parent Coordinator on various topics. Guest speakers will be invited based on survey results focused on parent interest. Parent training courses will be provided for those who want to volunteer in the school community.

**Part 4 – Budget and Resource Alignment**

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

- Yearly, monthly, weekly observation calendar
- Teacher feedback binder, observation schedule and Advance system.
- Unit of study and curriculum maps binder, common core standards, sample units and maps, and Advance system.
- Danielson framework, teacher schedules, and Google calendar.
- Teacher feedback binder and Advance system
  - Weekly agendas, student work, reflection sheets

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

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

**Part 5 – Progress Monitoring**

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

By January 2019, 50% of teachers will have engaged in a minimum of two successful professional learning cycles as measured by school created feedback forms.

By February 2019, 60% of teachers will have engaged in three of five successful professional learning cycles as measured by school created professional learning feedback forms.

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

Advance Teacher Level MOTP Detail Report, Administrative Learning Walk 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 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.

Over the last four years, PS 197M has experienced a steady increase in Parental Involvement. In order to ensure that this marked increase in Family Engagement continues, our priority will be in 5.1 (Progress Monitoring) to ensure that we frequently monitor the effectiveness of our communication with families.

Part 2 – Annual Goal

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

By June 2019, in order to implement a cohesive home/school support system to ensure student success, there will be an 8% increase in the average number of parents attending all school events as measured by school’s Parental Involvement Tracking System.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers and paraprofessionals</td>
<td>August 2018 – June 2019</td>
<td>Principal, Assistant Principal, Parent Coordinator</td>
</tr>
<tr>
<td>Parents of Students with Disabilities, Parents of Students that English is a new language for</td>
<td>September 2018 – June 2019</td>
<td>All pedagogues</td>
</tr>
<tr>
<td>All families</td>
<td>October 2018 – May</td>
<td>Parent Coordinator, All Pedagogues, Assistant Principal</td>
</tr>
</tbody>
</table>

### Target Group(s)

Who will be targeted?

- Parents of Students with Disabilities
- Parents of Students that English is a new language for
- All families

### Timeline

- August 2018 – June 2019
- September 2018 – June 2019
- October 2018 – May

### Key Personnel

- Principal, Assistant Principal, Parent Coordinator
- All pedagogues
- Parent Coordinator, All Pedagogues, Assistant Principal
One grade specific celebratory event per month will be planned for families to engage in.

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.</td>
</tr>
<tr>
<td>Harlem Children's Zone, Harlem Grown, The Dempsey Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4 – Budget and Resource Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Permits for times beyond regular operational hours for Workshops.</td>
</tr>
<tr>
<td>Schedule of events.</td>
</tr>
<tr>
<td>Snacks for meetings.</td>
</tr>
<tr>
<td>General Supplies needed for creating and duplication communication tools for families.</td>
</tr>
<tr>
<td>Coordination of communication to Community-Based organizations that can provide “experts” for various Parent Workshops.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5 – Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>By February 2019, Parental Involvement will increase by 20% as measured by the number of parents in attendance at school events.</td>
</tr>
</tbody>
</table>

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |
| Log-In Percentage on the NYC Accounts, Participation Rate on Learning Environment Survey, Meeting Signature Sheets, Agendas, School-Created Surveys, Parent Coordinator Logs |

| 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</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>All students performing below the median scale score between a level 2 and 3 on the ELA state assessment in Grades 3-5. School-Based Periodic Assessment Results New York State Summative Assessment Results Teacher Conference Notes Running Records Results.</td>
<td>Leveled-Library Intervention (LLI) iReady (Computer-Based Individual Skills Lessons) Guided Reading Guided Writing Hooked on Phonics SETTS Saturday Academy (Common Core Readiness – Reading &amp; Writing)</td>
<td>Targeted small group Instruction One-to One instruction both in class and pull-out</td>
<td>Before school, during the school day, lunch time, afterschool, and weekends.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All students performing below the median scale score between a level 2 and 3 on the Math state assessment in Grades 3-5. School-Based Periodic Assessment Results New York State Summative Assessment Results Teacher Conference Notes</td>
<td>jReady (Computer-Based Individual Skills Lessons Guided Math Close Reading for Math SETSS Saturday Academy (Common Core Readiness – Conceptual Understanding, Procedural Fluency)</td>
<td>Targeted Small Group Instruction One-to One instruction both in class and pull-out</td>
<td>Before school, during the school day, lunch time, afterschool, and weekends.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students scoring level 1 and 2 on City assessments. School-Based Assessments</td>
<td>Small Group Instruction Content-Specific Guided Reading and Word Study</td>
<td>Small group instruction</td>
<td>During the school day Afterschool for grade 4.</td>
</tr>
</tbody>
</table>

*(For additional guidance, refer to NYSED’s memo.)*
<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th>Students who scored level 1 and 2 on school-administered assessments. School-Based Assessments</th>
<th>Small Group Instruction Content-Specific Guided Reading and Word Study</th>
<th>Small group instruction</th>
<th>During the school day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Teacher and Counselor Anecdotal Records Administrative Observations Parent Referrals</td>
<td>Target Clubs (e.g. Social Skills, Coping Strategies, Bereavement, Enrichment) Play Therapy</td>
<td>One-to-One Sessions Individual Sessions Family Sessions</td>
<td>Services will be provided primarily during the school day and after school.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>73</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

In partnership with the Dempsey Center, we will provide the following services: Free School Supplies, Counseling for students and families, workshops for improving the quality of life (i.e. computer training, GED prep, maneuvering through the PATH system, etc.)

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Researchers, policymakers, and education leaders agree that teacher quality is a vital factor in improving student achievement. Therefore, it is imperative that we at PS 197M recruit, develop, and retain high-quality teachers to ensure that all children are provided with an adequate education. Each year, we establish a hiring team that collaborates to recruit, hire, and sustain teachers that have the potential to meet our standards.

To ensure that teachers are adequately prepared, PS 197M has formed partnerships with local teacher preparation programs - City College, TOURO College, Teachers College at Columbia University, and Bank Street. We advocate that specific needs—such as working with students with different learning abilities or learning effective classroom management strategies—be addressed while future teachers are enrolled in school. Teaching interns from these learning institutions are then invited to engage in their residencies at our school. It is also through these partnerships that we provide adequate support and preparation to specific groups of teachers. New teachers are sent to professional development series that address topics relevant to 21st century learning.

The District 5 Team and the Manhattan Borough Field Office personnel supports us with the development of our teachers. They work with our administrative team each year to create a thoughtful professional development plan based on the needs of our students. Teachers attend monthly sessions designed to address the instructional expectations of the city and/or state. They also attend weekly sessions customized for their specific needs as it relates to instructional practices. School visits are conducted with teachers in which they are observed and are provided with immediate feedback and an individualized support plan. Progress monitoring ensures that teachers are professionally growing at a pace that will ensure that their performance is up to our high standards.

When making assignment decisions for teachers, the demographics of the class as a whole, the learning style of the students, and the current skill-set of the teacher are taking into consideration. All new teachers are assigned a mentor colleague and an administrative mentor. Administrators work with mentors to observe mentees and provide feedback and time-bound next steps using a research-based teacher effectiveness rubric. Based on the goals that new teachers set at the onset of the school year, the effectiveness of the support given is analyzed and an adjustment is made accordingly.

Evidence continues to mount that teacher working conditions directly affect the success or failure of efforts to adequately staff schools with demographics such as that of PS 197M. In order to ensure that our school community is equipped to provide an environment in which new teachers can thrive and cultivate a desire to remain a member of our school community, we aim to maintain a collegial staff with a shared teaching philosophy and adequate resources necessary to teach. In addition, we are striving to build a supportive and active parent community.

When making assignment decisions for teachers, the demographics of the class as a whole, the learning style of the students, and the current skill-set of the teacher are taking into consideration.
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).

- Reading Coach led workshops
- All pedagogues and paraprofessionals will submit a minimum of two professional goals
- Professional Learning Team - development of plan and schedule
- Quarterly Meetings with the Professional Development team & Administrators
- School-wide book study relevant to the instruction focus for the year
- External Literacy Consultant - K-2 & 3-5 – cycles of professional learning within instructional focus

The “Literacy in the Common Core Classroom” series will explore best pedagogical practices employed inside the literacy classroom anchored in the Danielson Framework. Sessions will focus on the Citywide Instructional Expectations and embedding the instructional shifts into teacher practice. As a cohort, lead teachers will learn to strengthen their practices study as well as lead teacher teams back at their schools.

- NYCDOE Teacher Effectiveness Coach Sessions

School leaders and teachers will engage in this ongoing cycle within the greater context of our school’s PD cycles of professional learning. These cycles of observation, feedback, support, and professional learning are grounded in the Danielson Rubric.

- Instructional Rounds facilitated by lead teachers and administrators

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

3K, 4K, and Kindergarten teachers serve together on a vertical articulation team. During their sessions, the focus is on analyzing student work at the Kindergarten level and refining academic activities and instructional practices to improve foundational skills. Teachers focus on Common Core aligned performance tasks that require students to apply sophisticated skills. Simultaneously, the Pre-kindergarten teachers analyze results from administered Common Core tasks and determine what skills are necessary to focus on so that students entering kindergarten have the necessary prerequisite skills to successfully master standards at the kindergarten level. At the start of the final school semester (March), Kindergarten teachers instruct pre-kindergarten students for 30 minutes, two times per week.
Parent workshops conducted by the school’s early childhood psychologist focus on transitioning to elementary school. Kindergarten teachers facilitate activities for parents to participate in and they present expectations for Kindergarten students. Additionally, community Day Care Centers and Head start programs are invited to bring their classes to our school for open house. The school psychologist, in conjunction with the School-Based support team conduct observations for students zoned to our school that have been identified as needing support services. Parents of these students are introduced to the various service providers who with our students. Our family worker retrieves and maintains all records for incoming students adhering to the calendar created by our school.

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.

A Teacher Cabinet consisting of one teacher from each grade was constructed for the purpose of collaborating with administrators to select, assess, analyze and refine the curriculum, assessments and other supplementary programs. The Cabinet went through a series of professional development sessions in which they were guided through mock sessions of conducting teacher team meetings. They learned various protocols they could potentially use to structure looking at student work and formative assessment data. Once per month the Teacher Cabinet meets with the Administrative Cabinet to review student progress towards interim benchmarks and to collectively decide if implementation of the curriculum and assessments are successful or whether or not adjustments need to be made with the goal of continuously improvement student achievement.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>280,321.00</td>
<td>x</td>
<td>Section 5C</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,766,024.00</td>
<td>x</td>
<td>Section 5A, 5C, 5D, 5E</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

2018-19 CEP
may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

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

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

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

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

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

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [School name], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act PS197M is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

PS 197M will support parents and families of Title I students by:

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

---

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

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

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

**Encouraging School-Level Parental Involvement**

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

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

**School-Parent Compact (SPC)**

PS 197M, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

**I. School Responsibilities: Supporting Home-School Relationships**

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

### II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
● Wear my school uniform daily
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>Manhattan</td>
<td>John B. Russwurm</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natasha</td>
<td>Esther Diaz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Michael Kelly</td>
<td>Raymond Shaw</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suimani Mills</td>
<td>Dawn Anderson</td>
<td>Danika Rux</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Support Center Staff Member</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rollinda Hill</td>
<td>N/A</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>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>330</td>
<td>28</td>
<td>8.48%</td>
</tr>
</tbody>
</table>

2018-19 CEP
**Part II: ELL Demographics**

**A. ELL Programs**

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

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 CEP 41</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></td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☑️</td>
<td>☐️</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☑️</td>
<td>☐️</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑️</td>
<td>☐️</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</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></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</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></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</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></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</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></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

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

   PS 197 students are assessed with School Net-Periodic Assessment, STARS Reading, Fountas and Pinnell Running Records, teacher-created assessments, and observation data to determine ENLs language development. Additional assessment tools will be reviewed and used this year to generate an intervention tool in the lower grades that will facilitate to assess early literacy skills. This data will also help determine instructional goals for ENLs, and support the ENL teacher in creating individual goals for each ENL student based on the child's language and proficiency level needs, offering targeted support in strengthening English oral and literacy skills, and support our school in differentiating instruction where tier I RTI services could begin in the classroom focusing on the identified areas of need.

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

   Data Cycles and schedules for analysis are established at the beginning of the school year.
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?

Success for our ELLs is based on how well these students met AYP for ENLs on their state measures of ELA and Math. As part of our school’s CEP, the goal is for all our students to improve in English Language Arts achievement outcomes, with a particular focus on English Language Learners, Students with Disabilities and bottom 1/3 students to close the achievement gaps of these sub-groups.

4. What structures do you have in place to address interventions once the summative data has been gathered?

The school uses three research-based programs: 1) Fundations, 2) Wilson, and 3) LLI. After identifying trend trends, students are grouped based on their needs. Students receive intervention in 6 week cycles. Students receive intervention during the school-side independent reading block. They are pulled out or the RTI teacher pushes into the classroom. Data is analyzed at the end of each cycle to identify if students have made progress.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs]

Our school utilizes our universal screening tool - Fountas and Pinnel Reading Assessment to guide instruction for ENLs within the Response to Intervention Framework as well as teacher data gathered during tier I intervention. This data is used to group students accordingly for tier II intervention. Students are then offered intervention in areas such as decoding, word work, sight word development, vocabulary, cueing systems, and comprehension. Students are grouped according to these needs and provided direct Tier II instruction in the identified areas by Ms. Anderson-RTI teacher and Ms. Fonseca- ENL teacher. All second and third grade ENL students have also been targeted for our Title III after school program which is an addition to their Tier II services also targeting areas of deficiencies. It is expected that with these supports they will be able to perform at grade level standards on state wide exams. During our day to day literacy block, ENL’s are consistently progressed monitored. Instruction is then modified providing them with tier I scaffolded instruction which is differentiated specifically for ENL students. Once teachers have done assessments, they develop an individualized instructions and support. One type of instruction done in each classroom is small groups. Within these small groups, the teachers meet with their students and work on a variety of skills such as phonemic awareness, decoding skills, and comprehension skills which are differentiated based on the students’ needs. A second support that is done within the classrooms is that teachers introduce vocabulary words with tier 1, 2 and 3. Our Ready Gen literacy curriculum, writing, Go Math and other content areas provide tier work in all three levels to promote language development. Lastly, the tools used to guide instructions are as follows: ELA, Math State Exam, whole group rigorous curriculum throughout the content areas, small groups, differentiated instruction, teachers aligning the Common Core Learning Standards to the curriculum, running records, Fundations and teacher conferencing that are used to guide instruction, monitoring of individual and support which are ongoing.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

THE NYSITELL and NYSESLAT data results revealed the following pattern trends: Grades K and 1 results indicate that ELLs are performing at the lowest proficiency levels. When examining pattern trends in grades 2-5, the data indicates that most students do well on the speaking and listening components of language but are struggling in the reading and writing components of the NYSESLAT test.

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

Data is analyzed by school leaders and the Instructional Cabinet and disseminated to teachers. Teachers ensure during common planning that lessons must be differentiated to target students’ needs. Teachers create a variety of tiered questions where students are engaged in focused conversations. This process allows the ENL students to have opportunities to practice the new language. In addition, teachers ensure that students are being challenged while preparing them for the next level. Teachers also use the Depth of Knowledge Matrix as a guide to generate questions.
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.
      1a. Instruction is delivered using ENL methodology and strategies, addressing the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we differentiate instruction for our ENLs. Different instructional strategies are modified for our ENLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; Information Processing, the Ready Gen Program to foster literacy independence. Based on our growing number of needs for our ELLS, students will receive ENL instruction during the school day via a Free-Standing ENL (Pull-Out, Push-In) program model for grades K-5 using the Sheltered Instruction Observation Protocol (SIOP) model to facilitate language proficiency and strengthen language acquisition. In the Free-Standing ENL Program (K-5th Grade) instruction is delivered according to the mandated number of instructional minutes. As per CR Part 154.2, students receive the following services: 1) Beginners = 2 units of ENL (360 minutes) per week 2) Intermediate = 2 units of ENL (360 minutes) per week 3) Advanced = 1 unit ENL (180 minutes) per week, plus 1 Unit ELA (180 minutes) per week. Using all the prescribed methodology, the teacher differentiates instruction for the students according to their performance on the NYSESLAT and their individual needs.

b. TBE program. If applicable.
   N/A

c. DL program. If applicable.
   N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      #2a. Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ENL classes. The schedule of our ENL students is provided to our principal who approves it. In compliance with the CR Part 154.2, all our students depending on their proficiency level receive 180 minutes to 360 minutes a week of ENL. All Entering and Emerging students 360 minutes of ENL instruction per week and Transitioning and Expanding receive 180 minutes and the Commanding receive 90 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited proficiency (LEP) until they achieve proficiency in the English language. All ENLs receive five periods of ENL every day 450 minutes. Five periods of 45 minutes of Social Studies and Science per week. Technology, two periods of 45 minutes per week. Gymnasium, one period of 45 minutes per week. Gymnasium classes are also attended by most students twice a week. Health classes, one period of 45 minutes a week according to the grade. Note: P.S. 197 does not have courses taught in languages other than English.

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.

Core content is delivered in each program model through the workshop model format. Teachers model the intended skill, students try out the skill, and the students get a chance to discuss what they learned. Students then go back to their tables for independent time. During this time the students read, write, work on math problems, or work in centers during science
exploration time. (Depending on the content) The teacher then confers with a group of student(s), to work on decoding skills, writing skills, phonemic awareness skill, etc... Students are then asked to share what they worked on during independent time. The classroom environment is set up where each content area bulletin has vocabulary words with a definition and a picture card.

The curriculum used in the school is ReadyGen, Go Math, Science Foss, we use Scope and Sequence for Science and Social Studies. These programs are all in alignment with the Common Core Learning Standards.

The program includes appropriate strategies to accommodate the needs of our ENLs as follows: - Total Physical Response, Language Experience Approach, Whole Language, The Natural Approach, Cooperative Learning, Differentiated Instruction, Scaffolding, repetition, graphic organizers, inter-active read-aloud, shared and guided reading. It also includes writing, retelling, sequencing, how to, picture/sound, role playing, gestures, modeling, language development through the content areas meet the demands of the Common Core Standards.

English Language Arts Area
- Based on the Freestanding English as a New Language Model core content is delivered to equally facilitate language and academic development in two languages. This is done in order to acknowledge the native languages of the students; to foster positive self-concepts and images as will as aide all the students in understanding other cultures.
- The goal of the content base integrated approach to learning in the classroom is for the students to acquisition of English and their grade level academics so that the ENL students can succeed in an English-only classroom.
- In order to facilitate such a learning environment all instruction is done in English to immerse the student in academic and core content language. When possible, the child's primary language is used to clarify instructions or misconceptions.
- The acquisition of English takes place in a structured non-threatening environment in which students feel comfortable taking risks.
- Students are taught to say "I don't understand," "Slower," Please Repeat."
- One word answers are accepted, drawing with labels.
- Some language buddies.
- Allowing students to share and show ideas with classmates allows them to hear English, practice it, by speaking and listening to their peers.
- Lessons include controlled vocabulary while students gradually acquire the necessary language skills to succeed academically.

Mathematics Content Area
In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:
- Analyse ENLs’ data to become well-informed about the performance of each ENL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g., reading and solving word problems, interactive word wall.
- Incorporate writing as a component to the mathematics lesson, e.g., journals.
- Provide opportunities to convey to others problem solving strategies and the justification to their answer.
- Ensure the identification and analysis of student’s strengths and weakness to drive and differentiate instruction.
- Collaborate between content area and ENL teachers to map out student specific needs.
- Encourage math teachers to participate in professional development opportunities focusing on ENL instructional needs, such as, Quality teaching for English Learners and Community Learning Support Organization.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   To ensure that ENLs are appropriately evaluated in their in their native languages throughout the year we provide translation services.

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

#6a. Our instructional plan for a student with interrupted formal education or SIFE may include working in a small group within the classroom with the classroom teacher and receiving intervention services such as AIS and RTI and participating in a Title III after school program or Saturday Academy.

6b. An ENL student who has less than three years of school receive instruction in English. We also provide an academic after-school program in reading and math to further assist students in the areas of need. We are fortunate to have Harlem Grown Volunteers to assist by providing instructional support.

6c. ENL students receiving services for 4 to 6 years are provided continued support in our ENL program. These students are also identified for our RTI program with a clear instructional focus according to assessment data. Upon mastery of targeted areas other areas are identified to continue providing the support.

6d. Our school does not have any ENL students in need of a long term plan. In case the need should arise our plan is to provide them with Academic Intervention Services for a block of 45 minutes on a daily basis. In addition, these students would be invited to attend our instructional after school program and our extended day 150 minute a week program.

6e: Former ENL students they continue to receive support via strategy lessons, guided reading, small group instruction and one-on-one conferences with their classroom teachers. If the need is great they also receive support from the AIS provider and may also be recommended to continue receiving ENL at risk services.

For former ENL who have tested out of program for one year continue to receive the extended time.

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?

All ENLs identified as having special needs receive their mandated ENL service and accommodations that are mandated by the IEP. ENL teacher works closely with the Special Education teachers to ensure ELL-SWD’s improvement and address their needs. The ENL teacher uses a variety of instructional strategies and grade level materials for ENL-SWDs that both provide access to academic content areas and accelerate English language development. The ENL teacher utilizes visual aids, role-playing cooperative work, picture books, drama and role playing, technology, manipulatives, read-alouds, etc. ENL strategies and instructional methods are utilized. The students use the same instructional material provided to ENL services.

ENL-SWDs utilize the same instructional materials provided to ENL service, as follows:
- Scholastic Reading Skills Kit, Level B-C
- Readers theater - Grades K to 5
- Comprehension Skills Library, Levels A to F
- Into English, Levels A to G
- Whole Language Big Book Program, Levels A-B-C
- Language Handbook, Levels A-G
- Vocabulary Connection - A Content Area Approach, Levels A to G
- New Connections to English- Grade 3
- Word Forward - Grades 3 & 4
- Children’s Audio, Levels A-D
- English In a Flash
- Accelerated Reader, all levels

The ENL teacher utilizes the following instructional strategies for developing ELL-SWDs all academic language and Basic Interpersonal Communication Skills (BICS):

- vocabulary and language development
- guided interaction
- meta-cognition and authentic assessment (thinking skills)
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ENL teacher works in collaboration with Special Education teachers and other service providers to coordinate curricular instructional and scheduling flexibility to meet the diverse needs of ENL-SWDs. These students are integrated in the mainstream ENL program and put under the supervision of the teacher. The RTI teacher meets weekly to review the progress of individual students. Based on formative assessment results, students are informally placed ICT classes for teacher-recommended content areas for 6 weeks. If the student progresses within the 6 weeks, they are given a formal flexible schedule.

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.

At P.S. 197, all services provided to ELLs are in English. We utilize data, teacher observation, student work samples and teacher articulation to be able to target instruction to the ELLs' needs. ELL students only receive targeted intervention if the data indicates they are in need of the additional services. Students in grades Kindergarten thru third grade are supported via our RTI extended day program and in small group tier 1 instruction within their classroom setting. Mathematics intervention is also provided based on pre-assessment unit data for students in grades 2nd through 5th grade. Both of these intervention programs are delivered in English.

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

Increase the number of workshops and seminars attended by the ENL teacher, primary classroom teachers and cluster teachers regarding strategies and best practices for instructing ENL students. Also provide Jose P training to staff to strengthen best practices and research articles focusing on English as a Second Language.

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

Testing accommodations for ENLs are discontinued 2 years after a child tests at a proficient level on the NYSESLAT exam in accordance with the New York State Memo and the New York State Administrator's Manuel and Guideline.

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

At Ps. 197M, our ENLs are an active part of our inclusive community where they have access to all our instructional and recreational services being offered, including extended day classes, art program, gardening, sports program, cook shop classes, and the student activities.

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

Our school utilizes a variety of instructional materials and technology to support language development of all ENLs at all levels. Their instructional materials are:
- Into English, by Addison Wesley - Level A, C and E.
- English Language Learners - Across the Curriculum, by Stephen A. White - Grades K-5
- Scholastic Reading Skills - Level A-D
- Classroom Level Library - Levels A-Q
- Vocabulary Connections - A Content Area Approach - Levels A-F
- Language Handbook, by Steck-Vaughn - Levels A-G
- Comprehension Skills, by Steck-Vaughn - Complete Classroom Library - Levels A-F
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
We do not have a Dual-Language program at PS 197M. For our Spanish speakers newcomers, Mr. Kelly- our certified ENL teacher who is b-lingual, uses the native language as a support (as per the CR 154 regulations, 25% of the time). For the other newcomers who speak other languages, all instruction is delivered in English, using ESL strategies to ensure comprehension.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
ELLs entitled to ENL service are placed in monolingual classrooms according to their ages and grade levels. These students receive ENL instruction according to their English proficiency levels, age and grade levels. ELLs acquire and develop English language while meeting their grade and age level standards in core subjects. ELLs are assessed on an ongoing basis with the help of Fountas and Pinnel, NYS Testing and accountability reporting tool (NYSTART) in ELA and math data to drive teaching goals in instruction.

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 utilizes a variety of instructional materials and technology to support language development of all ELLs at all levels. Their instructional materials are:
- Into English, by Addison-Wesley - Level A, C and E.
- English Language Learners- Across the Curriculum, by Stephen A. White - Grades K-5
- Scholastic Reading Skills - Level A-D
- Classroom Level Library - Levels A-Q
- Vocabulary Connections - A Content Area Approach - Levels A-F
- Language Handbook, by Steck-Vaughn - Levels A-G
- Comprehension Skills, by Steck- Vaughn - Complete Classroom Library - Levels A-F
- Think-Alongs by Steck-Vaughn - Levels A-F
- Whole Language Activities for Earlt Childhood - Big/small Books - Level B
- Readers' Theater Script Kits - Grades 1 st -5 th grades
- Harper Children's Audio - Grades 1 st -4 th grades
- Spanish Library
- Learning Basic Vocabulary
- Making Words- Multilevel, Hands-on, Developmentally Appropriate Spelling by Patricia M. Cunningham and Dorotht P. Hall - Grades 1 st -3 rd.
- Oral Language for Daily Use by Sharon Altena and Jon Leik - Grade 2
- Reading Comprehension - Grades 1-2

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).
To assist newly enrolled ELL students before school starts, we have partnered with many community based organizations to provide services to this population. New ELLs who have been rolled throughout the school year are engaged in the following activities:
- Newcomer - Accelerating English Language Learning, grades 1 st -5 th
17. What language electives are offered to ELLs?
N/A

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?

   #1. Our school will offer professional development to all monolingual teachers, guidance counselor, paraprofessional, physical & occupational therapist, ENL teacher, special education teachers, psychologist, assistant principal, speech therapist and parent coordinator.

   Professional Development:
   - ENL in the Mathematics, February 27, 2017 from 2:20-3:40 p.m.
   - ENL in ELA, March 27, 2017 from 2:20-3:40 p.m.
   - Differentiated instruction, April 24, 2017 from 2:20-3:40
   - Scaffolding in the Content Areas, May 18, 2017 from 2:20-3:40 p.m.

   P.S. 197 will offer the following professional development for teachers of ELLS including ENL teacher in supporting ELLS in the Common Core Learning Standards.

   Professional Development:
   - Utilizing Acuity to Drive Instruction, February 6, 2017 from 2:20-3:35 p.m.
   - An Introduction to NYSESLAT, April 10, 2017 from 2:20-3:35 p.m.
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.

At P.S. 197, teachers, parent coordinator, ENL teacher and guidance counselor provide parents and students with information about different school helping make the proper placement of those ELL students who transfer from elementary to middle school. Our school also has in place a Career Day program to introduce and familiarize students with different occupations and professions which will help them to make the right choices.

Mr. Shaw (Guidance Counselor) provides the ELL students and parents with application process for information concerning Middle School and the requirements for the school. He provides them with applications and deadline for the applications. Mr. Shaw conducts “phone blast” in English and Spanish to the ELL parents informing them of the various applications he has available for ELL attempting to start the process of entering Middle School. Mr. Shaw also follows up with a letter to all ELL students providing support to attend the various Middle Schools in English and Spanish. Mr. Shaw works with the ENL teacher and the Assistant Principal for translation to the ELL parents in their native language.

P.S. 197 has in place the minimum 7.5 hours of professional development for the entire staff. These workshops will be given every school year. In these workshops, teacher are given strategies and support with instructions regarding ELL students. Some of the topics for these workshop are: How to plan differentiated instruction; Understanding the different learning styles of ELLs; How to implement instructional ENL strategies for teaching ENL and mathematics; and Scaffolding in the content areas. In addition, our teachers attend a variety of off-site workshops to promote collaboration between content areas and ENL teachers. These are some of the workshops attended by our teachers. Social Studies and Technology workshop; Differentiated Instruction; Teacher Team Cabinet; Common Core Standards for ELA and math; Ready Gen and Go Math.

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?

The ENL teacher invite on Tuesdays, during the Family Training Day from 2:20-3:35 p.m. via letter and phone calls. The ENL teacher provides the ELL parents with information concerning goals of the program, language development progress, language proficiency assessments results, and language development needs in all content areas. The ENL teacher also works with the classroom teachers to ensure that the information given to the ELL parents are current and in alignment with the Common Core Standards. These meeting are conducted in English and Spanish.

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

ELL parents are very involved in the life of our school. During the school year, P.S. 197 provides meeting for parents focused on instructional issues, such as, assessments, standards, promotional policies, and strategies for them to support children's academic progress. Our parents are involved in Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure oral and written communication between the school and the home. In addition, a parent handbook has been distributed to parents outlining the translation and interpretations services that we offer.

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.

None
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, Natasha Spann, 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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natasha Spann</td>
<td>Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Esther Diaz</td>
<td>Assistant Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Rolinda Hill</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Michael Kelly (Intended)</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Teresa Mercado</td>
<td>Parent</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Suimani Mill</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Rony Delerm</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Cheyenne Pearson</td>
<td>School Counselor</td>
<td></td>
<td>6/28/16</td>
</tr>
<tr>
<td>Danika Rux</td>
<td>Superintendent</td>
<td></td>
<td>0/0/00</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>TBA</td>
<td></td>
<td>0/0/00</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
<td>0/0/00</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
<td>0/0/00</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
<td>0/0/00</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 05M197  **School Name:** John B. Russwurm  **Superintendent:** Gale Reeves

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

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

   During registration a Home Language Identification Survey is filled by all parents. The John B. Russwurm written translation and oral interpretation plans are based on the data collected from the HLIS. (ATS report RHLA as of October 2015).

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.
Based on the ATS report RHLA as of October 2015, out of the 324 students who attend the John B. Russwurm school, 289 of our school’s population are English speakers, 28 speak Spanish, 4 speak Arabic, 2 speak French, and 1 speaks Wolof. Thus, our major interpretation needs is for our Spanish speaking parents.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
</table>

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters and Notices sent home to parents are in English and Spanish. At all school events and activities, translation services are provided for parents by staff members as well as by volunteers. Staff members that have parents who communicate through other languages use &quot;The Translation &amp; Interpretation Unit&quot; which is posted in the main office.</td>
<td></td>
<td></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>Face to face meetings typically occur as follows: Parent/teacher nights in September, November, March, and May. PTA meetings on the first Wednesday of each month. Progress meetings throughout the year. IEP meetings throughout the year.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

We will continue to use The Translation and Interpretation Unit, school staff, parent coordinator and volunteers to meet the requirements for our school's translation services.

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?

Parent survey and face to face interviews will be utilized to secure data with regard to the effectiveness of translation services.