2018-19
RISE SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(R-CEP)

DBN: (i.e. 01M001): 27Q197
School Name: P.S. 197 THE OCEAN SCHOOL
Principal: CHRISTINA VILLAVICENCIO
Rise School Comprehensive Educational Plan (R-CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Ocean School

School Number (DBN): 27Q197

BEDS Code: 34270010197

Grades Served: 3K – Grade 5

School Address: 825 Hicksville Road, Far Rockaway, New York 11691

Phone Number: (718) 327-1083

Fax: (718) 327-3518

School Contact Person: Ms. Christina Villavicencio

Email Address: CVillav@schools.nyc.gov

Community School CBO: Simone Clarke-John

Principal: Ms. Christina Villavicencio

Community School Director: 

UFT Chapter Leader: Mrs. Evelyn Carlin

Parents’ Association President: Ms. Leslie De Leon

SLT Chairperson: Mrs. Maria Romero

Title I Parent Representative (or Parent Advisory Council Chairperson): Mrs. Kayla Moss

Student Representative(s): N/A

District Information

Geographical District: 27

Superintendent: Jennifer Ambert

82-01 Rockaway Blvd.

Ozone Park, NY, 11416

Superintendent’s Office Address: 

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

Phone Number: (718) 642-5770

Fax: (718) 642-5705

Field Support Center (FSC)
FSC: Queens South
Executive Director: Marlene Wilks

Executive Director’s Office Address: 8201 Rockaway Boulevard, Ozone Park, New York, 11416

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

Phone Number: (718) 281-3259
Fax: (718) 281-3509
Section 2: Executive Summary and Organizing Principles

The Objective
To guide, support and accelerate the early progress demonstrated by the schools graduating out of the Renewal program, as Rising Schools of Excellence (Rise), with a compelling theory of action, clear strategy for sustainment, targeted individualized supports, continued accountability, gradual release of responsibility, such that they independently accelerate their growth trajectory.

Background
Rise Schools have demonstrated:
- they have the will and conditions in place to accelerate student growth and meet school improvement benchmarks.
- they have the capacity to lead/implement a school improvement strategy.
Rise Schools have seen some gains across multiple measures including graduation rates, college readiness, state test scores and attendance. As a result, these schools will fully transition out of the Renewal Schools program at the end of the 2017-2018 SY and continue under the guidance of the Office of Field Support, in partnership with the Office of School Support and Supervision.

Six Rise Keys for Continued Improvement

<table>
<thead>
<tr>
<th>Key</th>
<th>1. Strengthen the Instructional Core</th>
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<td>2. Strengthen Instructional Leadership Capacity</td>
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<td>3. Improve Data Driven Practices</td>
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<td>4. Apply a tiered approach to student intervention</td>
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<td>5. Promote a positive, inclusive school environment for students, staff, parents and community partners</td>
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<td>6. Increase monitoring and accountability</td>
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Theory of Action
If the NYC Department of Education provides customized supports to Rise schools and principals designed around the “Six Rise School Keys for continued improvement” then, Rise principals and their teams will have the tools and resources to accelerate outcomes for ALL students and increase students’ access to an excellent and equitable education.

Structure of the Rise School Comprehensive Educational Plan (R-CEP)
The Rise School Comprehensive Educational Plan (R-CEP) will serve as the organizing and overarching document for each Rise school and will be directly aligned and developed around the elements of the Framework for Great Schools, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:
- Rise Benchmarks: please refer to the 2018-19 Rise benchmarks provided to your school.
- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and Rise through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Rise process.
- Setting mid-year point benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Next Generation Learning Standards (NGLS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

**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.

**Information on the Framework for Great Schools and the DTSDE**

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 the R-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 Rise School Comprehensive Educational Plan (R-CEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) 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.
The Six Elements of the Framework for Great Schools

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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.

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### Alignment between FGS and RISE Keys

<table>
<thead>
<tr>
<th>Framework for Great Schools Elements</th>
<th>Rise Key 1</th>
<th>Rise Key 2</th>
<th>Rise Key 3</th>
<th>Rise Key 4</th>
<th>Rise Key 5</th>
<th>Rise Key 6</th>
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### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools — they call it a **Diagnostic Tool for School and District Effectiveness**. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus...
Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

**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 2017-18 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. **Structures 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)

**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 R-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 R-CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for R-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 in every Rise school and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Rise Key and the corresponding statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.
- **Step 4:** Discuss and respond to the guiding questions under each Framework element.
- **Step 5:** Revisit your school’s current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school’s AIS section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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.

Rise Program Priorities

Our Rise Theory of Action (page 4) is drawn from research on turnaround schools, the DOE Framework for Great Schools, DTSDE Tenets, and the Quality Review, which suggest that these key priorities have the greatest impact on student achievement.
<table>
<thead>
<tr>
<th>RISE Keys</th>
<th>Priorities</th>
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</thead>
</table>
| **1. Strengthen the Instructional Core** | • A clear focus aligned to students’ instructional needs, including college and career readiness  
• Access to common, standards-based curricula for all students, including ELLs and SWDs  
• Explicit and intentional embedding of culturally responsive Instruction in all content areas  
• Formative and summative assessments for all students in all grades that are aligned to curricula and produce clear evidence of learning  
• Tiered approach to teacher professional learning opportunities.  
• Partnership with families to increase engagement in students’ academic success |
| **2. Strengthen Instructional Leadership Capacity** | • Implementation of a coherent vision for school improvement - a vision for leading learning, leading people, leading schools and leading change  
• Development of a system to support distributive leadership and build the capacity and sustainability of teacher leaders through continuous improvement  
• Developing leadership competencies, specific to turnaround efforts, including leveraging multiple stakeholders, a commitment to student learning and a sustained pursuit of measurable progress.  
• Strategic allocation of resources to support instructional and professional learning plans and family engagement in leadership opportunities |
| **3. Improve Data Driven Practices** | • Integrative use of formative and summative assessment tools and practices to target resources and support throughout the year to achieve academic priorities  
• Ongoing analyses of school-wide and student-level data and adjustments to curricular resources and instructional moves  
• Prioritization of the use of standards and data to inform teaching and learning |
| **4. Apply a tiered approach to school support and intervention** | • Implementation of a tiered intervention system that engages teacher teams in frequent cycles of progress monitoring and adjustments to address diverse student needs  
• School establishes coherent system, adopted by all to ensure that interventions are effective, differentiated and timely  
• Increased use of teacher teams’ data-driven practices to accelerate student achievement |
| **5. Promote a positive, inclusive school environment for students, staff, parents and community partners** | • Clear strategy that establishes social norms within the school community and promotes a culture for learning with clear and high expectations for all students, in partnership with CBOs.  
• The sustainability of an environment where students feel safe, connected and engaged through practices that are culturally relevant and build their scholarly identity  
• The development of a whole school approach, in partnership with families, with specific attention to social, physical and behavioral environments  
• Social emotional learning practices embedded in teaching and learning as aligned to the Collaborative for Academic, Social and Emotional learning (CASEL) competencies and supported by CBOs. |
| **6. Increase monitoring and accountability** | • School leaders implement effective monitoring systems to ensure that instructional practices and interventions are monitored closely at the classroom, team, and school wide level  
• Establish effective teacher team practices that ensure teachers are accountable for data findings and set timely and appropriate interventions  
• Data analysis results in adjustments to the programs and priorities to better service students  
• Foster positive systems for accountability driven by reflection and action planning  
• Support from district leaders to focus efforts toward results and problem solving actions that lead to turnaround success. |

1. Darden/Curry PLE – Turnaround Leadership Competencies and Turnaround Action Shown to Influence Student Achievement
Monitoring and Accountability

- Rise schools will be monitored for implementation of the Rise Comprehensive Educational Plan (R*CEP) by Superintendents and Office of Field Support.
- Rise schools will be held accountable for making progress according to annual targets set by the Department of Education, as evidenced by their attainment of named benchmark scores for each annualized key metric. Schools not achieving annual targets by June 2019 are subject to additional oversight and consequences, to be determined at a later date.
- OFS will bring increased oversight and accountability by monitoring FSC supports to schools and ensure that these are aligned with the school’s instructional focus, student and teacher needs, and moving the school toward achieving interim goals.
- OSSS will monitor DSR oversight of all supports to Rise Schools.
Section 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Rise School Comprehensive Educational Plan (R-CEP). SLT members’ signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan’s alignment with the school-based budget to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an “X” if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 R-CEP, not approval.
5. 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.

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<tr>
<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tr>
<td>X</td>
<td>Christina M. Villavicencio</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>X</td>
<td>Evelyn Carlin</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>X</td>
<td>Leslie De Leon</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td>X</td>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>X</td>
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<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>X</td>
<td>Simone Clarke-John</td>
<td>Community School Director (staff)</td>
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<td>X</td>
<td>Maria Romero (UFT)</td>
<td>UFT</td>
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<td>Lisa Quammie-Jones (CBO)</td>
<td>YMCA - CBO/Other Contributor</td>
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<td>X</td>
<td>Kayla Moss</td>
<td>Parent</td>
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## Section 4: Rise School Narrative

In a brief narrative, describe the current state of the Rise school addressing the following and please use existing data, where applicable:

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

2. Identify any special student populations that the school has and what their specific needs are.

3. Describe your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.

4. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and your Rise Benchmarks and indicate where this has been a challenge.

5. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

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**Our school is geographically located on the Far Rockaway peninsula, which borders the Nassau County lines by a quarter of a mile. We are a Title 1 school with approximately 25% of our students bussed to the school from nearby housing developments. This school year we have experienced a population decrease of 50 students bringing the school register to a total of 531 students. We are very proud to have added two additional two-3Pre-Kindergarten classes bringing a total to five classes on this grade.**

### Mission Statement

The mission of P.S. 197Q is to ensure that all students acquire knowledge and develop skills and understandings that will enable them to become productive citizens and lifelong learners. This mission is best accomplished through a structure of communities that are committed to children and that are characterized by strong instructional team leadership, increased opportunities to learn, time on task, a climate of high expectations for all students, a safe and orderly school environment, frequent monitoring of students’ progress with appropriate instructional adjustments to students’ programs, high levels of commitment to student success, an emphasis on teaching for learning through the use of technology, socially emotional responsive practices, and extensive and authentic family/school/community partnerships. At P.S. 197Q, we take responsibility for creating a respectful, nurturing and successful learning environment.

At P.S.197Q, we believe that students learn best in an environment that centers on their individual needs and support both academic and emotional growth. Our School was awarded the Apple Connect-Ed Grant supported by President Barack Obama in order to address the disparity for schools with a large minority sub population with access to technology via STEM (Science, Technology, Engineering Art and Math). Our project with Apple will focus on rebuilding our Far Rockaway community post Hurricane Sandy. Students must have multiple opportunities to engage in rich cognitively appropriate activities that develop and challenge their natural curiosity preparing them for college and career readiness.

Our Student with Disabilities population is approximately 23.37% and our ELL (English Language Learners) population is approximately 21.98%. We have a partnership with YMCA (Young Men Christian Association) this program also offers after school STEAM (Science Technology, Engineering, Mathematics) enrichment programs which serves over 200 of our students five days a week from 3:30-6:00 pm as well as homework assistance. This is the second year from “The Child Center of New York” offering families support in the areas of academic growth and social emotional care. In addition, to an on site mental clinic for at-risk students.

Our school has made the most growth in the area of developing student’s social and emotional health. Our Schoolwide Positive Behavior Intervention System is an approach that serves to teach students the critical character traits that are acceptable in a community of productive citizens. In addition, the P.S. 197Q school community has partnered with agencies (Bank Street for Socially Emotional Responsive Practice) that are able to support our students' social emotional well-being. This approach enables teachers to be better equipped when responding to the emotional needs of students’ while addressing the rigors of the Common Core Learning Standards. The Bank...
Street Emotionally Responsive Practice consultants provide support to all stakeholders by sharing best practice and strategies that help staff/teachers "contained" children with childhood trauma. Our teachers address behaviors and support children with social emotional challenges and needs. This partnership has enhanced the attention and motivation for learning. The Young Men’s Christian Association provides structured activities for the children to productively socialize during recess and after school programs. This year we partnered with TCIS (therapeutic crisis intervention in schools) which is sponsored and hosted by our QBFS (Queens Borough Field Support Center) as a way of helping address student and teacher relationships when students are in crisis. Seven of our staff members completed this 7 session cohort and we fully intend on sending additional personnel in the new school year. All of these support systems will continue to further develop our Student Social and Emotional Developmental Health (Tenet 5) by offering more direct parental involvement in our school which in turn will further our goal of more parental engagement to our entire school community.

Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year:

RISE PROGRESS During the 2017-2018 school year we were awarded rise school status 67 % benchmark Attendance, Student achievement Metrics. As a result of meeting this benchmark, we continue to focus differentiated professional development for both ELA and Math. We continue to add additional days of PD (National Training Network, Math Solutions, Teachers College Reading Writing Project, ENL and Dual Language support) so that teachers can enhance their pedagogy and their instruction with improved students’ learning outcomes. Teachers have religiously met every Monday PD for 45 minutes to conduct the Data Wise Improvement Process (DWIP) Protocol with their teacher teams which allowed them to be conversant about data in a granular fashion. The teacher teams were able to reflect and work of the "problem of practice" which in turn allows them to revise, track and monitor their delivery of instruction. Ultimately, they use this data to tweaked their lessons. By aligning the STANDARDS to and analyzing pertinent data across the grade within a specific FOCUS AREA (Math, ELA, etc.,) teams used specific data to create a PRIORITY QUESTION which then allowed teachers to get more granular in finding a trend that informed them of a LEARNER-CENTERED PROBLEM. Teachers then used various strategies including inter-visitation to identify a PROBLEM OF PRACTICE. From there, teams formed an ACTION PLAN on moving forward to improve teacher performance in regards to the initial learner-centered problem.

During the 2017-2018 school survey, we received a score of 4.03 of positive responses in "Collaborative Teachers". We organized our school schedule so that all grade teams teaching among teachers using a scheduling program that allows teachers 2 common periods weekly promoting collaborative planning.

Our schools’ professional development plan, designed to meet individual teachers’ needs Support plans for teachers was driven by professional development needs assessment survey via survey monkey during the month of November. This has led to growth among teacher pedagogy and the infusion of rigorous instruction in teacher created lesson plans. In addition, we provided targeted support for first year teachers through the Office of Teacher Effectiveness. This past year, Long Island Jewish supported our scholars through an on-site mental health clinic. In addition, the YMCA provided additional support to parents by providing "Keep Fit" program, and ENL evening classes.

Some of the challenges our school faces that we are continuing to work on are in the following areas:

1. Student with Disabilities – We have 23.37% of our student population who have Individual Education Plans. In real numbers, this means that 118 out of our 505 total students have a need for mandated academic, social and emotional support.

2. English Language Learners – We have 21.98% of our student population who are students with language needs. In real numbers, this means that 111 out of our 528 total students have a need for additional support in ENL services. This year, we have had an influx of students from Central America some of whom are refugees and require additional support. Due to this, we have been searching and are in need of a bilingual Spanish social worker.
3. Resources – Far Rockaway is a hard to staff location and this affects the resources available in the community as well as the resources available to come to the community. This adds to the struggle of enhancing school partnerships and bringing in a variety of services to help our school community.

4. Pedagogy - In grades K-2, out of 13 teachers, seven are new to the profession, having three years or less. Professional development is differentiated for these teachers in three buckets (pedagogy, content and grade standards) coupled with social emotional practice as means of support for their instructional practices. With that, instruction was differentiated according to teacher strength. In kindergarten, the need to focus on students according to reading levels Our more experienced teachers worked with those students either at a low level or are stagnant at a specific reading level; while our newer teachers, with support from the more experienced teachers, worked with those students progressing.

Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

This year, our staff voted 96% to have the Extended Learning Time (ELT) in the morning from 8:00-9:00 am (Monday through Friday). Approximately 98% of teachers participate in teaching interventions for our scholars during this period. This comes in the form of RTI support for our lowest performing students, and “pushables” and “slipables.” We have developed a schedule that will provide opportunities for our students to progress in areas of ELA and Math while integrating Science and Social Studies. In kindergarten and 1st grade we are focusing on streaming our students in order to identify all our students based on reading level and fluency. This is evidenced by the creation of an RTI schedules that enables us to quickly monitor and make real time adjustments and changes as they are needed. There will be 2 hours dedicated towards strengthening the academic needs in ELA with a focus on major cluster standards and 2 hours in mathematics supporting the major cluster standards. In math we will also continue to focus our attention on working with National Trainer Network consultants on using Key Elements of Mathematics Success (KEMS) as a system of repeated practice centered around NY State math major cluster standards. We are beginning to provide professional development for teachers so that they are prepared to make shifts to reflect the Next Generation Standards in all content area. The 5th hour will be used towards Enrichment activities such as, 1-1 Small Groups, Homework Help, Drama/Performing Arts, STEM. In addition, we are providing Response to Intervention during (ELT) Extended Learning Time (RTI) during the Renewal hour. After looking closely at the State Tests results and additional data from teachers (NYS ELA/MATH test scores, item Skill Analysis via I-ready, Performance Series), students will be placed in strategic groups during the Extended Learning Time, after school and Saturday academy throughout the school year. Students will be grouped based on the following: Levels of Performance based on the Developmental Reading Assessment in Grades 3-5 and Fountas & Pinnell in Grades K-2, GoMath Unit assessments, and Item Analysis (State tests and Scantron). Benchmark assessments will take place in September, February, and June (MAY) in order to gauge overall growth overall. Progress monitoring will take place in between each benchmark date as in readily available via our dropbox site.
# School Demographics and Accountability Snapshot for 27Q197

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,06</th>
<th>Total Enrollment (2017-18)</th>
<th>498</th>
<th>SIG Recipient (Y/N)</th>
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</table>

### Total ELA/Math A 16) - N/A

### ELA Performance at levels 3 & 4 - N/A

### Mathematics Performance at levels 3 & 4 - N/A

### Global History Performance at levels 3 & 4 - N/A

### US History Performance at Levels 3 & 4 - N/A

### 4 Year Graduation Rate - N/A

### 6 Year Graduation Rate (2011 Cohort) - N/A

### Regents Diploma w/ Advanced Designation - N/A

### Overall NYSED Accountability Status - N/A

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

### Elementary/Middle School

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<thead>
<tr>
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<td>NO</td>
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<tr>
<td>Economically Disadvantaged</td>
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### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

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

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

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

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</table>
**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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. <em>(aligned to Rise Keys 2 and 6)</em></td>
<td>![ ]</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. <em>(aligned to Rise Key 3)</em></td>
<td>![ ]</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. <em>(aligned to Rise Keys 1 and 4)</em></td>
<td>![ ]</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. <em>(aligned to Rise Key 1)</em></td>
<td>![x]</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

*Based on the Framework for Great Schools Report 2016-2017 in the indicator of Rigorous Instruction, 89% responded positively. Our pedagogical practices straightened as evidenced in the framework: lesson plans were designed to reflect teacher knowledge of students with lessons designed with multiple entry points so that all students have access to the same rigorous instruction. Small group instruction based on data from formative and summative assessments addressed the needs for all students to maximize student learning. According to the 2016-2017 NYC School Survey 97% of the teachers say they had the resources to include opportunities for reading and writing grounded in evidence from text and 92% of teachers say they had the resources to include opportunities for developing students' conceptual, procedural, and applied skills in math.*

*In accordance with the School Quality Guide-Online Edition, the measure of Shifts in Literacy, the school had a metric value of 96%. The Great Schools Report 2017-2018 also indicated that in the indicator of Rigorous Instruction, in the measure of Shifts in Math, the school had a metric value of 97%. The school leadership ensures and supports the implementation of rigorous instruction aligned to grade specific Common Core Learning Standards. For example, teachers develop units of study and lesson plans aligned to the Common Core Learning Standards. In addition, teachers, with the support of administrations, ensure that lessons integrate subjects such as Science and Social Studies with daily /Math lessons.*

*In the 2016-17 Quality Review Report, it was noted that pedagogy needs improvement in relation to our SWD and ELLs sub groups. With this thought in mind we were able to modify our math curriculum maps in order to help identify the major cluster standards that were addressed this year. For example, teachers adjust curriculum based on...*
classroom assessments and formative data findings from teams so that a diversity of learners have access and all staff can track and identify where curricular adjustments have been made. The Instructional Leadership Team (ILT) monitors the intervention sorter to best meet the needs of our "pushables" and "slippables" students. The ILT also created intervention groups through the school day in order to best meet the target needs of our students. One area of focus for us this year is in Mathematics in grades three and five through tier II instruction. We will also focus on our Kindergarten and First Grade where we will be implementing a streaming program that will address our emerging readers. With this we will support them by developing their fluency and phonics levels by identifying targeted reading levels and utilizing Fundations and small group instruction. This practice will accelerate their learning so that we can diligently close the achievement gap.

The sources and data trends that were analyzed were the 2016-2017 Quality Review, 2016-2017 School Quality Snapshot and the 2017-2018 School Quality Guide.

Part 2 – Summative Vision for Rigorous Instruction

What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?

Our instructional focus for the 2018-2019 school year is to increase our student’s interest and academic growth in independent reading, robust writing and investigative mathematics via NTN (National Training Network). We will promote higher-order thinking through thought-provoking questioning and discussions in all subject areas. We will continue to use checking for understanding to inform our student-needs and potential growth.

P.S. 197Q will continue to use the Teachers College Reading Writing Project in grades K-5. Teachers will experience professional development both in-house with TC staff developers and attend specific TC Calendar Days at Columbia University. Teachers will receive ongoing training specifically to promote independent reading and writing.

Supervisors will continue to utilize the Danielson Framework to gauge the growth of teacher practice in 3b (Questioning and Discussion) by observations and snapshots followed by immediate actionable feedback as well as ongoing professional development.

P.S. 197Q will continue to follow the Go-Math curriculum with the use of Key Elements to Math Success (KEMS) as a supplemental program. Professional learning for all teachers will be delivered by consultants from National Training Network (NTN) in grades K through 5. Teachers will continue to use strategies from previous professional development programs (Math Solutions).

During the Expanded Learning Time (ELT), students will engage in additional rigorous activities targeting literacy and mathematics via Response to Intervention (RTI). Our staff works collaboratively during common planning to ensure that lessons are aligned in accordance with the Common Core Learning Standards. Teachers use their pedagogical skills to provide students with multiple entry points during both small group and whole class instruction.
During weekly professional learning time, we provide a 90 minute block of time of professional development for each grade 3K through grade 5. During this time there will be opportunities for the staff to plan together and focus on the achievement of common goals. This includes targeting improvement in Rigorous Instruction 3.95 as referenced by Renewal EMS Benchmark 2018-2019. Common Teacher formative assessments in ELA/MATH will be developed by our teachers enabling them to monitor student learning at the end of our Data Wise Inquiry Cycle. These project based experiences will be guided by appropriate rubrics developed by the staff and students. We will support and assess student work, based on trends, subgroups, teachers'/students’ performance. Our goal is to improve our last years’ measurable gains in English Language Arts by (.10) and Mathematics by (.09) percentage points as measured by the Rise Benchmark for 2018-2019. This goal will be supported and modified by formative results of Expanded Learning Time, Response to Intervention (RTI) and Academic Intervention Services (AIS) provided by our coaches and cluster teachers.

How will you implement a standards-aligned curricula that meets the needs of your diverse learners, including ELLs and SWDs?

In order to best support our school's diverse learners, our school has implemented various technological assistant tools such as: Smart Boards, Apple TV’s, ELMOS and one-to-one Apple deployment, P.S. 197 is an Apple Connect Recipient 2016. In addition, flexible scheduling is commonly practiced across the grades and we scaffold our instruction to meet the needs of all diverse learners. We offer supplemental reading programs such as MyOn that encourages reading through a diverse digital library. MindPlay is utilized by SWDs, i-Ready is used by students in grades K-5 to target reading/Math gaps and build comprehension and fluency as well as number sense and algebraic thinking. Our school implements curricula that meets academic needs through enrichment activities such as dance, drumline, drama and STEM. We also have dual language classes on each grade as well as having Spanish and Haitian-Creole translators available. We use various applications that help engage all student subgroups such as Book Creator, Kahoot, and seesaw which help students memorialize their ideas and outline their writing. Our school implements curricula that meets academic needs through enrichment activities such as dance, drumline, drama and STEM.

What is your vision for ensuring that all students have access to rigorous coursework that moves them towards career and college readiness? How will you support the personal and academic skills, habits, and behaviors needed for students to be career and college ready?

Through our Teachers College Reading and Writing curriculum and our Go Math curriculum coupled with our supplemental math program NTN (National Teacher Network), we have embedded the following instructional shifts to help prepare our students for college and career readiness: We deliberately populate our leveled libraries with informational and literary texts that help engage our students in conversations.

We emphasize that our students use evidence to back up their thoughts, opinions and arguments so that they are prepared to make informed decisions that will impact their adult lives. In addition, we recognize that problem solving is not merely found in math; it is found in everyday life. We teach our students in a way where they develop a deep understanding of problems and concepts; where they realize that there are actually strategies to solving a problem rather than a fast answer. Understanding that children learn best when they build on what they already know; we promote coherence so that they are able to connect their learning across the grades onto their collegial paths.
All of our programs are geared to fostering a whole child approach for all students to become college and career ready learners with an emphasis on the core subject areas in Math, ELA, Science and the Arts. Our teachers are trained to use technology through a three year apple grant training program one to one in order to minimize the learning growth and disparity of use that exists in urban schools settings.

How do you envision embedding the elements of culturally responsive instruction and how will you know that implementation is successful?

Delivery of instruction should closely align itself to the Danielson Framework for teaching and should foster an outcome that is aligned to all of our P.S. 197Q data sources. Using the Data Wise Protocol, teachers will identify trends, determine student-centered problems, form tiered groups and adjust lessons to meet the individual needs of their students as indicated by strategic data sources represented in the school.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

Multiple entry points will be used to address academic areas of improvement in all of our students in particular our SWDs and ELL sub population. By addressing the areas of deficiency through a tiered approach for learning and tracking of data via the intervention New Vision Sorter will allow for measurable growth to be more evident in a timely manner. As well as provide teachers with a more linear infusion of realistic student performance by both content area and standards based.

How do you envision differentiating teacher professional learning opportunities to support instructional foci, meet students’ unique needs and advance culturally responsive education in your school?

The purpose of both our formative and summative assessment plan is two fold. First and foremost it is to inform our instruction for the purpose of pursuing of academic excellence. The second reason is the growth and development of our teaching strategies to develop a more centrally aligned with the instructional vision.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

By June 2019, in Grades 3-5 we will see an increase of 10% in level 3 performance in the area of ELA as measured by formative I-Ready assessments and summative NYS ELA examinations.

Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal: Which school benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

List of Renewal Benchmarks expected to improve:

- English Language Arts (ELA)

English Language Arts (ELA) (Rise Average 2.49)
<table>
<thead>
<tr>
<th>Attendance Benchmark (Rise Average 94.2)</th>
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<tbody>
<tr>
<td>Increase in writing using academic vocabulary as per pre/post &quot;on-demand&quot; students' work samples</td>
</tr>
<tr>
<td>Infusion of daily routines including drills using the fry word list.</td>
</tr>
<tr>
<td>Increase levels of performance in the four language modalities (listening, speaking, reading and writing)</td>
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</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
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</thead>
<tbody>
<tr>
<td>Building Academic Vocabulary</td>
<td>All students grade K - 5</td>
<td>infusion of daily routines including drills using the fry word list.</td>
<td>September, 2018 – June 2019</td>
<td>Principal, Assistant Principals, Coaches, Lead Teachers, Model teachers and CBO</td>
<td>Analyzing i-Ready data (Mid-year DRA assessments) with an increase in vocabulary development</td>
</tr>
<tr>
<td>-Lesson Plans will include content specific vocabulary, opportunities for multiple entry points, and differentiated instruction for Students with Disabilities and English as a New Language Learners.</td>
<td></td>
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<tr>
<td>-Use of accountable talk stems</td>
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<td>-Word Tree in the classroom and hallway</td>
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<tr>
<td>-Access to complex text (MyOn, Classroom Libraries, any additional interactive resources)</td>
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</tr>
<tr>
<td>Teacher crafted individual student learning guide chart based on individual infusion of daily routines including drills using the fry word list. Increase of reading levels in grades 1,2, and 3.</td>
<td></td>
<td>September, 2018 – June 2019</td>
<td>Principal, Assistant Principals, Coaches, Lead Teachers, Model teachers and CBO</td>
<td>Analyzing i-Ready data (Mid-year DRA assessments) with an increase in vocabulary development</td>
<td></td>
</tr>
</tbody>
</table>
student performance as measure by i-ready

-Vocabulary Word Banks

-Debate Team (Vertical/Horizontal teaming)

-Provide opportunities through technology to engage in interactive programs that develop the use of vocabulary

-Concept Wall in each classroom that highlights the Common Core Learning Standards, Vocabulary, Writing Focus, Reading Focus for each unit of study

-PBIS word of the month that focuses on a specific vocabulary word related to character development

-Student with Interrupted Formal Education (SIFE) students will receive additional support via Spanish native language arts and ENL services through a push in or pull out model.
- Technology: Students will engage interactive programs MyOn, Prek-12 Plaza and tools (iPads centered applications such as Book Creator and Explain Everything) that develop the use of vocabulary.

- Student record vocabulary words to integrate into their personal words banks.

- Students will use vocabulary from word banks in debates and speeches.

n/a  n/a  na  na  na  na  na

Inter visitations and Learning Rounds will take place on an ongoing basis with specific goals in mind making sure to norm best practices school wide.

- Facilitate sessions on academic vocabulary and engage teachers in dialogue in using research based practices to teach academic vocabulary in daily instruction.

Inquiry teams will be created along with protocols for looking at student work across grades PreK-5.

n/a  na  na  na  na  na  na

4b – Parent and Family Engagement

2018-19 CEP-RISE
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.

**Parent Workshops** Workshops on the writing units of study will be offered to parents/guardians in order to assist in the development of students’ overall writing and vocabulary development in both Spanish and English during different times of the day in order to provide opportunities for parent engagement.

**Newsletter** Teachers will work collaboratively to publish a monthly newsletter highlighting students’ progression in word building and suggested strategies to ensure the continuity of vocabulary building.

Engaging families and supporting their understanding of Rigorous Instruction, the Common Core and Home Language Arts Progressions in order to support their children at home.

**Parent Academy** Families will engage in Saturday English Language Arts Academy and Mathematics Academy to further understand CCLS expectations and learned strategies to support their children at home.

Families will engage in Saturday Mathematics workshops supporting parents of English Language Learners and students with disabilities targeting CCLS expectations resulting understanding of CCLS aligned instruction.

Additional workshops will be held for teachers focusing on improvement in student outcomes.

Events such as Vocabulary BINGO and “Joy with my Child” will be held on a monthly basis in order to build vocabulary.

Parent Workshops Workshops on the writing units of study will be offered to parents/guardians in order to assist in the development of students’ overall writing and vocabulary development in both Spanish and English during different times of the day in order to provide opportunities for parent engagement.

Parent Academy Families will engage in Saturday English Language Arts Academy and Mathematics Academy to further understand CCLS expectations and learned strategies to support their children at home.

---

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, FSC Supports, etc.

**Title1, Title3, Focus school funding, Tax Levy Funding**

- All classroom teachers, ELA/Math RTI teachers and the ENL/Dual Language
Coach, will push into selected classes to provide additional instructional support to students. Teachers will meet in teacher teams during their common planning periods and on Monday's during after school Professional Development. On Tuesday's during parent engagement time, teachers and other support staff will collaborate and support parents and guardians in order to improve overall
student achievement and academic instruction. Teachers will provide academic support through the use of Foundations, Wilson, Great Leaps, MyOn, and I-Ready programs.

Classroom teachers have an additional preparation period per week for planning while instructional leaders support best practices.

**Part 5b.** 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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 6 – Progress Monitoring

**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

**By February 2019,** 40% of our scholars in K-2 will demonstrate an overall increase in Math I-Ready formative assessments and three reading levels as measured in Fountas & Pinnell.

**By February 2019,** 35% of our scholars in grades 3-5 will demonstrate an overall increase in reading and math levels as measured by DRA and I-Ready formative assessments.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

To assess student progress our school will be using formative data:

- Grades K-2
  - Fountas & Pinnell and I-Ready
- Grades 3-5
  - DRA, I-Ready ELA and Math

**Part 6c.** In **February 2019,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 5 Statement of Practice Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. <em>(aligned to Rise Key 4)</em></td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. <em>(aligned to Rise Key 4)</em></td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. <em>(aligned to Rise Key 5)</em></td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. <em>(aligned to Rise Key 5)</em></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Based on the 2016-2017 NYC School Survey Report, 87% of stakeholders reported Positive Responses in the area of Supportive Environment. The school leader established successful systems of support regarding student social emotional development. Stakeholders have a clear vision for social and emotional developmental health that is aligned to the curriculum.

School Strengths - In growing a supportive environment that best serves our diverse student population, the school community understands the importance of creating and sustaining a safe physical and learning environment where students are engaged both socially-emotionally and academically. With that P.S. 197Q has instituted several initiatives and practices:
- Social-Emotional Response Practice Professional Development for Teachers: Bank Street professional developers work with teachers in both classroom settings and during professional development sessions such as Lunch and Learns and specific Professional Development days. Lunch and Learns and Professional Development supported the in-classroom support with hands-on coaching and strategies.
- Morningside Center for Restorative Practice: Professional Development and in-classroom coaching was conducted to “allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.”
• Collaborative Teachers Teams: P.S. 197Q has proudly formed Collaborative Teaching Teams where teachers plan together and create open communication. Ideas are shared and strategies learned from professional development are molded and refined. Coaches, mentors and administration provide ongoing support during team meetings and professional development sessions.

• School-Based Mental Health (SBMH) - The Child Center of NY has partnered with PS 197 The Ocean School to establish a Wellness Center. This center operates a clinic that provides on-site, multilingual health services to students and families at the school including preventing, ongoing, and crisis-related interventions. Students have sessions that are both individual and in groups. Group sessions offer the students a safe forum where they can express themselves respectfully and work on problem-solving strategies.

• Student Support Team: This team, comprised of our full-time guidance counselor, school psychologist and social worker (both mono and bilingual) meet consistently to discuss individual student needs as well as work to develop school-wide plans and initiatives that build on school safety and discipline. The Student Support Team works closely and collaboratively with the CCNY Mental Health Clinic to provide evidence-based therapies and strategies for students with emotional distress and/or behavior problems.

• Crisis Team - Crisis Team intervention ranges from on-the-spot de-escalation for a student in crisis to the need to create an action plan due to a building-wide or even city-wide crisis or issue. The Crisis Team can include the guidance counselor, school psychologist, social worker, mental health counselors and the administration team.

As an outgrowth of a positive behavior centered system, the school has developed a set of Core Values to provide clarity regarding student behaviors. These PBIS/Core Values are: Cooperation, On Task, Respect and Effort.

Priority Areas of Focus – Although measurable of progress has been made in the area of Supportive Environment, the school will be addressing the following needs:

• Enrichment support and activities as managed and conducted by the Child Center of New York to increase positive student engagement during recess.
• Working closely with safety agents to carefully monitor all visitors to the building.
• Student Mentoring – Refine the Success Mentoring Program to ensure students with chronic attendance issues are working with a mentor to increase positive attendance. With this we will work in collaboration with The School Leadership Team and CBO.
• Data resources indicate that from 2016 -2017 to 2017-2018 the overall number of incident reports and suspensions have been reduced. For instance, overall suspensions were reduced by 84% and superintendent suspensions by 100%.

Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you, in partnership with each CBO and families, enact your vision?

Stakeholders describe our school as a place where students are at the heart of all decisions of everything done at The Ocean School - P.S. 197. Our partnership with the Child Center of New York which our community school partner. In addition, we shared space and after school programs with the YMCA community based organization. Together, collectively we support all scholars and their families through enrichment, arts, sports coupled with parent workshops. We have also partnered with the New York City Food Bank and have a food pantry in which serve over
200 families on a weekly basis. The following are some of the highlights in ways of how we support our school environment:

- Scholars receive high quality education with engaging experiences that support their maturity and growth as life-long learners.
- Additionally the YMCA and the Child Center of New York are CBOs who offer services for families and students during the academic school day and after.
- We also have dental, eyeglass and mental health services available for families. It is through this additional support that our students receive the emotional support needed to become well rounded citizens and contributors in society.
- Student voice is heard via the student council monthly meeting. During these meetings student representatives from across grades meet with school leadership and discuss ideas as well as the implementation of systems and structures that support the entire school community.
- Our school has been using PBIS Core Value framework for the past fourteen years focusing on the development of the social emotional needs of all scholars. We continue to partner with the Child Center of New York and expand our counseling services by 30% to children who have been identified as at risk for social and emotional support. Also based on needs assessment in this area the CCNY will be adding an additional social worker intern to help manage our student caseload as well as an additional Bilingual social worker. Our OORS data and reports provides critical information which the PBIS team monitors the number of incidents per students and the level of infractions. These are the students that are supported through our PBIS team. All of this data also can be found in our schools new vision data sorter which is also shared with our district office and is monitored bi-weekly by all parties.

This year our attendance rate for September was 9.34%. Currently we are focusing on improving the rate by 1.4% resulting in an attendance rate of 94.2% by June 2019. As measured by our 2017-2018 Rise Attendance Benchmark. We gather and track data from ATS for students whose attendance is less than 92% on a monthly basis by tiering these students with additional support and guidance to the parents of these students through various parental workshops i.e family engagement, Attendance team phone calls and home visits as well as breakfast with the principal to name a few.

We will also continue to develop our success mentoring program with the aid of newly hired school aides to support identifying students whose attendance is a concern or less than 90%. The Child Center Of New York which is our community based organization works throughout the academic school year to flag and monitor student attendance which is then shared with our weekly attendance committee meetings. During these meetings, the Attendance Committee which is comprised of the principal, assistant principal, guidance counselor, CBO director, attendance teacher, parent coordinator, pupil accounting secretary, Asthma Case Manager reviews the ATS reports such as the Report of Daily Attendance List (RADL). The Attendance Committee also discuss the New Vision dashboard and the data that is collected via the student sorter. Daily phone calls are made for students who are absent. In addition, we follow up with post card as well as a automated phone call via school messenger. The guidance counselor reaches out to families to address attendance concerns. Both the attendance teacher, Asthma case manager and the parent coordinator conduct visits to students' home with chronic absenteeism due to health related issues.

We have shared our high expectations and communicated the importance of coming to school everyday by advertising and celebrating scholars via a bulletin board by the main office. The principal also speaks about the importance of coming to school every day over the PA system during the morning message.
development training on these strategies which in turn builds capacity and their trust in the knowledge they are receiving. Teachers reach out regularly to families regarding their scholars' academic and social needs. Our community partners both the Child Center of New York (CCNY) and the Young Men Christian Academy YMCA are supportive and diligently working to increase our strong family-community ties in Far Rockaway. Both YMCA and CCNY host family events in the evenings throughout the year. These events allow the parents to participate and engage them in the educational process of our scholars.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Child Center of New York</td>
<td>• Parent engagement and outreach,</td>
</tr>
<tr>
<td></td>
<td>• Provides a dance, drum line, soccer, cheer leading programs for students in elementary grades that recognizes their talents and builds self esteem.</td>
</tr>
<tr>
<td></td>
<td>• Bank Street for Socially Emotionally Responsive Practices</td>
</tr>
<tr>
<td></td>
<td>• Success Mentors</td>
</tr>
<tr>
<td>YMCA Schools</td>
<td>• After school enrichment programs and homework support. STEAM program support students to build literacy and content area through science, technology, enrichment, art and mathematics.</td>
</tr>
</tbody>
</table>

How will you, in partnership with your CBO, create a supportive and engaging environment for your students’ families?

Our CBO partnership will continue to provide parent engagement workshops on such topics as attendance and parent involvement, social emotional workshops. Also, we will carefully plan ongoing activities and/or events for family participation. For example: Literacy Fair, Science Fair, Holiday Show and Multicultural Talent Show. In addition, the on-site mental health clinic brings parents into the school for needed services. Additional health services (i.e. dental clinic) are also provided at the school.

What essential questions, or key themes, will be explored by all staff and students that acknowledge and celebrate the culture and heritage of the student body?

All stakeholders are engaged in supporting our scholars with the P.S. 197Q PBIS core Matrix rubric which clearly defines the positive behavioral expectations for all students. Teachers conduct lessons every Monday on the core word of the month. Our guidance counselor supports our teachers via professional development, assemblies and managing the reward store where our scholars redeem their Dolphin Dollars. In addition, teachers will attend professional development geared towards cultural and gender differences that may have an impact on overall learning (Emotionally Responsive Practice). Teams of teachers will meet to identify trends in student behavior, times of day and locations of where incidents occur. They will develop differentiated behavioral management plans. We want to build understanding and knowledge of the impact that most affects our school population; low socio-economic backgrounds.

What evidence will you use to gauge the impact of your plan to create a positive school environment?
Through on-site consultation via Bank Street Emotional response practice consultants work collaboratively to build on the connection between the emotional well-being and learning potential of SWDs/ENLs students. We plan to improve and develop an emotionally responsive school with embedded routines for specific adult and child interactions.

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

**By June 2019, 95% of the staff will receive training and continued support on emotionally responsive practices through Bank Street/Teddy Bear Workshop.**

**Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:**

Which school benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

- Increased punctuality/attendance will factor in to increased student seat time geared toward student learning.

Through carefully designed and monitored practice, the following Renewal Leading Indicators are expected to improve:

- Increased students' attendance
- Student lowered suspension rates will factor into a decrease of incidents submitted via OORS
- Proper OORS alignment will decrease student mid level infractions by focusing on mediation and parent outreach.
### Key Initiatives:
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students grades PreK - 5</td>
<td>Attendance</td>
<td>September 2018-June 2019</td>
<td>Bank Street for Emotional responsive practice</td>
<td>weekly collection of attendance and punctuality data.</td>
</tr>
</tbody>
</table>

Stakeholders will develop an in depth core Matrix rubric for PBIS which will clearly define the positive behavioral expectations for all students. Professional development will be offered to all stakeholders in order to build awareness and understanding of signs, triggers, and changes in student behavior. Teachers will attend professional development geared towards cultural and gender differences that may have an impact on overall learning (Emotionally Responsive Practice). Teams of teachers will meet to identify trends in student behavior, times of day and locations of where incidents occur. They will develop differentiated behavioral management plans. We want to build understanding and knowledge of the
Impact that most affects our school population; low socio-economic backgrounds have a profound effect on success at school, and ultimately their futures. We have partnered with Bank Street to better assist our teachers with the socially emotional targets for our students and awareness of reflective language and best practice for teachers. Targeted classes and students (based on data/incident reports) will receive teddy bears in which they attach to the bears in times of processing difficult experiences.

| Through on-site consultation via Bank Street Emotional response practice consultants work collaboratively to build on the connection between the emotional well-being and learning potential of SWDs/ENLs students. We plan to improve and develop an emotionally responsive school with embedded routines for specific adult and child interactions. Working closely with Bank Street consultants, students will learn strategies to help self-regulate their behavior. A monthly PBIS assembly will take place highlighting students |
|---|---|---|---|
| All students grades PreK - 5 | Attendance | monthly | Bank Street for Emotional responsive practice Administrative Team, Guidance Counselors, Bank Street Consultants, teachers | weekly collection of attendance and punctuality data. |
who have demonstrated positive behavior and/or the elements of being a positive citizen in the P.S. 197 community.

| STAR TRACK, which has been jointly developed by the Queens County District Attorney’s Office, the UFT (United Federation Of Teachers) the Division of School Safety, and the NYCDOE (New York City Department of Education) will provide ongoing support to the fifth graders of P.S. 197. The objective of this program is to safeguard children from violence, threats, and fears as well as give children the tools needed to resolve conflicts peacefully on their own. This will be done through modeling, and providing conflict resolution strategies |
| Grade 5 Students | Attendance | September 2018 – June 2019 |
| Queens County District Attorney’s Office, Administration, Guidance Counselors, Coaches, Classroom Teachers | weekly collection of attendance and punctuality data; OORS data |

| P.S. 197’s teachers, along with the dance consultant, will work closely in developing strategies that will help our students express their feelings through the art of dance. Students will learn about personal space, techniques when working with one another, and how they can work collaboratively in order to complete rigorous routines. |
| All students Grades Pre-K - 5 | Attendance | September 2018 – June 2019 |
| Dance Consultant, Classroom Teachers | weekly collection of attendance and punctuality data; OORS data |

4b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Based on the Framework for Great Schools Report 2018, we will continue to support our scholars and teachers in this area based on stakeholder feedback. Through our partnership with the Child Center of New York, we continued to house an on-site mental health clinic. Two mental health counselors worked with both individual students and small groups building on strategies including social-emotional, social skills and problem solving.

Based on the Framework for Great Schools Report 2017, we will continue to support our scholars and teachers in this area based on stakeholder feedback and admin created surveys via Survey Monkey. Based on the last Framework for Great Schools report from 2015 data, we are still partnered with our Child Center of New York, Community Based Organization by housing an on-site mental health clinic.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, FSC Supports, etc.

Title 1, Title 3, Focus school funding, Tax Levy Funding

*i*aptops/ *i*Pad will be used to support students in small group instruction

*Student purchased Apps to be used: Myon; McGraw-Hill: reading eggs: IxL in small group

*Leveled libraries were purchased to help support all classroom teachers with supplemental guided reading. Along with authors study every grade K-5.

Per session/Per Diem Hours/ Teacher assigned :

T=48 Admin=2 Supervisor Per Rata : approx. 5hrs 26 week cycles

34 Teachers Per session: approx. 5hrs 40 week cycles

Selected teachers will provide (ELT) extended learning time throughout the year. All classroom teachers, ELA/Math, RTI teachers, ELA/Math Coaches will push into selected classes providing additional instructional support to students, three times weekly for a 50 minute period. These staff members will serve as mentors supporting students by checking in with them and discussing appropriate choices and behaviors. Additionally all speech and ENL teachers, occupational therapists will also push into classes providing ongoing support.

Additional programs such as Foundations, Rewards, Great Leaps, GoMath, and MyOn will also provide support in developing students’ academic progress.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
Part 6 – Progress Monitoring

**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

**Bank Street/Teddy Bear Workshops** in collaboration with classroom teachers will continue to provide a sustaining positive, nurturing, safe-learning environment. By February 2019, the number of infractions entered on OORS will be reduced by 12.5%. We will achieve this by tracking the Incident Location Summary Report on OORS on a monthly basis and school safety meetings.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

The specific instrument of measure that will be use to track and monitor the progress of children behavior and classroom responsive practices is OORS report (the Incident Location Summary Report).

**Part 6c.** In **February 2019,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 4 Statement of Practice</td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. <em>(aligned to Rise Key 2)</em></td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. <em>(aligned to Rise Key 1)</em></td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students. <em>(aligned to Rise Key 4)</em></td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). <em>(aligned to Rise Key 3)</em></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

* Based on the School Quality guide report of 2017-2018

On the School Quality Guide Report PS197Q scored a 4.03 for collaborative teachers fostering a nurturing learning environment. This is evidenced by structured teacher team professional instruction and data wise collaboration across all grades. This is an increase from the 2016 report of 22.1% we were previously at 3.30 for 2016.

Based on the 2015-2016 Quality Review, findings revealed that the school level math coach and assistant principals supported teacher teams in developing a pacing calendar that is specific to our academic needs.

Based on the 2015/16 Quality Review, teachers have developed structures for looking at student work during weekly teacher team meetings this is emphasized by our data wise team.

Findings from the 2014/15 NYC DOE School Survey, revealed that 88% of teachers strongly/agree that they can design instructional programs together.
The priority need is to provide opportunities for teachers to collaborate with their peers in order to share and identify best practices. According to the American Institution for Research (AIR) Assessment conducted during the Spring 2015, some teachers reported lack of opportunities to observe their colleagues classrooms.

Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

Teacher collaboration is celebrated at P.S. 197Q. All classroom and cluster teachers will receive at least three common planning periods per week. Teachers will meet with their colleagues and administrators once a week during their professional period to collaborate in designing coherent instruction. During these meetings, teachers, administrators and coaches will review assessments, identify trends, and determine strengths along with the areas of need for scholars. Teachers will plan individualized project based activities to support high achieving students. There are several underlying principles that influence teacher and learning. Teachers will plan lessons aligned to the Common Core Learning Standards as well as utilize Engage NY to ensure all scholars are provided with deep rigorous, and though provoking learning experiences to address the needs of all scholars including scholars with SWDs, ELLs, and higher achieved. All classrooms will have rules that are created by the scholars and agreed upon by the teachers.

We are planning to continue and expand our peer collaborative teacher and model teacher program for the June 2018-2019. Peer collaborative teachers will work with classroom teachers through professional development sessions including lunch and learns, push in lesson modeling and inter visitation.

Teachers will ensure that classroom rules are aligned to the school wide discipline policy. This policy is based on the Chancellor’s policy on discipline and revised to meet the needs of our school community. Rules will also be aligned to meet the PBIS Core matrix rubric.

Teachers will consistently review formative/informative classroom data collected during the delivery of instruction. Teachers will in teams to address student’s progress across grades within varied content areas. In collaborative teams, teachers use Exit slips, quick checks, text-based conversations, and conference notes to identify student needs and identify targeted groups.

How do you envision enhancing collaboration amongst your Instructional Leadership Team to improve teacher practices and student learning?

We envision a weekly extended cabinet with coaches and peer collaborative teachers and RTI providers.

How do you envision collaboration within teacher teams to improve teacher practices and student learning?

Administration believes in providing a weekly common planning for both instruction and inquiry work.

How do you envision collaboration across teacher teams to improve data driven teacher practices that result in improvement in student achievement?

What data will teachers and the Instructional Leadership Team regularly review to ensure that they are reflecting upon needed adjustments to teaching practices and meeting individual student learning needs?
<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of unit Results (ELA, MATH)</td>
<td>By reviewing this data we will be able to better align and modify assessment planning and instruction to mirror best student practices.</td>
</tr>
<tr>
<td>DRA Benchmark Monitoring</td>
<td></td>
</tr>
<tr>
<td>Foundations Benchmark Monitoring</td>
<td></td>
</tr>
<tr>
<td>Scantron Ed Performance (ELA, MATH) Grades 3-5</td>
<td>By reviewing this data we will be able to coordinate our intended instructional goals and infuse meaningful individual student goal oriented instruction across all grades.</td>
</tr>
<tr>
<td>NYS ELA/ MATH results by academic strand</td>
<td>By reviewing this data we can better align and plan out our instructional goals by Instructional competencies in the beginning of the year to reflect our anticipated areas of student improvement.</td>
</tr>
</tbody>
</table>

Describe the screening process you use to identify students who need extra help? How do you use this process to determine which intervention to provide?

**As school we conduct ongoing assessments in grades K-5.** In grades K-2 teachers will utilize the Fountas and Pinnell reading assessment and DRA will be used in grades 3-5. In addition, students will be tested using the iReady assessment three times a year; in addition to the ongoing lessons used through this program. With that, the data obtained from these assessments informs teachers and administration of a student's academic needs. The school utilizes "DropBox" to monitor student's progress throughout the year. This data will inform teachers and administrators as to how students are performing and or students are struggling. Supports will be provided by teachers. Tier 1 interventions will be provided by classroom teachers. When students did not respond to a Tier 1 intervention, Tier II interventions will be implemented in cycles of 6 to 8 weeks. RTI providers will support students' academics areas of need.

**Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

By June 2019, One hundred percent of the teachers will continue to focus on a full school-wide immersion of the Data Wise Improvement process through six week cycles using their common planning periods and professional development time. Teachers will use research-based protocols to analyze and align student work with assessments, rubrics and checklists.

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal: Which school benchmarks do you expect will improve by meeting your Collaborative Teachers Annual Goal?

- Improving ELA Rise benchmark from 2.49 out of 4.0
- Improving Math benchmark from 2.50 out of 4.0
- Improving the attendance benchmark from 92.9% to 94.2%
Improving social emotional behaviors as measured by OORS
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</td>
<td><strong>Who will be targeted?</strong></td>
<td>indicated above does this initiative target?</td>
<td><strong>What is the start and end date?</strong></td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
<td></td>
</tr>
<tr>
<td>A reflection tool will be used during the professional learning sessions in order to gather feedback from teachers that will be used to revise the professional development plan.</td>
<td>PreK – grade 5 Teachers and paraprofessionals, school leadership</td>
<td>ELA/Math and attendance</td>
<td>Monthly</td>
<td>All classroom and cluster teachers, coaches, principal, assistant principals, school aides</td>
<td></td>
</tr>
<tr>
<td>Learning Rounds will be conducted during common planning periods and facilitated by coaches or the administrative team to observe best practices.</td>
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<tr>
<td>Teacher driven learning rounds will be conducting on self selected topics of inquiry.</td>
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<tr>
<td>Model teachers will facilitate the professional learning using their model classrooms.</td>
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<tr>
<td>Teachers will collaborate in planning monthly trips that align to</td>
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</tbody>
</table>

**A reflection tool will be used during the professional learning sessions in order to gather feedback from teachers that will be used to revise the professional development plan.**

**Learning Rounds will be conducted during common planning periods and facilitated by coaches or the administrative team to observe best practices.**

**Teacher driven learning rounds will be conducting on self selected topics of inquiry.**

**Model teachers will facilitate the professional learning using their model classrooms.**

**Teachers will collaborate in planning monthly trips that align to**
the Teachers College Curriculum as well as the Common Core Learning Standards.

<table>
<thead>
<tr>
<th>Inter-visitations and learning rounds will be embedded in the professional learning culture. Teachers will take low-inferences observations, identify best practices, provide feedback during debriefing sessions using the inter-visitation rubric and develop next steps for instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-visitations will be conducted in the lab sites featuring Independent Reading and Teachers College writing in Grades 1, 2, 4 and 5.</td>
</tr>
<tr>
<td>In order to promote teacher-parent collaboration, monthly parent academy will be conducted by classroom teachers that will allow them to share best teacher practices. Teachers will collaborate to determine their focus for each parent workshop. Teachers will provide reflection protocol for parents.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PreK – grade 5 Teachers and paraprofessionals, school leadership</th>
<th>ELA/Math and attendance</th>
<th>Once a month inter-visitations on a rotating schedule to be supervised by administration.</th>
<th>All classroom and cluster teachers, principal, assistant principals, school aides</th>
<th>Formative and summative assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK – grade 5 Teachers and paraprofessionals, school leadership</td>
<td>ELA/Math and attendance</td>
<td>Once a month parent workshops as well ongoing parent engagement workshops.</td>
<td>All classroom and cluster teachers, principal, assistant principals, school aides</td>
<td>Formative and summative assessments</td>
</tr>
</tbody>
</table>
Additional opportunities for parent-teacher collaboration will be promoted during Parent Teacher Conferences, Tuesday Parent Engagement, and Meet the Teacher night.

The Extended Learning Time will be centered on student performance. Teacher Inquiry Teams will identify Tier 2 students based on in-class data. Students will be grouped based on their individual needs.

Teachers will work collaboratively using the Danielson Framework rubric and apply the actionable feedback.

<table>
<thead>
<tr>
<th>PreK – grade 5 Teachers and paraprofessionals, school leadership</th>
<th>PreK – grade 5 Teachers</th>
<th>Monthly</th>
<th>All classroom and cluster teachers, principal, assistant principals, school aides</th>
</tr>
</thead>
</table>

**4b – Parent and Family Engagement**

2018-19 CEP-RISE
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers will meet with parents in September during Back to School Evening. Expectations for students will be delivered by the classroom teachers individually according to class yet based on the collaboration between the grades. With this collaboration, while each classroom teacher may have their own way of presenting, the expectations will be grade-wide and consistent.

Parent-Engagement Tuesdays will offer parents the opportunity to meet with the teacher; not only for understanding the progress of the student; to also gain knowledge of what is being taught. This will include curriculum, projects and extended learning.

Teachers will discuss strategies parents can use at home to extend learning. This could include trips parents and children within their own neighborhood and city that relates to the work they are doing in school. This could be an extension of a unit of study being taught in literacy or a social studies unit that focuses on cultures and neighborhoods.

Common planning meetings are venues where these strategies can be discussed, formed and prepared. Administration will be a part of the common planning and can discuss with teachers time lines for implementation. Reflective discussions will also take place to monitor the success of the implementation and to see ultimately if what is being extended to the home is being returned in the form of student understanding.

Part 5 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, FSC Supports, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1, Title 3, Focus school funding, Tax Levy Funding</td>
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</tbody>
</table>

* Laptops/IPad will be used to support students with small group instruction in reading/math

* Student purchased Apps to be used: Myon; McGraw-Hill: reading eggs: ixl in small group

* Leveled libraries were purchased to help support all classroom teacher with supplemental guided reading. Along with authors study every grade K-5.

All classroom and cluster teachers, principal, assistant principals, and paraprofessionals will play a role in the implementation of our action plan. As we continue promoting reading across all content areas, classroom libraries will be equipped with over 150 appropriate content titles. Students will be expected to engage in independent reading using a variety of “Just Right” text across various genres. Students will be in charge of creating the labels and genre baskets of books in their classroom libraries. Students will create baskets based on interests, reading levels, and genres.

<table>
<thead>
<tr>
<th>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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<tr>
<td>X</td>
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</table>
**Part 6 – Progress Monitoring**

**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

*By February 2019, mid-point benchmark will indicate a 100% of teachers using collaborative data inquiry to drive continuous improvement of teaching and learning for all students by analyzing student data and teacher pedagogy.*

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

*This will be measured by tracking our data wise meetings and aligning our pacing calendar based on this active monitoring system via a P.S. 197Q Google Drive account.*

**Part 6c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). (aligned with Rise Key 2)</td>
<td>X</td>
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<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. (aligned with Rise Key 6)</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. (aligned with Rise Key 1)</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). (aligned with Rise Keys 4 and 5)</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Based on the 2017-2018 NYC School Quality Guide, 93% of the teachers reported that the principal at the school communicates a clear vision for the school and sets high standards for student learning.

The 2017 Framework for Great Schools Report, there were 98% positive responses in the area of inclusive principal leadership and 91% positive responses in the area of principal instructional leadership. According to the 2017-2018 NYC School Quality Guide, 93% of teachers say they make a conscious effort to coordinate their teaching with instruction at other grade levels.

An area of school strength is the manner in which we invite and embrace the entire school community by conducting parent workshops, ongoing professional development for teachers; close communication with parents and hands-on attendance at Parent Association meetings. In addition, we conduct PBIS meetings with our students and hold Career Day which involves parents and community members. Our Dolphin Dollars program is a reward system that gives our students an incentive for positive behavior. Our building leaders include all stakeholders when making strategic decisions. P.S. 197’s school community has high expectations for all students and teachers. We share our goals, mission and vision through the mediums of our welcoming Main Office, grade level meetings, monthly School
Leadership Team [SLT] meetings, school newsletters, and leadership visibility. Our high expectations are evidenced by classroom learning environments and student-teacher relationships. Teachers make every effort to address students’ individual instructional needs through ongoing formative and summative assessments, individual and small-group instruction, peer tutoring and continuous parent communication. Our school has structures and systems in place that promote high quality learning experiences for our students such as teacher teams, academic trips to the Queens District Attorney’s Office, and a rigorous curriculum that includes Go Math, NTN, Teachers College Writing project, higher order thinking questioning skills such as making predictions, comparing and contrasting different texts, etc.... We pride ourselves on making every family feel welcomed and ensure that their child(ren) are happy and safe.

Our area of need focuses on leadership's desire to effectively analyze student data based on assessments, teacher judgement, parent surveys and meetings with support staff such as the Guidance Counselors, Response to Intervention (RTI) and SETSS teachers. Additionally, leadership will expand their utilization of the Danielson Framework, the Common Core Learning Standards and Columbia Teachers College Reading/Writing Project to enhance the evaluation of teacher pedagogy. Leaders will make sure that horizontal and vertical common planning periods are used for collaboration to identify patterns, trends and next steps across grades by utilizing Data Wise Improvement Process In addition to a weekly common planning vertical/horizontal Dual Language meeting with coaches and supervisors.

Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?

School Leadership will articulate a shared vision and mission to the entire school community through weekly grade meetings, Monday’s Professional Development, Staff Handbook, The Child Center of New York, ongoing collaboration with the Community School Director, and the Y After-school Program including their director and staff. The partners of the Child Center of New York will collaborate with school staff through hosting monthly parental workshops, staff meetings, professional development, special events that highlight student achievement and community relations. Based on the 2016-2017 NYC School Survey Report 93% of parents who participated felt that the school staff regularly communicated with parents/guardians about how staff can help students learn.

Evidenced-based systems that the school leader has put in place to ensure that the school and individuals continue to improve include Scantron Performance Series 3 times a year, Developmental Reading Assessment (DRA) 3 times a year, Progress Monitoring (DRA) 2 times a year, Ongoing teacher feedback using the Danielson Framework Tool, Teacher’s College Writing Units of Study measured by Common Core aligned rubrics and GoMath unit assessment data. The Literacy Coach and Math Coach will model, conduct inter-visitations and learning rounds based on the data from snapshots, and summative/formative assessments.

The leader would organize student and teacher programs to ensure students' needs are met by:

- professional learning communities
- Professional Development Mondays,
- bi-weekly teacher team meetings,
- Lunch and Learns,
- per session activities,
· bi-monthly leadership team meetings,

· on-site and off-site staff training by subject specific consultants

These opportunities, along with coordinated scheduling, allow for teachers’ professional responsibilities to be aligned with the school’s instructional goals, thereby focusing teacher time on instructional work and data analysis resulting in improved instruction that engages all students in rigorous academic tasks.

Students' needs will be met by:

- Gathering and identifying trends/patterns in student data
- Guided Reading instruction based on specific skills/strategies
- Extended Learning Time (organized based on academic needs)
- Weekly Skill of the Week assessment tracking data
- Emphasis on Higher Order Thinking questioning and discussion

The school leader strategically conducts observations in coordination with assistant principals and designs feedback aligned to the Danielson's Framework. This feedback is communicated to teachers in a timely manner that allows for teachers to demonstrate growth in observed areas.

The systems that will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance with partners so that strategies can be created and assessed to support student growth are

- Weekly meetings and discussions with the Child Center of New York in collaboration with P.S. 197’s Attendance Teacher to monitor chronic absences
- Monthly PBIS awards celebrations (Reader of the Month, Student of the Month, Mathematician of the Month, Scientist of the Month, Historian of the Month, and Demonstration of Good Character of the Month)
- Emotional Responsive Practice (bank Street College)- Works with both teachers and students on coping with emotional and potentially stressful situations in and out of school
- Daily behavior growth plans and incentive programs have been in place to monitor progress in behavior and continue constant communication with parents about their child(ren) status.
- Every member of the staff participates and infuses our Positive Behavior Matrix throughout all grades during the school day. Students are taught social-emotional responsibilities through PBIS, Bank Street, YMCA structured lunch and after school programs, and strategies taught through TAC-D.

The leader will delegate and empower the assistant principals to lead common planning meetings, evaluate and support teachers/staff members, conduct snapshots/formal observations using the Danielson Framework, provide immediate feedback, identify professional development opportunities that are catered to the individual and school-wide needs. The leader will delegate and ensure that the Community School Director will survey, identify trends/patterns, and create an action plan to meet the needs of all stakeholders in the school community.

What are your core belief(s) for school improvement and how they inform your vision for developing instructional leadership at your school?

Administration will include a system which will reflect proper "norming" protocols for all administrators with regards to teacher observations and actionable feedback. Feedback meetings will utilize the rubric from observation to observation to monitor the growth of a teacher in specific components. Teachers set specific goals according to their ratings in their end of year summary report and will those goals as an area of focus throughout the year. Leadership will work with teachers on these goals to monitor and improve instructional growth.
What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

Our administration has a clear understanding of the need to share and grow knowledge with all our key stakeholders. For example, teachers and coaches are required to work with grade leaders in developing model lessons; and grade level appropriate professional development which is then shared as a best practice for all of our teachers and staff.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

This will be accomplished through a shared vision model where all school parties PTA, SLT, Grade Leaders, Coaches, Safety team, CBO staff are all vested with the common purpose of providing support to parents through an open line of communication and town hall meetings.

How will you use evidence-based systems to ensure school and teacher leaders are led by a cycle of continuous learning and use this to inform their teams’ priorities?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Portfolios focus on Writing</td>
<td>school leader, coaches, teachers</td>
<td>CBO partnerships</td>
</tr>
<tr>
<td>Conferencing notes, reading logs,</td>
<td></td>
<td>TC college Coaches, Peer collaborative</td>
</tr>
<tr>
<td>lesson plan alignment</td>
<td></td>
<td>Coaches, Renewal School Director</td>
</tr>
<tr>
<td>IEP, Management tools, monitoring goals</td>
<td>IEP Teachers, SIT team, Administrators, BFSC Coaches</td>
<td>IEP teachers, coaches and administrators</td>
</tr>
</tbody>
</table>

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

By June 2019, 47% of teachers will continue to work toward achieving Effective and Highly Effective in their teaching practices as evident in Danielson Framework Component 3b: Questioning and Discussion. Measurable by low inference observations, inter-visitations, and advance norming in 3b, professional development goals based on the Summary/Initial Planning Conference Goals for 2018-2019.

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal: Which school benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

- Increase the ELA benchmark
- Increase the Attendance and punctuality benchmark
- Increase the social emotional behaviors
- Increase teacher retention/recruitment
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative?</th>
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</thead>
<tbody>
<tr>
<td>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</td>
<td>Who will be targeted?</td>
<td></td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
<td>(ex. decrease in serious incidents, increase in students participating Big Sibs program)</td>
</tr>
<tr>
<td>Scheduled time will be allotted for administration and Leadership Teams to meet during double common planning periods in order to develop effective mini lesson that support Teachers College Units of Study (i.e., narrative, persuasive).</td>
<td>Students grades PreK - 5</td>
<td>ELA/math and attendance</td>
<td>October 2018 – June 2019</td>
<td>Grade K-5 Teachers Coaches, Model Teachers, Writing Consultants and Art Residency</td>
<td>formative and summative</td>
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<tr>
<td>Teachers will partner with the Art residency to enhance non fiction writing units.</td>
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<tr>
<td>Project Based Learning: teachers and art consultant will collaborate in creating videos with students and by students focusing on non fiction of units of study.</td>
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<td>Inter visitations to other schools will be schedule to observe best practices.</td>
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<tr>
<td>Scheduled time will be provided for administration and Leadership Team members to discuss and analyze student Non Fiction writing samples to measure and access student progress through the use of student directed videos detailing their projects.</td>
<td>Students grades PreK - 5</td>
<td>ELA/Math and and attendance</td>
<td>October 2018 – June 2019</td>
<td>Grade K-5 Teachers Coaches Writing Consultants Art Residency</td>
<td>formative and summative</td>
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<tr>
<td>The enhanced writing evaluation criteria will be reviewed with all school staff in grade team meetings bi weekly, as well as professional developments sessions targeting teacher and one on one coaching sessions with administration and the Teachers College Professional Developer. Teachers will track data and overall growth based on the outcomes of the On-Demand writing tasks for each TC unit of study.</td>
<td>Students grades PreK - 5</td>
<td>ELA/Math and attendance</td>
<td>September 2018– June 2019</td>
<td>Grade K-5 Teachers Coaches Writing Consultants Art Residency</td>
<td>formative and summative</td>
</tr>
<tr>
<td>Grades Pre-K-5 teachers will receive extensive Professional Development aligned to the Danielson Framework in order to build the development of structured writing units using elements of Teachers College (TC) and the Ready Gen writing curriculum. Teachers will set goals based on their formal</td>
<td>Students grades PreK - 5</td>
<td>ELA/Math and attendance</td>
<td>September 2018– June 2019</td>
<td>Grade K-5 Teachers Coaches Writing Consultants Art Residency</td>
<td>formative and summative</td>
</tr>
</tbody>
</table>
Teachers will collaborate in order to align with the Teacher’s College (TC) writing units of study. The art residency consultant will also work collaboratively to create artwork that closely relates to the unit of study. Students’ work will be displayed around the school building as we promote student achievement and overall progress.

External coaching opportunities for assistant principals via CSA ELI program for new assistant principals

External consultants and coaches support for ELA, Math, ENL, Students with Disabilities and for Social Emotional Responsive practices, Leadership Academy Coach

**4b – 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.
Parents will meet the teachers and administration in September to discuss the expectations for students in the classroom as well as expectations for parents in terms of their involvement and child’s academics and social-emotional needs. School leaders will also discuss the expectations for both teachers and school leaders in relation to both students and parents.

Parents will be encouraged to meet and support the leaders of the Parent-Teachers Association. Here they will learn how they can be active leaders in their own right and how they can make a difference in their child’s education.

The Child Center of New York will conduct family engagement events and activities that involve not only parents but families. Families will engage in events that will go beyond the classroom. In both Community School events and P.T.A. functions parents will not only engage, they will have a voice.

School Leaders will work with parents and families to discuss both academic and social emotional strategies that extend from the classroom and into the home.

### Part 5 – Budget and Resource Alignment

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, FSC Supports, etc.

| Tax Levy Teachers, Title 1 teachers, student resources (reading and writing material) Teachers will be provided with one weekly common planning period. In addition, teachers will be compensated for Saturday Academy and Professional Development after Extended Learning Time. |

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>P/F Set-aside</th>
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<th>21st Century</th>
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<th>C4E</th>
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<tr>
<td></td>
<td>[X]</td>
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### Part 6 – Progress Monitoring

**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, progress monitor will include consistent actionable feedback in component 3b: Questioning and Discussion techniques from Danielson Framework via oral and/or written form.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Instrument of measure will include but not limited to student work samples, student portfolios, lesson plans, snap shots, formal and informal observations.

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. <em>(aligned with Rise Key 2)</em></td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strengths and needs are identified and used to augment learning. <em>(aligned with Rise Key 4 and 6)</em></td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. <em>(aligned with Rise Key 5)</em></td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. <em>(aligned with Rise Key 3)</em></td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Areas of Strength:

- Based on the 2017-2018 NYC School Quality Guide, 98% of the parents agreed with the statement that Teachers work closely with families to meet students' needs.
- School leader ensures that there is constant communication with parents/guardians of the scholars at P.S. 197.
- Stakeholders collaborate in order to identify strengths and areas of need for all scholars.
- School community partners with families and Community Based Organizations in order to promote the academic, social, and emotional development of all students.
- School staff shares data collected with all stakeholders in order to empower and encourage learning.

Areas of Need:

- School staff will work on building communication and partnerships with additional Community Based Organizations including extended support from our mental health initiative including additional social worker support.
- School will collect and interpret data on an ongoing basis making sure to identify trends. This will be done in October 2018 and January, March and May of 2019.
School Principal and Assistant Principals will provide immediate feedback on observations aligned to the Danielson Framework.

As per 2017-2018 School Survey 98% pf parents feel that school staff regularly communicate with them about how they can help their child learn; 96% said that they get opportunities to visit their child's classroom, 99% of families say that they are greeted warmly when they call or visit their school and 98% of families said that teachers work closely with them to meet their child's needs. In order to maintain this higher parental support we will continue to offer workshops and one on one meetings during Parent Engagement time as well, engaging parents in classroom instructional celebrations (Publishing Parties, cultural assemblies, etc...) and providing parent opportunities to watch instruction in the classrooms.

Part 2 – Summative Vision for Strong Family and Community Ties

What is your vision for strong family and community ties at your school? What opportunities exist for the school staff to know the students and their families in order to better communicate and partner with families and communities in the vision for the school?

P.S. 197Q is a Community School which embraces and supports parental engagement and involvement. Our learning environment is supported by our two safety agents who warmly meet and greet parents. In addition, P.S. 197Q offers bilingual services in Spanish.

Communication to parents is offered in the language of their choice. We also provide translations during our PTA meetings and cultural school-wide events including Parent-Teacher Conferences.

The school and the Child Center of New York/YMCA work collaboratively to support parents. There is dedicated space for families such as a welcoming parent room with a computer, fax machine, leveled libraries and a couch.

We presently offer a weekly two hour, ESL program for parents and caregivers. We also offer translation services and we also send student data in two languages. In addition, we create and provide a monthly grade-level newsletter for all families.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

We currently have a fully staffed PTA office with active parental involvement. We also have two Community Based Organizations (CBO): The Child Center of New York and the Far Rockaway YMCA. Both support our students with enrichment activities and academic assistance. The Child Center of New York supports our school with attendance tracking and parent outreach support. A parent involvement committee consisting of all school stakeholders will be formed to meet once a month to collaborate all of our resources and guidance to further develop parental outreach to our community.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

Parent engagement and developing more parental outreach and planning workshops on school vision. Our CBO, the Child Center of New York is instrumental in working with us to create and implement workshops and activities that involve all families. Cookshop and the Food Pantry are two examples of programs that have involved families. Cookshop has been especially beneficial because it teaches skills such as creative cooking. The School Leadership Team meets monthly as well. That team consists of parents, teachers and administrators and works together as one voice to create ideas for all school subjects including parent involvement.
How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?

Teachers and stakeholders will collaborate in the delivery of parent workshops with a focus in social emotional learning, and parent outreach using different forms of family engagement: social media, twitter and school messenger. Parent involvement seminars are will be coordinated with our CBO (Child Center of New York) as well as ongoing Teachers' College Reading/Writing project and Go Math digital resources for home use. This will elevate the engagement and participation of our parent community and foster continued trust and collaboration for the upcoming 2018-2019 school year.

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

<table>
<thead>
<tr>
<th>Family partnerships with school:</th>
<th>The YMCA</th>
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<tbody>
<tr>
<td>Family partnerships with CBO:</td>
<td>Child Center of New York</td>
</tr>
<tr>
<td>Is there dedicated space for these partnerships?</td>
<td>Yes</td>
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</tbody>
</table>

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success, in addition to report cards?

Progress reports (STARS), Parent Teacher Conferences, School Messenger and Tuesdays parent engagement forum will support and communicate their children's academic success.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

By June 2019, there will be a 10% increase in parent attendance at Parent-Teacher Conferences as evidenced by Student-Led Conferences and by participating on Tuesday Parent engagement as evidenced by the attendance records.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal:

Which school benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

- Increase the ELA benchmark 2.50 for 2018
- Increase the Math benchmark 2.49 for 2018
- Increase the attendance and punctuality benchmark
Increase the attendance and punctuality benchmark from 92.9% to 94.2%
## Part 4 – Action Plan

### Key Initiatives:
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Initiative Description</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
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<tbody>
<tr>
<td>Let’s Talk about It” Parent Meetings - monthly</td>
<td>Parent/Guardians</td>
<td>ELA/Math and attendance</td>
<td>Sept 2017 – June 2018</td>
<td>Principal</td>
<td>student formative and summative assessments.</td>
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<tr>
<td>Building leaders and staff will provide quarterly school-wide events</td>
<td>Parent/Guardians</td>
<td>ELA/Math and attendance</td>
<td>Sept 2018 – June 2019</td>
<td>Principal &amp; Staff</td>
<td>student formative and summative assessments.</td>
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<td>● Curriculum Night</td>
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<td>Monitoring parents' attendance</td>
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<td>● Teacher Conference</td>
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<td>Monitoring parents' attendance</td>
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<td>● P.S. 197 Dance Company performances</td>
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<td>Monitoring parents' attendance</td>
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<td>● The Ocean School Got Talent (TACD Committee)</td>
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<td>Monitoring parents' attendance</td>
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<td>● Family Literacy Event</td>
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<td>● Family Math</td>
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<td>Junior Drum line</td>
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<td>Monitoring parents' attendance</td>
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<tr>
<td>Workshops:</td>
<td>Parent/Guardians</td>
<td>ELA/Math and attendance</td>
<td>Sept 2018 – June 2019</td>
<td>Principal, Staff and Consultant</td>
<td>student formative and summative assessments.</td>
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</table>
Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, FSC Supports, etc.

Workshops will be held outside of school hours, with the exception of mandatory hours for Parent Teacher conferences and Curriculum night, will be facilitated by teachers and/or consultants. Scheduling will be accommodated by the staff as will any instructional resources that are needed.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<th>Title I TA</th>
<th>P/F Set-aside</th>
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Part 6 – Progress Monitoring

Part 6a. 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

There will be a 10% increase in parental/custodial participation and parent engagement in school wide events, workshops and community school forums as evident by parent sign in sheets/attendance records.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Our specific instrument to assess parent engagement and participation progress will be evident by all parent sign in sheets/surveys and attendance records.
Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Expanded Learning Time (ELT) Program Description**

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

**Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Goals for ELT should aligned to the Rise Benchmarks. How will the school will ensure that all students’ individual needs are served during the Rise ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, 80% students of P.S. 197 will see an increase of at least 2 reading levels. As measured by the Fountas & Pinnell program in K-2 and the Developmental Reading Assessment in 3-5 as a result of participating in Expanded Learning Time.

**Part 2 – ELT Program Type**

<table>
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<tr>
<th>Is the ELT program voluntary or compulsory?</th>
<th>Voluntary</th>
<th>Compulsory</th>
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</table>
Rise ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Rise ELT.

Additional ELT - If there is a voluntary ELT program in addition to the compulsory Rise ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

The Rise ELT program is compulsory for approximately for 450 students from grades Kindergarten through grade five which includes students with disabilities and English Language Learners. Our ELT time is an hour per day, five days a week.

**Part 3 – ELT Program Description**

**Target Population:** The ELT program for a Rise School will be offered to all students in the school.

Describe how the school will meet the following SED requirements for an ELT program:
- How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?
- How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
  - Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
• What new content areas and opportunities will be offered to students? How will the school ensure all IEP and language mandates are met during ELT?
• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
• What content will be led by pedagogical staff and what content will be led by CBO partners?
• How will the school best utilize CBO partners to impact student achievement?
• How will effective outreach be conducted to families?
• How will programming be made easily accessible to students and families in order to encourage participation?

Expanded Learning Time (ELT) was developed based on students need as it relates to both June instructional data and State wide assessment data, as determined by the administrators, coaches and teachers using current and historical data. The range of activities reflect students interest and need. All UFT members were surveyed as to determine the most effective time to delivery ELT.

The specific learning needs of our ELLs, SWDs, below-level, on-level and above-level students will be addressed through Response to Intervention (RTI), data analysis, planning toward multi-entry points, differentiated instruction, and allocation of available resources. ELT will provide opportunities for students to develop self-confidence in their learning.

Administration through the use of the Basic Education Data System (BEDS) system ensures that all learning experiences will be supervised and administered by NYS certified teaching professionals.

As we develop and solidify our relations with the CBO, its personnel will become part of the P.S 197Q school culture and community. They are encouraged to participate and engage with teachers and support staff in professional development activities. CBO partners will impact student achievement by supporting specific classrooms consistently.

CBO employees from the Child Center of New York work in various capacities including in clubs during lunch time and as Mental Health counselors. Mental Health Counselors have conducted professional development workshops for teachers on social emotional strategies for students. These strategies have helped teachers work with students from the ELT through to the end of the school day.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. How will the school assess the impact of ELT on individual student achievement and social emotional development?

The personnel who will be responsible for implementing and overseeing the Expanded Learning Time (ELT) program will be the P.S. 197 leadership in consultation with the SLT. The planning of the ELT is a result of collaboration between the School Leadership Team (SLT), coaches and teachers to best meet students’ academic
goals. To track progress, school protocol will be used for collecting and analyzing data in the administrative cabinet, Data Inquiry Teams, SLT and teacher teams.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

Our Rise ELT commence from September 5, 2018 through June 26, 2019. ELT time takes place from Monday to Friday during the hours of 8:00 am - 9:00 am.

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**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The PS 197 teachers and staff support scholars five days a week for one hour a day. The weekly Instructional focus is on ELA and Math. Teachers use various resources during the ELT session including but not limited to I-Ready, instructional technology, application software, balanced literacy resources and manipulatives.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

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<tr>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
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<tr>
<td>1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

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**Part 6 – ELT Progress Monitoring**

**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, we will see an increase of 8% on mathematical skills by grade as measured by IReady mid year assessment and correlated with teacher/student in class assessment.

By February 2019, we will see an increase of three reading levels as measured by Fountas and Pinnel/DRA.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Benchmark assessments in DRA, I-Ready, and Go Math are utilized to track student progress. Based on student outcomes, administrators and teachers will identify if students mastered the learning target, and determine what the next learning target should be. In addition, students who require closer observation for possible intervention will be identified.

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 7: Community School Description

Directions: The Community School strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – The Community School Program Goal(s)

<table>
<thead>
<tr>
<th>How is the Community School strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 197 is dedicated to providing support to the Child Center of NY who is the Community School based CBO partner. The director will then schedule a structured time for co-planning and collaborating on program for students on a continual basis.</td>
</tr>
</tbody>
</table>

The following program will help address the school needs in the following areas:

The PBIS (Positive Behavior Intervention and Supports) program addresses the school wide core learning principles that are incorporated in our school vision. The school building leader and her administrative cabinet will systematically implement this initiative in a manner that promotes our school vision.

Indicate the summative goal(s) of the Community School program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

| By June 2019, there will be a 12% increase in parental participation and engagement in school wide events and workshops as related to parental needs assessment data. School leaders will work with the parent coordinator and the members of the Parent Teachers Association / School Leadership Team to develop a system wide parental survey which assess the needs, views, and opinions of parents. |

Please answer the following question as it relates to meeting your Community School Program Annual Goal(s):

How will achieving your Community School Goal(s) --in ELT, Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

| By engaging school stakeholders and members of our school community we are further reaching our goal of informing parents of various events through the use of student monthly calendars, school messenger phone system, and parent notices as needed. Additionally, our PTA (Parent-Teacher Association) schedules monthly meetings with families as part of their D-PAC initiative to support struggling schools. To monitor the efficacy of parent outreach, a time is dedicated at our school leadership team to address and highlight our success and determine next steps. |

| Professional learning communities will be established by the School Building Leader to identify the student’s progress in the case studies and share best practices with the learning communities. Time will be devoted to cross collaboration with all members of this learning community to analyze and disaggregate ongoing data. |

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.
**CBO Partnership** | **Target Population** | **Scope of Service**
---|---|---
Child Center of New York | All students | Attendance outreach, parental engagement, community building/resources, On-site mental health clinic to foster parents as partners in the education of their children. Additionally, dance and drum line programs.
Y After school | 150-275 students in K-5 | Enrichment activities in STEAM, homework help, tutoring to support students in ELA and Math skill acquisition.
Bank Street (Emotional Responsive Practice (ERP)) | All students | Social Emotional support for parents, students and teachers to foster students as independent decision makers as active learners.
YMCA | Grades 2-5 | Swimming lessons to foster safety awareness for Far Rockaway residents and increase student engagement in school activities

**Part 2b. Describe how the school will partner with the Lead CBO to do the following:**

1. **Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.**

2. **Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.**

3. **Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.**

4. **Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.**

P.S. 197 is dedicated to providing support with the YMCA (Young Men’s Christian Association) by canvassing the school staff to select a community school director. The director will then schedule a structured time for co-planning and distributive leadership allowing the needed data of those selected student for the case studies findings to be shared with all stakeholders.

The following programs will help address the disparity of our school needs in the following areas.
The Positive Behavior Intervention and Supports (PBIS) program addresses the school wide core learning principles that are incorporated in our school vision. The school building leader and her administrative cabinet will systematically implement this initiative in a manner that promotes our school vision.

By engaging school stakeholders and members of our school community we are further reaching our goal of informing parents of various events through the use of student monthly calendars, school messenger phone system, and parent notices as needed. Additionally, our PA (Parent Association) schedules monthly meetings with families as part of their D-Pac initiative to support struggling schools. To monitor the efficacy of parent outreach, a time is dedicated at our school leadership team to address and highlight our success and determine next steps.

Professional learning communities will be established by the School Building Leader to identify the student’s progress in the case studies and share best practices with the learning communities. Time will be devoted to cross collaboration with all members of this learning community to analyze and disaggregate ongoing data.

Part 3 – Community School Partnerships Oversight

<table>
<thead>
<tr>
<th>Part 3a. Key Staff and Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)</td>
</tr>
<tr>
<td>2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.</td>
</tr>
<tr>
<td>3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students</td>
</tr>
</tbody>
</table>

The Community Based Organization will implement the community based programs but the School Building Leader will oversee the overall implementation of this program with additional support provided by her administrative support staff Assistant principals, and out of classroom support staff.

In conjunction with the ELT, during the early part of the school day, the CBO will work with the partnering school to create a collaborative extended school program that will help address students’ needs assessments via small group instruction for those students who are not meeting on grade performance.

Administration will track and access the implementation of this initiative by creating a survey monkey that helps analyze student performance by tracking student involvement and performance coupled with all stakeholder participation.

Members of the CBO lead enriched activities for students during lunchtime. Activities include tennis, art, dance, cheerleaders and soccer.

A full-time mental health clinic is housed in the school. The clinicians provide emotional support and practical strategies to both parents and children. Additionally, at-risk situations are identified to prevent escalation of behaviors that could negatively impact the learning process. They are also part of the de-escalation team to assist children in crisis.

The school’s Parent Coordinator will conduct outreach and invite parents to participate in monthly meetings to gauge parent needs, support attendance and create an inviting school community.

| Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program. |
The following resources will be needed in order to implement an effective community school program. Sufficient pedagogical support staff, Instructional materials, a timeline for implementation and Community involvement via Professional development support for parent engagement. Adjustments to staff schedules will have to be in place in order to ensure that students are grouped based on needs, academic performance levels, and behavior.

<table>
<thead>
<tr>
<th>Part 3c. Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning in September 2018, an initial time line will be created by administration to help address and coordinate the efficiency and distribution of all programs during the academic school calendar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3d. Mental Health Work Plan</th>
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</thead>
<tbody>
<tr>
<td>Separate from this R-CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
Section 8: Academic Intervention Services (AIS)
*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Grades 3-Scantron ELA Score &lt; 2100 in combination with Developmental Reading Assessment (DRA) results</td>
<td>Leveled Literacy Intervention Guided Reading</td>
<td>Small group instruction</td>
<td>During the academic school day During the Extended Learning Time After School Programs and Saturday Academy</td>
</tr>
<tr>
<td></td>
<td>i-Ready</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 4- Level 1 students based on previous years’ ELA State Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 5- Level 1 students based on previous years’ ELA State Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grades 4-5 CC Math Exam Score (High Level 1 and Low Level 2)</td>
<td>Go Math Intensive Intervention KEMS(SOLVE) Strategy</td>
<td>Small group instruction</td>
<td>During the academic school day During the Expanded Learning Time After School Program and Saturday Academy</td>
</tr>
<tr>
<td></td>
<td>iReady (High Level 1 and Low Level 2)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Baseline Assessment</td>
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<tr>
<td></td>
<td>Mid-Year Assessment</td>
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<td>---</td>
</tr>
<tr>
<td>Science</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Studies</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Section 9: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

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.)

   | **24 students** |

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

   **Provide traveling libraries for students via Ipads and individualized learning via Iready support lessons as well as to but not limited to, peer to peer student support. This will also be tracked via our attendance team as a point of contact one member of the team will be responsible to ensure that every students need is being met and a check in systems established.**

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

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

   | **n/a** |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
**Section 10: 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></th>
<th>Schoolwide Program (SWP)</th>
<th></th>
<th>Targeted Assistance (TA) Schools</th>
<th></th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</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.

Teaching assignments are designed with the intent to bridge the achievement gap thereby increasing student achievement and learning. Coaches and lead teachers are provided with professional learning opportunities to develop proficiency in their respective subject areas. This learning is then disseminated to the staff during Professional Development (PD) Monday or “Lunch & Learn” for all teachers. In addition, all first year teachers have mentors that serve as guides who support them with necessary strategies and best practices to be implemented to meet student academic needs.

We have extended our partnership with the Office of Teacher Recruitment & Quality and their Staffing & Retention Support Program. In our work together, we have enhanced our work around recruitment, retention and support, and building leadership capacity.

2b. **High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

Professional Development combined with collaboration is at the core of increasing our students' capacity. Teacher teams are afforded numerous opportunities to meet ranging from Professional Development Mondays, weekly teacher-team meetings, Lunch and Learns, per session activities, bi-monthly leadership team meetings, training from on-site consultants, and off-site staff training. These meetings are structured so that teachers' professional responsibilities are aligned with the school's instructional goals, thereby focusing teacher time on instructional work and data analysis and resulting in improved instruction that engages all students in rigorous academic tasks.

**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/information, early intervention services, etc.).

The Pre-K social worker, along with the Pre-Kindergarten teachers, meets with parents of prospective Pre-Kindergarten students to discuss curriculum alignment to the ECERS assessment model. Workshops are provided to the parents on an ongoing basis to enhance parents’ interaction with scholars to enhance their preparation for kindergarten. The Pre-K social worker also meets with all incoming special education parents during registration to ensure that services will be provided from the first day of 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.

Because the school uses the ECERS assessment model, one-third of the school day is spent in learning centers where the focus is on the growth of socializing through the building of peer to peer interaction. The CLASS assessment and implementation focuses on teacher-student interactions throughout the school day in three areas: Instructional Support; Emotional Support and Classroom Organization.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (R-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.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount (Refer to Galaxy for amount contributed to Schoolwide pool) | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan. |

2018-19 CEP-RISE
Title I Part A (Basic) | Federal | $278,785.00 | X | Section 5
Title I School Improvement 1003(a) | Federal | | | |
Title I Priority and Focus School Improvement Funds | Federal | | | |
Title II, Part A | Federal | $112,163.00 | | |
Title III, Part A | Federal | $13,006.00 | X | Section 5
Title III, Immigrant | Federal | 0 | | |
Tax Levy (FSF) | Local | $3,925,438.00 | | |

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/R-CEP.
• **Title I Priority and Focus School Improvement Funding:** To 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.

• **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **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, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: 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 R-CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 197 The Ocean School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 197 The Ocean School will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

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

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

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

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

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

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

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

The Ocean School/PS 197, 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 (ESSA) Act;

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 face to face or over the phone 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 members

• 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, workshops, social events, etc...

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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Responsibilities:</td>
</tr>
<tr>
<td>● attend school regularly and arrive on time;</td>
</tr>
<tr>
<td>● complete my homework and submit all assignments on time;</td>
</tr>
<tr>
<td>● follow the school rules and be responsible for my actions;</td>
</tr>
<tr>
<td>● show respect for myself, other people and property;</td>
</tr>
<tr>
<td>● try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>● always try my best to learn.</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

Part A: School Information

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

This school is (check one):  
- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- ☐ Before school  ☒ After school  ☒ Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- ☒ K  ☒ 1  ☒ 2  ☒ 3  ☒ 4  ☒ 5
- ☐ 6  ☐ 7  ☐ 8  ☐ 9  ☐ 10  ☐ 11  ☐ 12

Total # of teachers in this program: _____
- # of certified ESL/Bilingual teachers: _____
- # of content area teachers: _____
Part B: Direct Instruction Supplemental Program Information

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

Begin description here: 

Begin description here: For the school year 2018-2019, the school will implement an after school and a Saturday school program to support 90 ENL/Dual Language Students in grades K through 5. Students will receive support in both ELA and MATH content areas. The ENL and or Bilingual teacher and a common branch teacher will instruct ELL students to achieve the expected common core standards for their grade level as well as to achieve proficiency in the four modalities. The teacher(s) will use and implement strategies and skills that will enhance ELL English proficiency levels and improve their core academic content knowledge. While using the new language scholars will develop fluency in the reading, writing, listening, and/or speaking modalities.

Saturday Academy Letters will be sent home in both English and Spanish. For other languages such as Haitian Creole, French and Korean, school staff that speak those languages will contact those parents. When a translator is needed for a specific language and is not available from the school, the Translation and Interpretation Unit within the Department of Education (DOE) will be contacted.

On an ongoing basis, school staff and resources such as the parent coordinator, the ENL coordinator, guidance counselors and administrators will contact parents to inform about the specific services and events. Attendance is a key component of a student’s and the school's success. With that, all attendance records, family-notification letters and call logs will be maintained in the main office.

1. When new content is introduced, teachers will implement appropriate and effective strategies such as scaffolding, building on prior knowledge and the use of relevant anchor charts. These will be used to support the students’ learning and development of the L2. With the use of these skills students will apply the L2 when listening, speaking, reading and writing. Throughout the year students will be informally assessed in all four modalities. Through the use of the Depth of Knowledge questioning levels and the use of higher order questioning, teachers will continuously support and promote student engagement. Through the use of accountable talk, students will have the opportunity to develop their speaking and listening skills. While supporting students' learning and the development of the four modalities, students will have more opportunities to enrich their academic language. This will help them when working in all content areas.

We want all of our students to grow and succeed. Specifically concerning our ELL students, our overall goal is for them to move up an emerging/entering proficiency level to a transitioning level on the NYSESLAT Assessment. From there, our teachers work towards our ELL students moving from the expanding level to the commanding level of proficiency on the NYSESLAT Assessment. Students in grades 3 though 5 that have performed below level 2 on the NYS ELA (those students in the U.S.A. for more than one year) and NYS Math Tests will be invited to participate in our Saturday and After-School Academies. Our ELL students in grades K-2 will be invited to our After School Academy based on their progress on the iReady Diagnostic Assessments as well as the Fountas and Pinnell reading assessments and ongoing running records.
Part B: Direct Instruction Supplemental Program Information

Similarly to what was written above, student progress will be measured by using formative and summative assessments. This includes, but is not limited to the iReady Diagnostic Assessments, DRA (Developmental Reading Assessment), Fountas and Pinnell reading assessments (K-2), Frye Word lists, On-Demand Writing Pieces, End of Chapter and Unit assessments, one-to-one conferring and ongoing running records. Data obtained from these ongoing assessments will be used and analyzed to drive and move instruction to target students' needs. Teachers will identify students' strengths and weaknesses to target the areas of need.

2. Title III funds will be used for enrichment and supplementary activities. It will take place during the After School Academy and our Saturday Academy. The purpose of the program is to enhance student skills in listening, reading, writing, and math. After-School classes will contain up to 15 students per class in grades K-5; A bilingual teacher and/or an ENL teacher will support the common branch teacher. Students will be selected based on their level of performance on state tests. Students who performed on level 1 and 2 on the ELA or Math tests and those who performed from the Entering to the Transitioning levels on the NYSESLAT Test will be invited to participate in the After-School and Saturday Academies. During After-School and Saturday Academy sessions, the teachers will prepare students for the New York State ELA, and Math tests as well as the NYSESLAT assessment. Students in grades K-2 will meet on Wednesdays and Thursdays from 3:30 -5:00 pm in our After-School Academy. Students in grades 3-5 will participate in our Saturday Academy from 9:00 am - 12:30 pm. It will start in October of 2018 and run through June of 2019.

Students will be grouped by grade band level. When preparing lessons, teachers will scaffold instruction and use Tier II interventions to support student needs. Students will be provided with various resources, teacher created materials and the online Imagine Learning program which will be used for at least 30 minutes per week to support students that are performing on the entering or emerging proficiency levels. These resources will support students with the use and development of the new language during daily conversation and in the classroom. In addition, the online i-Ready program will also be used to support students.

3. Approximately one hundred students from grades K-5 will participate in the After-School and Saturday Academies. The main focus is to prepare students with specific reading skills in order to enhance their reading comprehension. Educators will promote and build on students' prior knowledge through the explicit teaching of content area vocabulary. Enriched vocabulary knowledge will allow students to deepen their reading comprehension, which will put them on the path to becoming successful readers and master the skills needed for the NYS ELA and Math Tests and NYSESLAT Assessment.

As data for the 2017 NYSESLAT indicates, students were lacking in reading and writing skills. The deficiency in these two modalities is preventing ELL students from performing in the expanding or commanding proficiency levels. Teachers will be equipped with the necessary resources and materials needed to support student development and skills necessary for College and Career Readiness.

Results from the 2017 Spring NYSESLAT showed that about 18% of students performed at the emerging proficiency level. 46% of students performed at the transitioning level. 32% of students performed at the expanding proficiency level and 3.5% of students performed at the entering level. While 46% of our students performed at the transitioning level, many of those students still demonstrated a need for growth in the reading and writing modalities. As mentioned above, our Saturday and After-School Academies will support students with those needs.

During the After-School and Saturday Academies students will be assessed through multiple formative assessments including running records; end of unit assessments, performance tasks and teacher-made assessments. During professional development sessions, teachers will collect and analyze data to determine students' progress as well as the effectiveness of the academies.
## Part B: Direct Instruction Supplemental Program Information

P.S.197 will provide rigorous instruction for students who scored at levels 1 and 2 on the ELA and/or MATH Tests and for those who are at the Entering and Emerging proficiency levels on the NYSESLAST assessment. Students living in the U.S.A. for up to one year, at the entering, emerging and transitioning levels as well as ELLs in grades 3-5 (testing grades) will be invited to participate in the After-School and Saturday Academies.

Materials: The National Geographic / I Ready and Imagine Learning during the After School Program and Saturday Academies; Rally materials for ELA and Math in grades 3-5. Online resources will be implemented for 30 minute sessions. In addition, the following materials will be needed: Chart paper pencils, markers, crayons, glue, folders, binders, ink and composition notebooks.

## Part C: Professional Development

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

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

Begin description here: ______

ELL Data Analysis Tool (EDAT)

Professional development will be provided with the use of both in-house and outside providers. ENL teachers will attend to professional development sessions provided by the BSFC, DELLs, and consultants. Cluster teachers, specialists and new teachers involved in the school day as well as after school and/or Saturday Academy will participate in professional sessions with Dr. Buttarro, our Dual Language school consultant.

Teachers in Dual Language classes will attend to select PD sessions including:

**Topic 1:** Estrellita Program / Estrellita Refresher

Participants: New Dual Language Teachers/ Experienced teachers

Dates: TBD

Rationale: The goal of the Dual Language Program is to prepare students to become fluent bilingual speakers in both English and Spanish. Dual Language Teachers participate in these sessions to better prepare our English Language Learners (ELLs) and English proficient students while learning and developing the two languages (English and the target language). Through the use of Estrellita, students will have the opportunity to develop the new language and to learn academic subjects in English and in their Native Language. New and experienced teachers will implement the program with fidelity throughout the school year.

Time: 8:30 -3:30pm

Provider: Department of English Language Learners and Student Support (DELLs)

**Topic to TBD**

How to read and interpret student's scores for Spring 2018 school year?

**Topic 2:** What are the Native Language Instruction Requirements?

Rationale: Teachers will review the mandates for Native Language Arts (NLA) Instruction and the Acquisition of English Language Arts. Educators will be able to continue using and implementing the standards to prepare students with the development of the new language. Educators will be made aware of the importance of preparing scholars in both languages. Their native language will support them in the development of the second language. Teachers will also have a clear understanding about the different ELL programs, the number of ENL (English as a New Language) students, HLA (Home Language Arts), NLA and ELA instructional units that need to be provided based on the five proficiency levels.
**Part C: Professional Development**

Date: TBD  
Time: 3:20pm  
Audience: ENL teacher, Dual Language Teachers, Cluster Teachers  

**Topic 3:** Analyze RLAT data results from 2018 to identify students' weaknesses and strengths and identify strategies and skills to support ELLs.  

**Rationale:** The minimum 7.5 hours of ELL training for all new staff including non-ELL teachers. Teachers will be provided with PD sessions; guiding them in how to support ELL students. In addition, teachers who are bilingual will participate in a PD session where they will be trained in how to conduct an intake session when a parent registers an ELL child. Teachers will be presented with strategies which will support students who are still struggling with the language. RTI Tier II intervention will be presented as a way to support Dual Language and General Education teachers. The school will provide relevant resources to aid teachers in understanding the backgrounds of all students.  

Date: TBD  
All agendas, professional development sessions will be kept in the school compliance binder.

---

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs.  

**NOTE:** These are in addition to mandated activities, such as parent orientation during ELL identification process.  

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

Begin description here: ______  

PS 197 identified parental needs through the Learning Environment Survey as well as in-house surveys to determine areas of interest for parent workshops. In addition, school personnel translates and serves as parent liaisons in order to facilitate parental engagement. The rapport between the school and community-based information will serve to impact higher achievement. The school LAC Coordinator in conjunction with the parent coordinator will provide additional translations through identified resources in a timely manner so that all pertinent information is presented and sent to parents. Parents will be notified by letters, phone calls, flyers and the school messenger. All agendas and records will be kept in the main office.  

Parents will be invited to attend to a NYSESLAT workshops that will serve to inform them of the requirements of New York State Assessments as well as classroom assessments and the academic preparation involved to prepare students  

**Topic 1:** "Get Involved and Stay Informed about your Child's Academic Performance"  

**Rationale:** Parents will learn how to get involved in their child's academic performance and how the behavior at school may affect their academic skills. What parents can do to support their children?  

Date: September 25, 2018  
Time: 9:30 AM and 3:00 PM  
Provider: Ms. Hendrickson, M. Romero-T, Ms. Ahn and Mr. Richman  
Audience: Parents

**Topic 2:** "Senderos" Reading Program  

**Rationale:** Parents will be exposed to the new reading program "Senderos." The program will support the development of the target language. During the workshop parents will be asked to interact in various activities that are part of the program.  

Date: October 30, 2018
Part D: Parental Engagement Activities

Time: 9:30 am and 3:00 PM
Provider: Ms. Hendrickson, Ms. Romero-T. and Mr. Richman
Audience: Parents

In addition, monthly workshops that focus on ELA (English Language Arts) common core standards, students' performance levels and testing strategies will be held from January 2019 through May 2019. On the first Thursday of each month, parents will participate in a Thursday breakfast. These monthly meetings will serve as an open forum to discuss academic concerns of parents. In addition, biweekly sessions will be held on Wednesdays in order to conduct workshops focused on instruction and student achievement. During Professional development sessions parents will be informed of the curriculum pacing, the academic performance of ELLs as well as testing information pertinent to their child's success. Workshops will be facilitated by the ENL Coordinator and Supervisor and Parent Coordinator in an effort to provide parents with the school's vision of instruction, as well as academic expectations.

Prior to the NYS ELA, MATH, SCIENCE and NYSESLAT assessments, parents will participate in various learning sessions:

a) inform parents on the New York State Identification Test for English Language Learners (NYSITELL) placement test;
b) review/learn about the four NYSESLAT Modalities and what it is needed for children to become proficient;
c) provide additional instructional support to bridge and foster the home/school partnerships that will help address the learning needs of our ELLs and

d) The school and the school Parent-Teacher Association will seek out opportunities to organize programs to support parents.

School staff and the school counselor will closely work with parents to help them with the transition of ELLs (English Language Learners) from elementary grades to middle school. They will also help them find appropriate programs and settings for individual students as they work through the process of the middle school application.

For parents in need of language-translations services for the workshops, the LAC (Language Access Coordinator) will contact the translation unit to request support.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>6,820</td>
<td>3 teachers: 110 hours x 62= 6,820 One ENL Teacher and one common branch teacher.</td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>2,140</td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional curricula, instructional materials.</td>
<td></td>
<td>Chart paper, pencils, notebooks, markers, crayons, construction paper $790 NYSESLAT Books: Grades K-5-90 books $1,350</td>
</tr>
<tr>
<td>Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/a</td>
<td>N/a</td>
</tr>
<tr>
<td>Travel</td>
<td>N/a</td>
<td>N/a</td>
</tr>
<tr>
<td>Other</td>
<td>2,240</td>
<td>In house Professional Development: 18 hours $1,120 Reading Materials to support parents engagement: $1,120</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>N/a</strong></td>
<td><strong>N/a</strong></td>
</tr>
</tbody>
</table>

Allocation Amount: $
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>197</td>
</tr>
</tbody>
</table>

| School Name | The Ocean School |

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>Ms. Christina Villavicencio</td>
<td>Mr. Bradley Richman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Lydette Hendrickson</td>
<td>Ms. Nechama Lax</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Ji-he Ahn</td>
<td>Ms. Leslie DeLeon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Mangaru</td>
<td>Ms. Susie Wilson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech, Ms. Hoffman</td>
<td>Ms. Marlene Wilks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Mary Barton</td>
<td>Other (Name and Title)</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>2</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>0</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>5</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>N/A</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>1</td>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>2</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>460</th>
<th>Total number of ELLs</th>
<th>111</th>
<th>ELLs as share of total student population (%)</th>
<th>24.13%</th>
</tr>
</thead>
</table>
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>Program</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

If yes, indicate language(s):
- Spanish

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.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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Part III: Assessment Analysis

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

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

   PS 197 students in grades K-3 are assessed with Estrellita and the Spanish Development Reading Assessment DRA. Students in grades 3-5 are also assessed twice a year with the ELL Benchmark Fall and Spring Assessment Performance Test; together with the DRA, and TCRWP. Based on the outcomes of these assessments, students who did not meet their learning targets will begin receiving RTI Tier II support for a 6 week cycle. If students do not show improvement they will participate in a another cycle.

   School staff will collaborate with teacher interventions to provide remediation to those students who are not able to show adequate progress. During grade common planning periods teachers will meet and plan lessons based on students needs. The LAP Team and the School Based Instructional Leadership Team will continuously monitor progress to see if it aligns with the SCREP goals.

2. What structures do you have in place to support this effort?
Teachers in grades K-5 will provide RTI Tier I and Tier II intervention to students in small groups. Tier I intervention will be done in the classroom, Tier II will be in class and outside the class. Students will intervene with the Fundations phonics-based program. Teachers will participate in Fundations training to support students to develop the areas of decoding, fluency, vocabulary, sentence structure, and reading comprehension skills. The RTI Team will support ELL students who did not make progress in the first cycle.

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?
   Data from the Fall Benchmark periodic assessments, Spring 2018 NYSELAT Assessment, class assessments and performance tasks will be utilized and analyzed to determine the student's area of need. The Data results will help identify students' areas of strengths and focus. At the end of each cycle, data collected will be revised and analyzed by the school team in order to help determine the appropriate supports and resources for students to be able to meet or exceed standards and improve their skills.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   The school team composed by the school administrators and coaches will analyze the results and identify the appropriate resources and interventions for students who are in need of remediation or extra support. Students in grades K-5 will receive RTI Tier I intervention. These interventions will be provided by the classroom teacher 30 minutes a day - five times per week. For RTI Tier II intervention, students will be grouped in groups no larger than six - three times per week for 45 minutes. In addition, students will be invited to participate in the After-School and Saturday Academies.

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.]
   Data is analyzed by the school leaders and teachers. After identifying student trends, students are grouped based on their needs. The school uses a researched-based phonics program: "Fundations" for grades K-2 to support Tier I and Tier II students, Tier I intervention is provided by the classroom teacher, Tier II will be provided by classroom teacher when providing guided reading in the classroom. In addition, the LLI (level Literacy Intervention) and SPIRE reading programs are utilized to support students outside the classroom. Students participate in small groups of 6. for Tier 2. Students participate in cycles of 6 to 8 weeks and if scholars do not show improvement they will be offered one more cycle. If after these two cycles scholars still do not show improvement they will be referred to the SIT Team (School Intervention Team) to analyze student progress. If the students are still in need of academic support, they might be referred for an evaluation. The RTI Teacher will pull out students to provide instruction in all areas of reading and in math. If students do not show progress they will continue receiving RTI support. Data results will be analyzed at the end of each cycle to identify if students have made progress or not.

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 2017 NYSELAT Scores revealed that 3% of students performed at the entering level, 18% performed at the emergent level, 32% at the Expanding and 46% at the transitioning Proficiency Level. After analyzing student results we noticed that most of the scholars still show weaknesses in for Reading and Writing. Students' writing scores ranges from 000 to 012. These results indicate that teachers and providers need to support and provide students with the necessary skills to develop their writing skills. Reading scores run from 005 as the lowest to 024 as the highest. Even though reading scores in general are higher than writing compared to 2016-2017 results, the Listening and Speaking sections data results shows that students are performing better overall within those particular sections.
   NYSITELL Data for the school year 2017-2018 shows that out of 27 Newcomers, 21 are kindergarten students. When analyzing the data it is noticed that 38% of students performed at the Emerging level, 30% performed at the Entering level, 15% at the Transitioning level and 18% at the Expanding Level.
   With these results the school vision is to focus on supporting students in developing their Listening, Speaking, Reading and Writing skills. Using Multi-entry points, differentiated instruction, QTEL strategies and weekly reading skills the homeroom and the ENL teachers will support ELLs in developing their writing skills.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The school will support students by providing RTI intervention to students who are struggling. The school will develop a plan and will be carried through. Each intervention cycle is tailored to support the needs of struggling students. Using the data, the team can provide recommendations and support teachers provide specific Tier 1 instructional strategies and monitor student progress measuring the specific skill the intervention is targeting. For students needing more intense support, Tier 2 small-groups or one-on-one tutoring interventions will take place with the RTI teacher and or coaches during the ELT time period. These sessions may last 35 minutes a day, three days a week to 45 minutes a day, five days a week depending on the intervention plan. The duration of the Tier 2 intervention may also vary depending on the skill being mastered. The RTI provider and the intervention will focus on the following:

During intervention sessions, providers will not help a student with homework or help study for a quiz or test. The interventions will be specific and are carried out to help a student master specific skills. For example, if a student is struggling with reading comprehension, an intervention such as repeated readings or Question-Answer-Relationship strategy would be implemented.

Once the student shows gains through progress monitoring and has improved on the specific skill, the Tier 2 intervention stops. But if a student continues to show no gains during the Tier 2 intervention, the SIT Team then will discuss possible alternatives, which could include a Tier 3 referral to Special Education if it is determined that the student has received an adequate opportunity to be able to succeed.

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**Part IV: ELL Programming**

### Programming and Scheduling Information

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

   a. Freestanding ENL program.
      
      For the Freestanding ENL Program, students are heterogeneously grouped and they are taught by the ENL teacher. Students travel from their homeroom as a group to the ENL classroom. Entering and Emerging students in grades K-5 are scheduled to receive two units of study (360 minutes of instruction) per week while students in the Transitioning, Expanding, and Commanding Proficiency levels are scheduled to receive 1 unit of study (180 minutes) per week. Students participate in a Stand alone program.

   b. TBE program. If applicable.
      
      N/A

   c. DL program. If applicable.
      
      PS 197 has one Dual Language class in the following grades: K, 1, 2, 3, and 4. During small group instruction, students are grouped based on levels of proficiency. Students are instructed by their Dual Language teacher who is fluent in both languages (English and Spanish).

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)?
      
      For all students who are performing in the Entering and Emerging Levels, the school provides 2 periods of ENL per day, which is 90 minutes per day and 360 minutes per week. Students who are performing in the Transitioning and Expanding Proficiency Levels receive 1 unit of study per week for 180 minutes total. Students in the commanding level are entitled to a .5 unit of
study. These students who achieved the Proficient level on the NYSESLAT in the previous school year will be offered 90 minutes of study per week. All students who are in grades 3-5 and performed on the commanding level will be provided with testing accommodations for two years and will also be offered the use of a translated version for the MATH Test and Science Test (Grade 4 Only).

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All students who are identified as English Language Learners (ELLs) and are at the Entering, Emerging, Transitioning, Expanding and or Commanding levels have access and equity to all of the content taught on their grades and to the same general curriculum as their non-ELL peers in the classroom.

P.S. 197Q’s Dual Language Program offers a rollercoaster model. With this model, Spanish is taught solely on one day and English is taught solely on the next day. Teachers provide instruction through the use of various strategies and skills such as:
During common planning teachers in the Dual Language program develop lesson plans in Science, Social Studies, and Math aligned to the CCLS and with the appropriate differentiation and scaffolding to support students language acquisition. During instruction, teachers modify and scaffold instruction to ensure that all students acquire the target language and master the grade-level content.
The ENL teacher plans lessons with the support of the classroom teachers as well as the content teachers in order to effectively support the development of language and academic learning. Lessons are taught using the Sheltered Instruction Observation Protocol (SIOP) model.

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

Dual Language Teachers in grades K-5 assess students throughout the school year. Teachers in grades K-2 used the Developmental Reading Assessment (DRA) in 2017-2018 and will utilize the Fountas & Pinnell (F&P) Reading Assessment in 2018-2019. Teachers in grades 3-5, teachers use Performance Series and continue to use the DRA assessment in Spanish.

5. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE
b. Newcomer
c. Developing
d. Long Term
e. Former ELLs up to two years after exiting ELL status

Students receive TIER I and TIER II interventions to support the language. Lessons are tailored based on students' needs. All students participate for two periods a week with the i-Ready online program. One period is devoted to ELA and the other period is for Math. In addition, all students are invited to attend the Saturday (3-5) and After-School (K-5) Academies. Instruction is differentiated as they participate in small groups. Lessons are modified, visual aides such as charts, graphic organizers and sentence starters are utilized to support students' needs. Peer and "buddy" collaboration is utilized with students fluent in both languages for students learning the new language.

a. SIFE students receive support in their native language.
b/c. Newcomers, developing and transitioning students use the Imagine Learning online program to support the development of decoding and encoding skills. This program supports students' listening, reading and writing skills. In addition, teachers use Fundations, a phonics-based research program which supports student decoding, fluency, vocabulary and reading and writing skills. Students participate in a 40 minute lesson five days a week. Teachers are trained in Fundations. ELLs who have been in the U.S. for less than three years (newcomers) are placed in the program chosen by the parent. The groups are differentiated according to proficiency levels and are taught by teachers certified within their respective fields (ENL, Classroom and Dual Language).
d. Long Term ELLs will receive mandated periods as per NY State Law. In order to continue supporting students acquisition of the language, they use the online programs such as Imagine Learning and i-Ready for both ELA and Math as well as National Geographic materials. Students participate in the After School (K-5) and Saturday Academies (3-5).

Teachers who work with Long Term English Language Learners (ELLs), ensure that students have the appropriate support and
services to meet their needs. Response to Intervention (RTI) Tier II will be provided to ELLs with IEPs.
e. Former English Language Learners will receive a 0.5 unit of study (90 minutes) as per NY State law. Students will be provided with instruction from a licensed teacher for two years after achieving proficiency on the NYSESLAT. They will also receive appropriate testing accommodations for two years after achieving proficiency on the NYSESLAT assessment.

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?
Teachers in grades K-5 teach literacy through the Teachers College Reading and Writing Project. Teachers in grades K-5 use the Go Math curriculum which can be taught in both English and Spanish. ENL students are instructed with Words Their Way for phonics and RIGOR for reading and writing. During lesson planning teachers create lessons targeted to address students' needs.
Teachers scaffold lessons to support students in the process of the new language and content learning. The scaffolding support enables students to accomplish given tasks. In addition, the scaffolding strategies utilized by teachers allow students to develop new concepts, improve their knowledge and achieve skills for the acquisition of the new language required to support their own work. In terms of educational materials, scaffold lessons need to be meaningful and understandable so they will promote a student's autonomy over time. Teachers provide students with ample opportunities to engage and share their novel ideas. In addition, the online program Imagine Learning is being integrated in the teacher’s daily schedule for individualized learning. Students in grades K-5 participate from two to four periods per week based on the student’s needs.

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?
While the curriculum being taught is the same for both ENL and general and special education students, teachers will modify and scaffold the content for ENL students with IEPs based on the student's needs. The ENL teacher, together with the classroom teacher will plan lessons based on students' IEP academic goals, management needs and accommodations. Flexible scheduling is always a priority. As a school the goal is for the scholars to move from the most restrictive to the Least Restrictive Environment. (LRE). The School supports teachers with Professional Development and resources in order to support student academic levels of performance and be able to participate in the general education curriculum at all times.

The homeroom teacher and the SIT team at PS 197 will analyze student data for those who are receiving services in a self contain class. The data will help to determine whether or not the student can benefit from a flexible. During the IEP meeting the classroom teacher and the team will analyze and make the final decision on moving students from the most restrictive to a LRE for any of the content areas in which the student shows growth. The student will be scheduled to participate in a flexible program for the areas in which he or she is growing as per teacher’s data.

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.
PS 197 will support all level 1 students through Tier II RTI in cycles of 6-8 weeks to support the development of the ELA and MATH content. All students in grades 3-5 are invited to participate in our After-School and Saturday Academies to foster their reading, math, and other core content areas. For students who speak Spanish they will be provided services with a bilingual teacher. Students in grades K-2 are also invited to participate in the After School Academy. If students do not make any progress they will be supported with Tier II RTI services. In addition, teachers in Dual Language classes provide RTI to their ELL students in groups with no more than 6 students.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Based on our school data The Ocean School will continue with the Dual Language Program for grades K-4, and the Freestanding New Language for grades K-5.

10. If you had a bilingual program, what was the reason you closed it?
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students in grades K-5 were invited to participate in our After-School Academy and students in grades 3-5 were invited to attend our Saturday Academy as well. During the After-School Academy, students in grades K-5 attended two days per week for a 90 minute block. Students in grades 3-5 the Saturday Academy from 9:00 am - 12:30 pm.

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.

TCRWP, Go math, and Passport for Social Studies are utilized during the school day and Amplify Science will be utilized in 2018-2019. Supplementary resources and online programs such as Imagine Learning will be utilized for students to develop the second language. iReady will be utilized for ELA and Math. Other online resources include My On (reading) as well as Go Math will be used to support our scholars in the school and at home.

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

Native language support is provided in our Dual Language classroom. The Dual Language teacher provides the appropriate language support for his or her students. Dual Language teachers are certified in that area and fluently speak both English and Spanish. Students will receive instruction in the child’s home language. Students in Dual Language classes will have classroom libraries that contain books in Spanish. ENL students are supported through the use of dictionaries in their native language. Students have access to translated versions of examinations for Math and Science tests, as well as Passport Social Studies. Teachers use authentic materials from a variety of countries to make learning more meaningful and diverse as well.

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

At the beginning of the school year, The ENL/Dual Language Coordinator reviews student information and ensures that students in dual language programs and in the freestanding ENL program are placed during the first 10 days of school in the appropriate program as required by New York State Law. Subjects including Math, Reading, Writing, Science and Social Studies will be taught in both Spanish and English. In addition, as per CR Part 154 students are provided with the minimum number minutes for stand alone or Integrated ENL. The mandated minutes are based on students proficiency levels. Students can participate in a Stand Alone or in an Integrated ENL/ELA classroom with the appropriate resources that correspond to the ENL student’s age and grade level. Our ENLs are provided equity of content and curriculum at each grade level.

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?

N/A

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).

All newly enrolled ELLs are provided with support from a team that includes the Guidance Counselor the ENL/Dual Language Coordinator, ENL teacher, administration and the classroom teacher. The Dual Language teacher or the classroom teacher work with his or her students and provides the student with a peer or “buddy.” The buddy is a student that speaks the child’s native language as well as English. He or she helps the ENL student become acclimated to the school and can take the role as a translator for the student as well.

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)?

P.S. 197 uses the rollercoaster model. In this model, students are instructed in each language on an alternate day. One day the instruction will be in Spanish; the next day the instruction will be in English.

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### Professional Development and Support for School Staff

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

   Professional development is provided for Dual Language and ENL teachers by a Dual Language consultant, ENL coordinator with support from the administration. This professional development will be conducted in both as a team and individually and is in addition to any Professional Development provided to all teachers and instructional leaders.

   The consultant and coordinator work in conjunction to assist ENL and Dual Language teachers in scaffolding of lessons to meet the needs of the ENL population. In addition, the ENL coordinator and members of the LAP Team will provide teachers who are serving ELLs with professional development sessions during common planning meetings and After-School PD with strategies on how to make the Common Core Learning Standards accessible to ELLs. All dual language teachers and ENL providers will participate in these sessions.

   During summer time teachers participated in a four day PD session conducted by Dr. Buttaro, our Dual Language consultant. Here, they analyzed the new levels of performance, strategies that can be utilized for newcomers, entering or emerging students. During the month of June, Dual Language teachers and the ENL coordinator met to develop a pacing calendar to identify and plan thematic units that are aligned to the Common Core Learning Standards. These units will be implemented in order to enhance students' acquisition of the content.

   As teachers review the standards, they are able to create lessons that offers students opportunities to engage in oral and written conversations; offer students situations where they can explain and justify their thoughts and finally make conclusions based on given tasks. The revision of the Standards provides teachers with opportunities to develop appropriate lessons which will support and engage students in daily lessons.

   During the school year 2017-2018 all teachers in dual language classes and in the ENL program participated in a series of internal and external workshops. Since students levels of proficiency are different, teachers are provided with tools on how lessons can be modified, scaffolded and aligned to the common core standards across the content areas.

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.

   During the school year, our school Guidance Counselor attends workshops that focus specifically on students transitioning to middle school. The strategies learned during the workshops are shared with staff members during staff professional development and common planning meetings.

   All new teachers, ENL teachers, and special education teachers, will receive at least 7.5 hours of ELL training during the 2018-2019 school year. The ENL coordinator and the members of the LAP Team will turn-key of the strategies acquired during professional development sessions. These professional development hours will be accomplished during teacher common
planning meetings or during Lunch and Learn sessions. The objective of the Professional Development sessions will be the integration of language development in content area instruction and the scaffolding of the CCLS aligned instruction for the DNL students. Teachers will participate at monthly meetings outside the building provided by the BSFC and or the DELLs office.

Once a week for a 45 minute period Dual Language teachers and ENL providers meet with the Assistant Principal, the ENL Coordinator and the outside consultant to discuss and learn strategies as well as address any mandates and compliance needs.

Professional Development agendas, sign-in sheets and materials for each of these sessions will be maintained by the Dual Language/ENL coordinator, Assistant Principal and teaching staff.

### 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?

   PS 197, The Ocean School’s vision is to maintain and build strong communication with parents. The school believes that parent involvement is crucial. When parents are closely in their children’s education, students become aware and as a result can perform more productively. Another result in ongoing and productive parent involvement can be in positive student behavior. With parents demonstrating ongoing support and interest in their child’s education, students can see that both parents and the school staff are working together. This could result in students showing increased interest in school activities which can help lead them to becoming successful learners.

   At all times, PS 197 aims to engage parents in school activities with opportunities that include parent workshops and family activities and events. The overarching goal is to create a strong partnership with parents. This is where our Parent-Teachers Association, Community Based-Organization, School Staff and School administration work closely to make these opportunities available for all families. This can include volunteering for events and ongoing activities as well as participation in classroom celebrations and informative meetings. Parents are invited to meet with the principal as well where they can be able to bring any issues that they may have. This can during special events such as an attendance breakfast, parent workshops or monthly P.T.A. meeting.

   At the beginning of the school year, parents are invited to analyze student NYSESLAT results and teachers can explain how the scores determine the levels of student performance. Here, teachers share with parents other Summative Assessments that are both informative and relevant to a student’s instructional growth. This is a way to indicate to parents the needs of the student and how the school can support students’ language development. Parents are made aware that students are provided with resources and supports such as After-School and Saturday Academies in order to support student language development. In addition to the initial parent orientation or Parent-Teacher-Conferences, parents or guardians of ENL students are invited once a year to discuss the goals of the ENL program, the curriculum students are using, the progress of students’ language development, the various diagnostic and formative classroom assessments as well as language development needs in all content areas.

   During all meetings teachers meet with parents to explain the needs for their children; areas that required student growth and how together the school and the parents can support their children. For children who are in Dual Language classes, the teacher will communicate with parents in the child’s home language. For students who receive ENL services, a bilingual teacher who speaks the language will assist the parents during the meeting. In other cases, the Translation and Interpretation Unit will be contacted. In addition, parents are made aware that if they need any document related to school, the school will be able to translate for them. In a situation where the school cannot provide a translator for a specific language, the Department of Education’s Interpretation and Translation Unit will be used to provide parents with the necessary information in their native language.

   Potential workshops held throughout the school year as prepared and implemented by our Guidance Counselor, Parent Coordinator, Administration and ENL/Dual Language Coordinator:

   Ongoing Resources provided to our families include:
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator is available for parental and family contact at all times. Parents are invited to participate in monthly workshops as well as specific open houses and events. Communication of these events occur through translated back-packed letters and monthly calendars. Translators can be made available for all parents and families during specific meetings and workshops. Workshops are meant to be inclusive and not make a parent of an ELL feel isolated. Topics of workshops can be specifically for ELL parents; however they can be relevant for all families as well. P.S. 197Q ensures that regardless of the topic all parents feel welcomed and are supported. With that, as mentioned above and reemphasized, ELL parents will be supported with translated materials and interpreters. During Open Houses and workshops, teachers share with parents information about the grade curriculum, activities, ELL services, and Internet sites that students may be able to visit when they are home. Translation services for parents can include Spanish, Haitian Creole, French, Korean and Urdu. If a parent speaks another language, the Parent Coordinator and/or the ENL Coordinator contact the Unit Translation Service and Interpretation for further support and assistance.

**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.

P.S. 197Q is proud of its all-inclusive community. We are fortunate that many staff members speak other languages including Spanish and Haitian Creole. Those staff members that are mono-lingual reach out to multilingual staff members for assistance. With the support and clear vision of the principal, P.S. 197Q has instrumental resources such as a Dual Language Consultant and ENL Coordinator who work closely with the teachers in both teams and individually ensuring that the latest strategies are learned and taught and that ENL and Dual Language students are receiving the same quality education as any student would. ENL students are not isolated at P.S. 197Q We are a community of learners who respect each other cultures and love to learn and share their backgrounds.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Christina Villavicencio, 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>Ms. Christina Villavicencio</td>
<td>Principal</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Mr. Bradley Richman</td>
<td>Assistant Principal</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Ms. Susie Wilson</td>
<td>Parent Coordinator</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Ms. Manguard</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Ms. Leslie DeLeon</td>
<td>Parent</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Ms. Mangaru</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Ms. Akbar</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Ms. Hendrickson</td>
<td>Coach</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Ms. Romero-Toral</td>
<td>Coach</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Mrs Nechama Lax</td>
<td>School Counselor</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Ms. Jennifer Ambert</td>
<td>Superintendent</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Ms. Marie Rosseau</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>Mr. Josh Metz</td>
<td>Other _____</td>
<td></td>
<td>07/10/18</td>
</tr>
<tr>
<td>na</td>
<td>Other _____</td>
<td></td>
<td>na</td>
</tr>
<tr>
<td>na</td>
<td>Other _____</td>
<td></td>
<td>na</td>
</tr>
</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

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

**DBN:** 27Q197  
**School Name:** The Ocean School  
**Superintendent:** Ms. Barton

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>Richman</td>
<td>Bradley</td>
<td>Assistant Principal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Lydette</td>
<td>Hendrickson</td>
<td>ENL/Dual Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Ines</td>
<td>Martin</td>
<td>Math Coach</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Maria</td>
<td>Romero</td>
<td>IEP Coach</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   In order to determine the translation and oral interpretation at PS 197, we use the following indicators: Home Language Indicators on ATS; parent surveys and parent conversations to determine translation and oral interpretation needs. We provide information on parent communication needs for the school Language Allocation Plan. The parent team and the ENL coordinator confer with the parents by telephone and in one-to-one conferences to identify parents' individual communication needs.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>68.28</td>
<td></td>
<td>68.09</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>29.59</td>
<td></td>
<td>29.79</td>
<td></td>
</tr>
<tr>
<td>Creole</td>
<td>0.19</td>
<td></td>
<td>0.19</td>
<td></td>
</tr>
<tr>
<td>Arabic/Chinese/Russian</td>
<td>0.19 / 0.19 / .39</td>
<td></td>
<td>0.19 / 0.19 / .39</td>
<td></td>
</tr>
</tbody>
</table>

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

N/A at this time.

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>At P.S. 197 the school provides information to parents in Spanish for the following documents: school newsletter, monthly calendars, parent-teacher conferences</td>
<td>Beginning September 2018</td>
<td>Qualified staff will translate written text from English to Spanish documents to ensure parents have access to written information. In addition, school request over the phone translation when any parent speaks a language other than English, Spanish, or Urdu. Big Word will be contacted to support parents when ever is needed.</td>
</tr>
<tr>
<td>After-school program and Saturday Academy,</td>
<td>Beginning October 2018</td>
<td>Qualified staff will translate written text from English to Spanish of documents to ensure parents have access to written information.</td>
</tr>
<tr>
<td>Testing Announcements which informs parents about the testing dates,</td>
<td>All year round as applied</td>
<td>Qualified staff will translate written text from English to Spanish of documents to ensure parents have access to written information.</td>
</tr>
</tbody>
</table>
information about student’s scores and students’ progress, and any school leadership announcements. documents, this will ensure that parents have access to school information.

| Grade Monthly letters & DL Homework Sheets | Monthly Basis & Bi-weekly | Dual Language Classroom teachers, will translate documents in order to keep parents informed about school/classroom matters. |

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>&quot;Meet the Teacher &quot; Night</td>
<td>September 13, 2018</td>
<td>Qualified staff will translate to ensure parents have access to important information about their child education. We will request Big Word support - Over the phone interpretation services when needed for languages that our school personnel does not speak.</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>November 15, 2019</td>
<td>Qualified staff will translate documents to ensure parents have access to students information. We will request services from Big Word for languages that school does not have at the time. For Spanish the school has the personnel that can provide the support. The school will be able to support parents either written and or oral form.</td>
</tr>
<tr>
<td>Parent Orientation meetings</td>
<td>All Year Round</td>
<td>Qualified Staff. Ex: ELL Coordinator, Parent Coordinator and PTA President. We will request translation services from BIG WORD to provide translation to parents that do not speak English or Spanish.</td>
</tr>
</tbody>
</table>
monthly Teddy Bear workshop, and for our monthly school assemblies. Parents also received informal interactions with the guidance from the social worker when students are in need of any emotional support, and with the attendance teacher when students are been absent for more than four days. All Year Round Social worker

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

In case of an emergency, designated staff will be in charge of any Spanish translation needed. For other languages we will call the BIG WORD over the phone translation services.

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.

1. Providing Professional Development to all staff members where they can learn about Chancellor’s Regulation A-663 and receive information on all procedures.

2. Maintaining records regarding the provision of language assistance services.

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.)

1. At PS 197, starting at the beginning of school year, we will display the Welcome Poster at the school main entrance. This is visible for all parents whenever they need. In addition, the Parents' Bill of Rights and Parents' Guide to Language Access posters are located by the security desk and in the school main office.

2. We will also increase parental awareness by providing workshops about this topic.

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?

1. At PS 197, we utilize the parent's survey in order to determine the languages spoken by parents. In addition, when parents visit and/or want to register a child at our school, the LAC Coordinator will meet the parents and identify if the parent needs the services of translation or interpretation.

2. Maintaining records regarding the provision of language assistance services in order to monitor progress.