2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 11X194
School Name: PS/MS 194
Principal: ROSA SIFUENTES-ROSADO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/MS 194

School Number (DBN): 11X194

BEDS Code: 321100010194

Grades Served: Kindergarten through 8

School Address: 2365 Waterbury Avenue Bronx, New York 10462

Phone Number: 718-892-5270

Fax: 718-892-2495

Email Address: rsifuentes2@schools.nyc.gov

Principal: Rosie Sifuentes-Rosado

UFT Chapter Leader: Kaitlyn Stoltze

Parents' Association President: Tanya Carrion

SLT Chairperson: Rosie Sifuentes-Rosado

Title I Parent Representative (or Parent Advisory Council Chairperson): Margarita Matos

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical District: 11

Superintendent: Meisha Ross-Porter

Superintendent’s Office Address: 1250 Arnow Avenue Bronx, New York 10469

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

Phone Number: 718-519-2647

Fax: 718-519-2646

Field Support Center (FSC)
Bronx  Jose Ruiz
FSC:  Executive Director:  
1230 Zerega Avenue Bronx, New York 10462
Executive Director’s Office Address:

Executive Director’s Email Address: jruiz2@schools.nyc.gov

Executive Director’s Email Address:  718-828-7776/(718)741-8895  718-828-6280
Phone Number:  Fax:  

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosie Sifuentes-Rosado</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Kaitlyn Stoltze</td>
<td>*UFT Chapter Leader or Designee</td>
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</tr>
<tr>
<td>Tanya Carrion</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td>Ebony Scott</td>
<td>DC 37 Representative (staff), if applicable</td>
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</tr>
<tr>
<td>Margarita Matos</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>NA</td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Ana Maria Muriqi</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Stephanie Ostrov</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Daniel Armaniaco</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Ana Palaez</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Denerys Sanchez</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Maria Salgado</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Rebecca Cruz</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

1. What is your school’s mission statement?
Our mission is to support students in achieving their educational potential by providing a safe learning environment, inspiring a love for learning, and encouraging parents to become partners in education.

PS/MS 194 is located in a Northeast Bronx neighborhood that is a combination of industrial, commercial, and residential areas. The building boasts a newly renovated gymnasium and technology lab, an upgraded auditorium, and SMARTBoards in every classroom. A walk through the wide corridors reveals alcoves in which tables and white boards have been placed for instructional use by Academic Intervention Service (AIS) providers with targeted students. The school also has laptop and iPad mini technology carts for use in instruction and as rewards.

The instructional focus of PS/MS 194 is, “If all teachers use formative assessment data to deliver multiple methods of presentation and multiple points of entry in all content areas, then we will promote divergent thinking, increase student access to the curricula, and improve student engagement.” This instructional focus was developed collaboratively between the administration and staff and speaks to our shared belief that, with strategic differentiation for struggling and advanced learners alike, all students can achieve academic success.

PS/MS 194 is partnered with Ultimate Enrichment, an after school program that includes academic support, arts, and sports for all grades, K-8. In order to promote the Arts in education, we are partnered with the Shubert Foundation/Music Theater International Broadway Junior Program.

Our mission here at PS/MS 194 is to support students in achieving their educational potential by providing a safe learning environment, inspiring a love for learning, and encouraging parents to become partners in education. In an effort to support our mission and the Chancellor’s vision, we have formed the PS/MS 194 Equity Team for 2018-2019.

Our special populations include Students with Disabilities, English Language Learners, and students in need of intervention and at-risk support. In order for Students with Disabilities and English Language Learners to access the curriculum and demonstrate growth, these students need explicit, direct instruction, along with frequent modeling and visual support. Our instructional focus incorporates the elements of Universal Design for Learning, particularly with regard to multiple methods of presentation and multiple means of expression.
supported daily within the classroom by our classroom teachers and ENL staff, our English Language Learners are invited to attend after school ENL programs as well as Saturday ENL programs.

To support our students in need of intervention and at-risk support, for both academics and behavior, we utilize formative and summative assessment data to identify the students. We also hold weekly Child Study Team meetings and weekly PBIS Tier II/III meetings to identify students in need. After identification, we provide the students with small group Academic Intervention Services, at-risk counseling, and Check-in/Check-out services as needed.

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

Our school has made the most progress over the past year in the element of Student Achievement within the Framework for Great Schools. Through a school-wide emphasis on the use of formative assessment data to drive instruction, we have increased our NYS test scores in ELA from 34% to 37% and in math from 39% to 43%. This was evidenced in our 2017-18 NYC School Quality Snapshot. We also continue to strengthen our Strong Family Community Ties as evidenced by a 2% increase on the NYC School Survey. Additionally, we hold annual celebrations of learning which include: The Art Expo, Science Fair, and Career Day as well as ongoing class assemblies and parent events.

Our key area of focus this year will be on the element of Collaborative Teachers with a focus on providing quality professional opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Based on feedback from our last Quality Review 2016-2017, 4.2; Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, we formed an ENL Data Inquiry Team to improve student outcomes. This year we will continue this work and include other subgroups such as student with disabilities. This approach will enable us to examine student work, generate timely data, and use actionable performance information to drive instructional practices and improve student outcomes.
School Demographics and Accountability Snapshot for 11X194

School Configuration (2018-19)
Grade Configuration 0K.01,02,03,04,05,06,07,08
Total Enrollment (2017-18) 1325
SIG Recipient (Y/N) No

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

Special Education Programs/Number of Students (2015-16)
# Special Classes (ELA) 52 # SETSS (ELA) 48 # Integrated Collaborative Teaching (ELA) 117
# Special Classes (Math) 52 # SETSS (Math) 41 # Integrated Collaborative Teaching (Math) 116
# Visual Arts 49 # Music 36 # Drama
# Foreign Language 7

School Composition (2017-18)
% Title I Population 80.0% % Attendance Rate 89.6%
% Free Lunch 78.5% % Reduced Lunch 1.1%
% Limited English Proficient 19.6% % Students with Disabilities 14.4%

Racial/Ethnic Origin (2017-18)
% American Indian or Alaska Native 2.0% % Black or African American 6.0%
% Hispanic or Latino 49.7% % Asian or Native Hawaiian/Pacific Islander 36.3%
% White 5.7% % Multi-Racial 2.4%

Personnel (2015-16)
Years Principal Assigned to School (2016-17) 7.93 # of Assistant Principals (2016-17) 8
% of Teachers with No Valid Teaching Certificate 0% % Teaching Out of Certification 11%
% Teaching with Fewer Than 3 Years of Experience 7% Average Teacher Absences (2014-15) 8.6

Student Performance for Elementary and Middle Schools (2017-18)
ELA Performance at levels 3 & 4 37.1% Mathematics Performance at levels 3 & 4 42.0%
Science Performance at levels 3 & 4 (4th Grade) (2016-17) 84% Science Performance at levels 3 & 4 (8th Grade) (2016-17) 52%

Student Performance for High Schools (2017-18)
ELA Performance at levels 3 & 4 N/A Mathematics Performance at levels 3 & 4 N/A
Global History Performance at levels 3 & 4 N/A 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 % ELA/Math Aspirational Performance Measures (2015-16) N/A

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

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

Elementary/Middle School
Met Adequate Yearly Progress (AYP) in ELA (2016-17)
American Indian or Alaska Native N/A Black or African American YES
Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander YES
White N/A Multi-Racial N/A
Students with Disabilities NO Limited English Proficient NO
Economically Disadvantaged YES ALL STUDENTS NO

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
American Indian or Alaska Native N/A Black or African American YES
Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander YES
White N/A Multi-Racial N/A
Students with Disabilities NO Limited English Proficient NO
Economically Disadvantaged YES ALL STUDENTS NO

Met Adequate Yearly Progress (AYP) in Science (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino YES Asian or Native Hawaiian/Other Pacific Islander NO
White N/A Multi-Racial N/A
Students with Disabilities YES Limited English Proficient YES
Economically Disadvantaged YES ALL STUDENTS NO

High School
Met Adequate Yearly Progress (AYP) in ELA (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
White N/A Multi-Racial N/A
Students with Disabilities N/A Limited English Proficient N/A
Economically Disadvantaged N/A ALL STUDENTS N/A

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
White N/A Multi-Racial N/A
Students with Disabilities N/A Limited English Proficient N/A
Economically Disadvantaged N/A ALL STUDENTS N/A

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
White N/A Multi-Racial N/A
Students with Disabilities N/A Limited English Proficient N/A
Economically Disadvantaged N/A ALL STUDENTS N/A

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### Section 5: Needs Assessment, Annual Goals, and Action Plans

#### Section 5A – Framework for Great Schools Element – Rigorous Instruction

Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

#### Part 1 – Needs Assessment

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

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

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<tr>
<th>School Strengths</th>
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<tr>
<td><strong>2017-2018 School Quality Snapshot</strong></td>
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<tr>
<td>PS/MS 194 increased in:</td>
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<tr>
<td>- Student Achievement</td>
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<tr>
<td>- Strong Family Ties</td>
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<tr>
<th>Priority Needs</th>
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<tbody>
<tr>
<td><strong>2017-2018 School Quality Snapshot</strong></td>
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<tr>
<td>Based on the data from the 2016-2017 school year to the 2017-2018 school year we saw a decrease from 85% to 81% the element of Collaborative Teachers.</td>
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<tr>
<td>This needs assessment informed the development of providing quality professional opportunities during professional learning on Monday's to develop, grow, and contribute to the continuous improvement of the school community.</td>
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</tbody>
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#### Part 2 – Annual Goal

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

- 2% gain by Students with Disabilities (SWDs) and English Language Learners (ELLs) on the NYS 3-8 Tests in ELA and Mathematics by June 2019. The Assistant Principal of Specialized Instruction, all special education teachers and ENL teachers will regularly monitor this goal.
### Part 3a – Action Plan

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

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

| Instructional Programs/Strategies/Activities | Target Group(s) | Timeline | Key Personnel
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<tr>
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<tbody>
<tr>
<td>Provide Professional Learning to staff</td>
<td>English Language Learners and their teachers</td>
<td>September 2018-June 2019</td>
<td>Teachers and administrators</td>
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<tr>
<td>Data Inquiry on ELLs</td>
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<tr>
<td>Kindergarten to sixth grade teachers use the online Science and Social Studies Weekly – (Program for Science, Social Studies, and ELA interactive and visual support)</td>
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<td>Imagine Learning English computer program for in-class ELL support</td>
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<tr>
<td>ENL After-School and Saturday programs</td>
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<tr>
<td>Developed an ELA and Math Intervention Program for students who performed at a Level 1 in both ELA and Math</td>
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<th>Professional Development</th>
<th>The entire school staff</th>
<th>September 2018-June 2019</th>
<th>Teachers and administrators</th>
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<tbody>
<tr>
<td>Professional Learning on Rubric Development, Data Analysis, Assessment Practices, Integrated Co-Teaching, Differentiated Instruction, Multiple Intelligences, Universal Design for Learning</td>
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<tr>
<td>Professional Learning provided by ENL department on scaffolds, supports, and differentiation strategies for ELLs</td>
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<th>Systems and Structures</th>
<th>Staff and students</th>
<th>September 2018-June 2019</th>
<th>Teachers, Child Study Team, ENL Department, Administrators, Guidance Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher schedules will include common planning and will support push-in model for ENL providers.</td>
<td></td>
<td></td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Creation of Data Inquiry Teams to focus on subgroup</td>
<td></td>
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</tr>
<tr>
<td>Identification and support of struggling students through the child study team process</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teacher Triads - Intervisitation in six cycles throughout the school year with feedback</td>
<td></td>
<td></td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Advance Observations with timely feedback and next steps</td>
<td></td>
<td></td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
### Parent Involvement and Engagement

- Parent engagement time
- Parent workshop on ELL programs, topics, and support
- Meet the Teacher Night, Parent teacher conferences
- Parent workshops offered by teachers on curriculum and assessment

<table>
<thead>
<tr>
<th>Parents and families</th>
<th>September 2018-June 2019</th>
<th>PTA, Parent Coordinator, Teachers, and Administrators</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

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

<table>
<thead>
<tr>
<th>Parent Involvement and Engagement</th>
<th>Parents and families</th>
<th>September 2018-June 2019</th>
<th>PTA, Parent Coordinator, Teachers, and Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent engagement time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent workshop on ELL programs, topics, and support</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Meet the Teacher Night, Parent teacher conferences</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Parent workshops offered by teachers on curriculum and assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 4 – Budget and Resource Alignment

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

<table>
<thead>
<tr>
<th>Human resources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued collaboration with ARC</td>
<td></td>
</tr>
<tr>
<td>Hiring of after-school teachers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional resources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of materials for after-school and Saturday programs</td>
<td></td>
</tr>
<tr>
<td>Additional Foundational Skills Tool Kits for ENL instructional support</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule Adjustments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of 100 Book Challenge periods in Grades K-6</td>
<td></td>
</tr>
</tbody>
</table>
- Continuation of common planning periods for every grade.

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

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

- C4E
- 21st Century Grant
- SIG
- PTA Funded
- In Kind
- Other

### Part 5 – Progress Monitoring

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

There will be a 3% gain in SWDs and ELLs on February 2019 ELA and math mid-year assessments as compared to September 2018 baselines.

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

K-8 Baseline, Midyear and End of Unit Assessments in ELA and Math

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

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

Part 1 – Needs Assessment

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

School Strengths

2017-2018 OORS Data

Based on the schools’ OORS data, students served 61 principal suspensions. We decreased the number of principal suspensions from 70 to 61.

Priority Needs

2017-2018 School Snapshot

Based on the data from the survey we decreased from 80% to 78%.

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

- By June 2019, there will be a 20% reduction in the number of students serving detention and a 10% reduction in principal's suspensions. Administrators, deans, and counselors will be monitoring this goal.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

#### Instructional Programs/Strategies/Activities

<table>
<thead>
<tr>
<th>The entire school community</th>
<th>September 2018-June 2019</th>
<th>Assistant Principal, PBIS Committee, Deans, Guidance Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS assemblies and events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEAR periods and PBIS store</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution of Tiger Bills and Tiger Tokens by entire school staff to reward positive behavior choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBIS language and behavior are modeled and encouraged by administrators, staff, students, and families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schoolwide PBIS Matrix taught K-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Development

<table>
<thead>
<tr>
<th>The entire school staff</th>
<th>September 2018-June 2019</th>
<th>Principal, PL Committee, PBIS Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS Professional Development for staff in September 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Learning Plan Goal #3 is to improve school culture with an emphasis on PBIS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Systems and Structures

<table>
<thead>
<tr>
<th>The entire school community</th>
<th>September 2018-June 2019</th>
<th>Principal and Assistant Principal, PBIS Committee and other staff volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS system adopted school-wide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly PBIS Tier I meetings to plan future events and review data from student and staff surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly PBIS Tier II/III meetings to monitor student behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bi-monthly Equity Team meetings to ensure inclusive rigorous instruction to every child.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Parent Involvement and Engagement

<table>
<thead>
<tr>
<th>Parents</th>
<th>September 2018-June 2019</th>
<th>Assistant Principal, Parent Coordinator, PBIS Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent assembly in September 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBIS parent letter translated into multiple languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Carnival June 2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Parent Involvement and Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Parent assembly in September 2018</td>
</tr>
<tr>
<td>● PBIS parent letter translated into multiple languages</td>
</tr>
<tr>
<td>● Family Carnival June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>September 2018-June 2019</th>
<th>Assistant Principal, Parent Coordinator, PBIS Committee</th>
</tr>
</thead>
</table>

Part 4 – Budget and Resource Alignment

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

**Human Resources:**

- PL provided by FSC and school staff
- Assistant Principal to act as co-chair of the PBIS Committee with staff member
- Teacher volunteers to participate in PBIS Committee after-school meetings and to plan and staff school events
- PBIS Student Leadership Committee to act as liaison between the PBIS Committee and student body

**Instructional Resources:**

- PBIS Matrix
- PBIS lesson plans developed by the PBIS Committee for each grade band

**Schedule Adjustments:**

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

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

Part 5 – Progress Monitoring

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

By February 2019, there will be a 5% reduction in the number of students serving detention and a 2.5% reduction in principal's suspensions as compared to February 2018.

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

OOR S reports and internal data tracking system for detentions.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

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

School Strengths

2017-2018 NYC School Survey

- 98% of teacher say the talk about instruction
- 92% of teachers say they design instructional programs together

Quality Review 2016-2017

- 4.1: Data informed professional development and teacher administrator performance based decisions

Priority Needs

2017-2018 NYC School Survey

Based on the survey, 64% of the teachers say that their professional development experiences have been sustained and coherent. Therefore, an equity team has been formed to provide teachers with a school-wide resource of strategies to improve teacher practice.

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

- Through the development of data inquiry teams, focusing on boys of color, we will increase proficiency levels from 17% to 25% in ELA and 28% to 36% in Math as measured by the NYS 3-8 Tests by June 2019. Progress will be monitored through classroom formative assessments using the updated IO Assessment tool. The Equity Ambassador, the Equity Team, administrators and all teachers will monitor this goal.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Instructional Programs/Strategies/Activities</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of ARC Foundational Toolkits, K-8</td>
<td>Teachers and students</td>
<td>September 2018-June 2019</td>
<td>Staff</td>
</tr>
<tr>
<td>Continue Fundations in Grade 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of supplemental reading resources such as Capstone and ARC Bookshelf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued implementation of ReadyGen, Expeditionary Learning and Action 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued implementation of Fundations and Soar to Success in ELA AIS</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ELL teachers will use the R.A.T.E strategy in writing across all content areas</td>
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</tr>
<tr>
<td>Teachers of SWDs will focus on explicit instruction with a focus on vocabulary</td>
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</tr>
</tbody>
</table>

**Professional Development**

- ARC PD for paraprofessionals and teachers on Foundational Toolkits
- Professional development on data inquiry teams
- Inter-school visits by teachers and administrators to observe best practices around inquiry work

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and paras</td>
<td>September 2018-June 2019</td>
<td>Administration, PL Committee, Internal/External Coaches, teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Systems and Structures**

- Data inquiry work conducted during Monday professional learning sessions
- Continued implementation of weekly common planning periods to collaboratively develop lesson plans and distribute responsibilities (all grades)
- Continued implementation of teacher triads for peer inter-visitations and feedback
- Continued data collection on identified students
- Instructional Focus Collaborative walkthroughs (3)
- Advance Observations and feedback with next steps (4 cycles)

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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2018-19 CEP
**Parent Involvement and Engagement**

- ARC Bookshelf
- IO Pupil Path (Parent Portal)
- Teacher-led parent workshops during Tuesday Parent Engagement time
- NYC Schools Account

**3b – Parent and Family Engagement**

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

<table>
<thead>
<tr>
<th>Parent Involvement and Engagement</th>
<th>Parents</th>
<th>September 2018-June 2019</th>
<th>PTA, Parent Coordinator, Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC Bookshelf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IO Pupil Path (Parent Portal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-led parent workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>during Tuesday Parent Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYC Schools Account</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 4 – Budget and Resource Alignment**

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

**Human Resources:**

- Teacher volunteers to lead workshops
- PD provided by FSC and ARC coach
Instructional Resources:

- ReadyGen, Expeditionary Learning, and IRLA
- Remediation and enrichment materials to support curricula
- Danielson Framework

Schedule Adjustments:

- Inclusion of 100 Book Challenge and small group instruction periods, K-8
- Continued implementation of semi-departmentalized model in grade 5 to maximize impact on student outcomes

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
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<th>Title I TA</th>
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<td>X</td>
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<td></td>
<td>21st Century Grant</td>
<td></td>
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<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
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</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, the data inquiry team will have identified and implemented two writing strategies that will lead to an increase in the complexity and quality of language, coherence of response, and writing mechanics for ELLs.

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

| Base and Mid-line Writing assessments. |

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

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

**Part 1 – Needs Assessment**

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

### School Strengths

**2017-2018 NYC School Quality Survey**

- 95% of families say that the principal at their school promotes family and community involvement in the school.
- 91% of teachers say that the principal makes clear to the staff her expectations for meeting instructional goals.
- 94% of families feel that the principal works to create a sense of community in the school.

### Priority Needs

Based on 2017-2018 Advance data nine teachers had a final MOTP rating of developing. Our priority is to improve teacher effectiveness by increasing the number of non-evaluative visits for developing teachers.

This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

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

- At least 66% of teachers who received an overall MOTP rating of 2.50 to 2.75 at the end of the 2017-2018 school year will receive an overall MOTP rating of 2.75 or higher by June of 2019.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Instructional Programs/Strategies/Activities</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Programs/Strategies/Activities</td>
<td>Teachers with developing ratings</td>
<td>September 2018-June 2019</td>
<td>Administration and developing teachers</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Teachers with developing ratings</td>
<td>September 2018-June 2019</td>
<td>Administration and developing teachers</td>
</tr>
<tr>
<td>Systems and Structures</td>
<td>Teachers with developing ratings</td>
<td>September 2018-June 2019</td>
<td>Administration and developing teachers</td>
</tr>
<tr>
<td>Parent Involvement and Engagement</td>
<td>Parents and families</td>
<td>September 2018-June 2019</td>
<td>PTA, Parent Coordinator, Teachers, and Administrators</td>
</tr>
</tbody>
</table>

**Teacher Annual goals (3) - Self, School, Student**

**Teacher Improvement Plans**

**Teacher Improvement Plans**

**Professional Development**

- Self-selected Professional Learning cycles
- FSC PD opportunities (when available)

**Systems and Structures**

- Initial Planning Conferences, Mid-Year Conferences, Summative End-of-Year Conferences
- Teacher created Danielson Triads
- Continued data collection on identified students
- Instructional Focus Collaborative walkthroughs (3)
- Advance Observations and feedback with next steps (4 cycles)
- RSC-TASC supported visit including walkthroughs and debriefs with special education teachers

**Parent Involvement and Engagement**

- Parent engagement time
- Meet the Teacher Night, Parent teacher conferences
- Parent workshops offered by teachers on curriculum and assessment

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

### Parent Involvement and Engagement

<table>
<thead>
<tr>
<th>Parent engagement time</th>
<th>Parents and families</th>
<th>September 2018-June 2019</th>
<th>PTA, Parent Coordinator, Teachers, and Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the Teacher Night, Parent teacher conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent workshops offered by teachers on curriculum and assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 4 – Budget and Resource Alignment

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

#### Human Resources:

- Administration and TIP teachers
- Teacher peers for inter-visitations and collaboration
- Coaches and mentors

#### Instructional Resources:

- Danielson Framework for Teaching
- Professional literature

#### Schedule Adjustments:

- Collaboratively planned Initial Planning Conferences, Mid-Year Conferences, Summative End-of-Year Conferences
- Common Planning opportunities embedded in teachers’ schedules

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

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

2018-19 CEP 28
### Part 5 – Progress Monitoring

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

By January 31, 2019, 50% of developing teachers will receive an effective rating in Domain 3.

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

Advance MOT Tracker reports

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

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

Part 1 – Needs Assessment

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

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

School Strengths

2017-2018 NYC School Quality Survey

- 97% of families say that teachers work closely with them to meet their child's needs.
- 96% of families that they feel well informed by the communications they receive from their school.
- 94% of families sat that they are likely to go to a regularly scheduled parent teacher conference with their child's teacher.

Priority Needs

2017-2018 NYC School Quality Survey

57% of parents indicated that they have been asked or have had the opportunity to volunteer time to support our school

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2019, family participation in school wide activities will increase by 3% as measured by positive parental responses in the NYC School Survey under Strong Family and Community Ties “Parental Involvement in Schools” (Q4a).
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>PTA, teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>The entire school staff</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Teachers and students</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Instructional Programs/Strategies/Activities**

- PTA staffed sign-in area for Tuesday Parent Engagement time
- Teacher facilitation of content specific parent workshops to encourage active parental involvement to foster a stronger school-home connection
- Parent workshops offered by PTA and Parent Coordinator
- Parents will be given opportunities to volunteer in special school events

**Systems and Structures**

- Family Night September 2018
- Extended Parent-Teacher Conferences in November and March
- Family Night (Student Led Conferences) May 2019
- Generate a year-long map of workshops

**Parent Involvement and Engagement**

- Classroom celebrations
- Assemblies
- Newsletters

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
Parent Involvement and Engagement

- Classroom celebrations
- Assemblies
- Newsletters

<table>
<thead>
<tr>
<th>Parents</th>
<th>September 2018-June 2019</th>
<th>Teachers and students</th>
</tr>
</thead>
</table>

**Part 4 – Budget and Resource Alignment**

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

**Human Resources:**
- PTA to act as liaisons with parents during Parent Engagement time
- Parent Coordinator to organize and facilitate workshops
- Teacher volunteers to facilitate workshops

**Instructional Resources:**
- N/A

**Schedule Adjustments:**
- As needed, to facilitate workshops and assemblies/celebrations.

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

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

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, there will be at least two CookShop for Families sessions conducted by members of the staff, and at least one Family Fun Night focusing on ELA or math, hosted by members of the staff.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign in sheets, agendas, and workshop materials.</td>
</tr>
</tbody>
</table>

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Level 1 performance on • Benchmark results • Baseline Assessments • Prior year NYS Assessment scores • Teacher Recommendations</td>
<td>• AIS providers use Soar to Success and Fundations • After-school teachers use NYReady</td>
<td>• A combination of push-in and pull-out services • Small group • One-on-one instruction</td>
<td>• 3-5 times per week outside of the ELA block • 90 minutes per week after school. • Saturday test prep program</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Level 1 performance on • Benchmark results • Baseline Assessments • Prior year NYS Assessment scores • Teacher Recommendations</td>
<td>• AIS providers use GoMath! RTI Tier III and Intensive Intervention materials • After-school teachers use Finish Line</td>
<td>• A combination of push-in and pull-out services • Small group • One-on-one instruction</td>
<td>• 3-5 times per week outside of the ELA block • 90 minutes per week after school. • Saturday test prep program</td>
</tr>
<tr>
<td>Science</td>
<td>Level 1 performance on • Benchmark results • Baseline Assessments</td>
<td>• Non-fiction and informational texts</td>
<td>• A combination of push-in and pull-out services • Small group • One-on-one instruction</td>
<td>• During lunch periods and before school.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Level 1 performance on</td>
<td>Non-fiction and historical fiction texts, as well as primary and secondary sources</td>
<td>A combination of push-in and pull-out services</td>
<td>During lunch periods and before school.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Child Study</td>
<td>Advisory programs are built into the master school schedule for the ALC</td>
<td>Small group or one-on-one setting.</td>
<td>During the regular instructional day, as needed.</td>
</tr>
</tbody>
</table>

- Prior year NYS Assessment scores (if available)
- Teacher Recommendations
- Benchmark results
- Baseline Assessments
- Teacher Recommendations
- Non-fiction and historical fiction texts, as well as primary and secondary sources
- A combination of push-in and pull-out services
- Small group
- One-on-one instruction
- During lunch periods and before school.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

- Child Study
- Teacher Recommendations
- Parent Requests
- Advisory programs are built into the master school schedule for the ALC
- Small group or one-on-one setting.
- During the regular instructional day, as needed.
**Section 7: Support for Students in Temporary Housing (STH)**

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>150 students</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Academic Programs &amp; educational support services, Intervention programs, Basic/emergency supplies, Counseling services, Transportation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td></td>
</tr>
</tbody>
</table>

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A  |
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

94% of our teachers are currently highly qualified. In order to continue to staff our building with Highly Qualified Teachers we frequent DOE job fairs, the Open Market System, and continuously provide professional development opportunities both internally and externally to all teachers. New teachers are automatically part of the New Teacher Center program.

2b. High Quality and Ongoing Professional Development

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

All teachers receive professional development both during school and after school twice a week. Teachers meet with the PD providers and literacy coach to support the development of rigorous lesson and unit plans. Professional learning opportunities from the FSC are available to all teachers throughout the school year. Nationwide Conferences, such as ASCD and NCTM are available to administration, teachers and support staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A
Part 4: SWP Schools Only

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

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

| Turning 5 evaluations performed by the Committee on Special Education, Kindergarten Open House, and |

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.

In September 2018, all teachers were presented with all the MoSL selections. As was required by the DOE, we established a MOSL Committee made up of teachers, the UFT Delegate, and administrators to evaluate the various assessment options available, compared these with the strengths of our staff and students, and jointly decided upon those assessments that would benefit all while simultaneously sharing the demands of the assessments equally. In collaboration with coaches, grade leaders, and consultants, we established procedures for the administration and scoring of both MOSL assessments and end-of-unit assessments in all core subjects. Professional development on the analysis of test data, as well as professional development determined as necessary based upon test data, occurs during weekly common planning periods and grade level or department meetings. During common planning and professional learning time teachers (2 x week) create assessments aligned to the new standards.

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 codes1. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated2. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$1,186,385.00</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verify with an (X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13, 14, 15, 16</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$108,069.00</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13, 14, 16</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$36,046.00</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13, 15</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$17,606</td>
<td>(X)</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$8,017,801.00</td>
<td>(X)</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

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

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

• **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

(Required for All Title I Schools)

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

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

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

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 194**, 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.

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

**PS/MS 194** will support parents and families of Title I students by:

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

The school’s Parent Involvement

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

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

**Encouraging School-Level Parental Involvement**

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

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

**School-Parent Compact (SPC)**

School-Parent Compact (SPC) Template

PS/MS 194, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

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

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

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

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

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

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

Name of School: _______  DBN: _______

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: 

ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on Literacy, ENL and Math, as well as prepare the students for the NYSESLAT and the English Language Arts and Math Exams. Our ENL After-school program takes place on Wednesdays and Thursdays from 2:30 to 4PM, from November 2018 to May 2019. Students are grouped by reading level, within two contiguous grades of the expanding level, to allow for proper differentiation. Students are instructed using the Focused Reading Workbooks to strengthen reading and writing skills. Classes are filled at 15 students, which allows for all students the opportunity to participate in this program. Where possible, teachers use Native Language support to help students comprehend the materials. Six certified ENL teachers work in this program to help co-teach, where they lend ENL strategies and support to the Common Branch and Content area teachers. The ENL After-School program is designed to target instruction addressing all four modalities with differentiated instruction. In addition to these materials, students use Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance Ells’ vocabulary, grammar, pronunciation, reading comprehension, and writing skills.

Program Materials:
Focused Reading- Teacher Created Materials, Levels 1-4

### 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: 

At no cost to Title III, teachers will be provided Professional Development related to the teaching of literacy. ENL staff will provide ENL methodologies and best practice Professional Development to the teachers implementing the program. This will take place on the first Monday of each month from 3:45-4:30. The teachers will participate in workshops that enhance vocabulary, oral language development and communication skills as well as, literacy skills.

ENL Staff
Glorimar Reuter-Diaz
Part C: Professional Development
Dawn Kuszel
Martin Hirsch
BJ Son
Prabhu Jha
Jadeling Chavez

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: ____

High quality, professional development (P.D.) is provided in order for the school to better meet academic and promotional needs of our ELL population. The purpose of this professional development is to inform and familiarize the staff with the methodologies and tools so that teachers can help the ELLs move toward proficiency in English. TESOL teachers and classroom teachers utilize this time to collaborate, review data to tailor instruction to the needs of the students, and receive training and support in the Common Core Learning Standards. The professional development sessions take place every Monday, in addition to full day staff development P.D. These sessions engage teachers in hands-on preparation of Ready Gen, Expeditionary Learning, Go Math, Glencoe and CMP3 programs. Professional Development activities are designed for our target audience, content area, AIS and TESOL teachers, to assess data, identify individual strengths and weaknesses and project future goals that will be utilized in the differentiation of instructions. Many of the sessions that have already taken place gave us the opportunity to norm the Measures of Student Learning Performance (MOSL). These pre-assessments help us to drive instruction and help students succeed in the challenges that CCLS presents. The American Reading Company has been coaching the staff since September 2011 by providing P.D.s with the Action 100 reading program. In addition, Professional Development on differentiation, behavior modifications, questioning techniques and computer science are given throughout the year. Since all teachers in our school affect the learning outcomes of ELLs, we conduct workshops that include all pedagogues. These PD's are rotated throughout the year so that all teachers have the opportunity to enhance their learning and experience. The P.D. is given by qualified staff members.

In addition, The district ELL Services Coordinator plans monthly meetings for ELL Liaisons in each school. The information is then turn keyed to the rest of the department. Decisions are then made on which topics should be covered for all staff members at our weekly P.D. sessions. September P.D. included topics such as, Components of an Integrated ENL Program and Seven Models for Co-teaching. The October meeting will include scheduling for ENL teachers. Topics will continued to be explored and shared with the staff based on teachers needs. All new information will be disseminated and discussed in order to make decisions that are best for our ELLs. Some pre-planned workshops include:

Nov. The Power of Power Goals- Grade 1
Dec. The Trick to Tricky Words- Grade 1
Part D: Parental Engagement Activities

Jan.  Fundations Basics- Grade 1  
Strategies to Help Your Child Study for Math- Grade 2
Nov. Grade 2 Skills, Getting Ready for Third Grade- Grade 2
Dec. 100 Book Challenge workshop- Grade 3
Feb.  How to Help Your Child Succeed on the ELA & Math State Exams- Grade 3
Feb.  Preparing Your Child for the NYS ELA, Math & Science Exams- Grade 4
Mar.  Getting Ready for First Grade- Grade 1
Mar.  How to Help your child Succeed on the NYSESLAT- (K-8) - ENL Staff
Nov.  Soar To Success Workshop- AIS Grades 2-8

These workshops will take place on Tuesdays from 2:30- 3:30. Flyers will be sent home to all students.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $___</th>
</tr>
</thead>
</table>

<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>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>• Must be supplemental.</td>
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<td>• Additional curricula, instructional materials.</td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td>NA</td>
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<tr>
<td>Travel</td>
<td>NA</td>
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<td>Other</td>
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DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS 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>11</td>
<td>Bronx</td>
<td>194</td>
</tr>
</tbody>
</table>

School Name: PS/MS 194

B. Language Allocation Policy Team Composition

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

- Principal: Rosie Sifuentes-Rosado
- Assistant Principal: Christine VanZetta
- Coach: Beth Perricone
- School Counselor: Dawn Kuszel
- Teacher/Subject Area: Prabhu Jha
- Parent: Tanya Carrion
- Parent Coordinator: Lois Lombardi
- Field Support Center Staff Member: Type here
- Other (Name and Title): Type here

C. Teacher Qualifications

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

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1362</td>
<td>268</td>
<td>19.68%</td>
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</table>
A. ELL Programs

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

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2011-12)</th>
<th>K</th>
<th>1</th>
<th>2</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?

   When children are admitted to our school they are assessed using the eIRLA. This reading assessment identifies students’ ability in reading readiness skills such as: reading right to left, identifying letters and sounds and using picture clues. Students are then placed on proper reading levels to begin practicing their literacy skills.

   Assessment Tools
   Measures of Student Learning Performance Assessment
   Action 100 IRLA
   Fundations/ Wilson reading program assessments
   Foundational Skills Tool kits and IRLA Tool kits
2. **What structures do you have in place to support this effort?**

   In order to support our new arrivals the Literacy Coach sets up the eIRLA account so that students can be leveled promptly and students can begin to receive credit for their early literacy efforts.

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?**

   In Mathematics, NYC performance tasks are given after each unit. In English Language Arts, Performance Based Assessments on grades K-2 are given after every unit of the Ready Gen program. On grades 3-8, Expeditionary Learning mid-unit assessments and end of unit assessments are given. Students who are struggling with the comprehension and writing are then offered a re-teach lesson provided by the ENL teacher.

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

   The structures we have in place to address interventions are: Fundations/Wilson, Imagine Learning English, AIS, ENL After-school program and the ENL Saturday program. These programs help close the gap between students' literacy levels and grade levels.

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.]

   The data gathered from the baseline assessments, NYSITELL, ELA and the NYSESLAT gives us some crucial insights as to which areas our ELLs are struggling in. One significant insight is that many ELLs lack the foundational skills in their first language. Therefore, their acquisition of English is more challenging. This is where the intervention strategies of RTI play a crucial role. At risk ELLs work in smaller groups to receive intensive targeted instruction. Teachers focus on basic elements such as letter/sound relationships and building on word families before moving on to higher level comprehension activities. As a supplement, classroom and ENL teachers are now using Action 100 tool kits to help students gain knowledge of English grammar and language structure, to improve their reading and writing skills. Students who do not show expected results then move on to Tier III RTI where a one on one approach is used. With a greater influx of Arabic and Spanish speaking newcomers, our computer based program Imagine Learning English these students transfer their knowledge to English. The program is designed to use Native Language instructions for students to complete the activity and then slowly replace the Native language with English. In most cases, ELLs are placed into one of two classes on the grade. ENL teachers, using the integrated co-teaching approach will support our ELLs to access grade level curriculum in all subject areas. In a stand-alone program, licensed ENL teachers work with groups of 7-15 students using Language Power curriculum, to teach and strengthen knowledge and understanding of the English Language. These books are designed to have a hands on approach, accommodating their individual styles, for example: cutting, gluing, songs, poems and books.

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 ENL department gathers information from the NYSESLAT, ELA, Math State exams, beginning of year and end of year baseline assessments. We analyze the data to determine the areas of strengths and weaknesses to inform our ENL teaching strategies and materials.

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

   At our weekly ENL meetings, our ENL supervisor, literacy coach and the ENL staff work together to inform the school community as well as to update and adjust our programs. We try to structure our program so that the needs of the ELLs are addressed properly. In addition, information is disseminated at each grade level meeting is shared by the ENL teacher responsible for those grades.
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.
      ELL students are intentionally placed into one of two ENL classes on the grade. These classes are not self-contained but rather classes that contain ELLs as well as English proficient students. In this way, students have the benefit of working with others who are proficient in English as well as students who may be able to help them clarify ideas in their native language. Students who have scored at the Entering or Emerging levels are grouped together by grade in a pull-out model to hone in on their foundational skills. Our school has purchased a Language Proficiency Program (Language Power, Level A) that is tailored to Beginner ELLs in grades K-8. This helps us maintain uniformity and consistency, to help students acquire the basic language skills. ELL students are intentionally placed into one of two ENL classes on the grade. These classes are not self-contained but rather classes that contain ELLs as well as English proficient students. In this way, students have the benefit of working with others who are proficient in English as well as students who may be able to help them clarify ideas in their native language. Students who have scored at the Entering or Emerging levels are grouped together by grade in a pull-out model to hone in on their foundational skills. Our school has purchased a Language Proficiency Program (Language Power, Level A) that is tailored to Beginner ELLs in grades K-8. This helps us maintain uniformity and consistency, to help students acquire the basic language skills.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The mandated number of instructional minutes provided to ELLs as per their proficiency levels is ensured primarily through scheduling the required numbers of classes for each ELL.

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.
   Content area instructions are delivered primarily through the integrated ENL model by scaffolding the teacher’s lesson of the content area and pre-teaching the vocabulary needed to comprehend the lesson. English is the language of instruction, teachers use scaffolding such as videos, realia, TPR, language experience approach as well as explicit instruction.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   N/A we only have an ENL program at our school.
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

   Our ELLs receive instruction in all scenarios primarily using English, although teachers provide Native language support whenever possible. The students, who have a strong foundation in their first language, are also provided with dual language glossaries. Our ENL teachers use a rich blend of various approaches such as TPR, realia, language learning experience, communicative approach as well as the IRLA during English Language Arts. Our school uses the freestanding ESL program, where ELLs work with TESOL teachers towards attaining proficiency in English. Once our ELLs attain proficiency, we provide extra support through our Academic Intervention Services Team. Former ELLs continue to receive two periods of instructional support from our ENL teachers.

   We have also implemented a program called, Imagine Learning English with all of our kindergarten, newcomer, emerging and entering students, as well as our SIFE students. This computer based program is highly individualized and rich in visual graphics. It sets the pace according to the needs of the students as well as provides verbal scaffolds in the Native language. Students are provided with worksheets to reinforce the skills taught through this program. Supervisors and teachers are able to monitor progress through individualized reports and use the data to drive instruction.

   Long term ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ESL and math, as well as prepare the students for the NYSESLAT and the English Language Arts and Math Exams. The ENL After-School program is designed to target instruction addressing all four modalities with differentiated instruction for our Expanding ELLs. Language Power (Level C) is the intervention program we are currently using, in addition to Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance ELLs’ vocabulary, grammar, pronunciation, reading comprehension, and writing skills. Our Saturday ENL Program is tailored for our Entering, Emerging and Transitioning ELLs. Students use fundations, 100 Book Challenge materials, foundational tool kits, Words Their Way for ELLs (grades 3-4) and Vocabulary Links (grades 5-8) as well as our technology component Imagine Learning English and Brainpop.

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?

   A variety of instructional strategies and grade level materials are used by the teachers of ELL-SWDs. Some of these strategies and materials include L1 textbooks, 100 Book Challenge leveled books in English as well as Spanish, ILE (Imagine Learning English), and content area push-in supporting and scaffolding ELL-SWDs. ELL-SWDs participate in all activities within the least restrictive environment. First, our school uses Smart Boards to enhance visual, auditory and interactive learning. Secondly, these students are also invited to attend our ENL After-school Program and ENL Saturday Program, where their specific needs are met in smaller groups. Thirdly, Brainpopesl, a web-based ESL program, is used to help ELL-SWDs acquire the important elements of ESL, such as speaking, listening, and reading. In addition, CTT and SETTS instruction helps prepare our ELL-SWDs.

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?

   ELL-SWDs participate in all activities within the least restrictive environment. Our school uses Smart Boards to enhance visual, auditory and interactive learning. These students are also invited to attend our ENL After-school Program and our ENL Saturday Program, where their specific needs are met in smaller groups. Brainpopesl, a web-based ESL program, is used to help ELL-SWDs acquire the important elements of ESL, such as speaking, listening, and reading. In addition, CTT and SETTS instruction helps prepare our ELL-SWDs. Students in multi-grade level classes are split to ensure grade level instruction in mathematics.
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.

ELA-AIS (English) struggling ELLs
Math-AIS (English) any ELL in need
Fundations (English) any ELL in need
ENL After-School Program, 2x a week (English) for expanding ELLs
Test Sophistication Program, 2x a week (English)
ENL Saturday Program, 1x a week (English) for Entering, Emerging and Transitioning ELLs, as well as SIFE students
Math Program, 1x a week (English) any ELL in need

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

Based on our new admits, a newcomer pull-out group will be considered for next year. Many of our elementary and middle school ELLs register throughout the school year and need skills to communicate their basic needs. This class would ideally meet twice a week and would rotate students into and out of these sessions on as needed basis.

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

N/A

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

ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ESL and math, as well as prepares the students for the NYSESLAT and the English Language Arts and Math Exams. The ENL After-School program is designed to target instruction addressing all four modalities with differentiated instruction. Language Power (Level C) is the program we are currently using. In addition to these materials, students use Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance ELLs’ vocabulary, grammar, pronunciation, reading comprehension, and writing skills. Our Saturday ENL Program is tailored for our Entering, Emerging and Transitioning ELLs. Students use fundations, 100 Book Challenge materials, Foundational Tool kits, Words their Way for ELLs (grades 3-4) and Vocabulary Links (grades 5-8) as well as our technology component Imagine Learning English and Brainpop.

At PS/MS 194 we engage our students in many extra-curricular activities. Some of the extra-curricular activities that find an outlet for students’ physical and emotional energies are the school dances, and music enrichment. Our other competitive sports include soccer, basketball and a fitness club. Our PBIS team organizes many incentive activities throughout the year. School dances, carnivals, magic shows and movies are also all inclusive.

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.

We have a variety of materials to support our ELLs. We use a program called, Imagine Learning English with all of our kindergarten, newcomer, entering, emerging and transitioning students, as well as our SIFE students. This computer based program is highly individualized and rich in visual graphics. It sets the pace according to the needs of the students as well as provides verbal scaffolds in the Native language. Students are provided with worksheets to reinforce the skills taught through this program. Supervisors and teachers are able to monitor progress through individualized reports and use the data to drive instruction. Long term ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ENL and math, as well as prepare the students for the NYSESLAT and the English Language Arts and Math Exams. The ENL After-School program is designed to target instruction addressing all four modalities with differentiated instruction for our Expanding ELLs. Language Power (Level C) is the intervention program we are currently using, in addition to Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance ELLs’ vocabulary, grammar, pronunciation, reading comprehension, and writing skills. Our Saturday ENL Program is tailored for our Entering, Emerging and Transitioning ELLs.
phonics instruction through the Fundations program. This program reinforces the letter/sound relationships and explores the beginning stages of writing. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

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

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Imagine Learning English gives all ELLs a pre-test to identify their abilities in terms of knowledge and language development. Based on this information the ILE program selects the set of instructions tailored to their needs. Baseline testing also allows us to assess a student's foundational knowledge in terms of content area in relation to their grade/age. For those students whose reading/phonics levels are below grade, we implement Fundations/Wilson Programs to bring them up to grade level. Our 100 Book challenge/IRLA reading assessment allows all ELLs to read at their proper reading level with age appropriate content. Our Saturday program uses fiction and non-fiction texts to allow students to grasp content within their targeted levels.

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).

   Imagine Learning English computer program- can be used at home
   ENL After-school Program
   ENL Saturday Program
   Brainpop

17. What language electives are offered to ELLs?
   ELLs receive ESL as their language elective.

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

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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?

   High quality, professional development is provided in order for the school to better meet academic and promotional needs of our ELL population. The purpose of this professional development is to inform and familiarize the staff with the
methodologies and tools so that teachers can help the ELLs move toward proficiency in English. TESOL teachers and classroom teachers utilize this time to collaborate, review data to tailor instruction to the needs of the students, and receive training and support in the Common Core Learning Standards. The professional development sessions take place every Monday, in addition to full day staff development P.D. These sessions engage teachers in hands-on preparation of Ready Gen, Expeditionary Learning, Go Math, Glencoe and CMP3 programs. Professional Development activities are designed for our target audience, content area, AIS and TESOL teachers, to assess data, identify individual strengths and weaknesses and project future goals that will be utilized in the differentiation of instructions. Many of the sessions that have already taken place gave us the opportunity to norm the Measures of Student Learning Performance (MOSL). These pre-assessments help us to drive instruction and help students succeed in the challenges that CCLS presents. The American Reading Company has been coaching the staff since September 2011 by providing PDs with the Action 100 reading program. In addition, Professional Development on differentiation, behavior modifications, questioning techniques and computer science are given throughout the year. Since all teachers in our school affect the learning outcomes of ELLs, we conduct workshops that include all pedagogues. These PD’s are rotated throughout the year so that all teachers have the opportunity to enhance their learning and experience. The PD is given by qualified staff members as well as outside educators. The ELL Services Coordinator plans monthly meetings for ELL Liaisons in each school. The information is then turn keyed to the rest of the department. Decisions are then made on which topics should be covered for all staff members at our weekly PD. September PD included topics such as, Components of an Integrated ENL program and Seven Models for Co-teaching. The October meeting will include scheduling for ENL teachers. All of the PDs described above use materials that are Common Core aligned. Our focus is to include Common Core Learning Standards to help the ELLs progress towards Common Core Standards.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

see number 1 above.
In order for accurate records to be kept teachers are asked to sign in at all PDs. In addition, teachers are individually responsible to keep track of their hours using agendas.

### Parental Involvement

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

   The PTA led by the Parent Coordinator invites and encourages parents to participate in various workshops, which are conducted throughout the year. These workshops involve them meaningfully, and facilitate community relations as well as learning related activities at the school. Parent Workshops cover a wide range of topics such as 'How the Common Core will affect your Child’, Community Awareness, Action 100- How to help your child become a better reader, and How to help prepare your child for the ELA and Math Exams. All the parent related information is communicated in children’s home languages. All fliers are sent home in the native language, informing the parents that interpreters are available from our Learning Leader Program to help them understand the information delivered. All workshops have translators on hand to assist the non-English speaking parents.

   Also, each June we hold an orientation for all incoming Kindergarten students and parents. This orientation helps familiarize both parents and students with academic expectations as well as ease their anxieties. Parents are given an overview of the new Common Core Curriculum, supply list and programs offered to ELLs as well as a tour of the building.

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

   Parent Involvement at PS/MS 194 starts in the very first month of the school year. “Meet the Teacher Night” has become a tradition at our school. This is when parents are invited to meet all of their child’s teachers, including ENL instructors. At this meeting they hear about all the planned and scheduled learning assignments/activities for the school year. In addition, the
PTA led by the Parent Coordinator invites and encourages parents to participate in various workshops, which are conducted throughout the year. These workshops involve them meaningfully, and facilitate community relations as well as learning related activities at the school. Parent Workshops covered a wide range of topics such as 'How the Common Core will affect your Child', Community Awareness, Action 100- How to help your child become a better reader, and How to help prepare your child for the ELA and Math Exams. All the parent related information is communicated in children's home languages. All fliers are sent home in the native language, informing the parents that interpreters are available from our Learning Leader Program to help them understand the information delivered. All workshops have translators on hand to assist the non-English speaking parents.

Also, each June we hold an orientation for all incoming Kindergarten students and parents. This orientation helps familiarize both parents and students with academic expectations as well as ease their anxieties. Parents are given an overview of the new Common Core Curriculum, supply list and programs offered to Ells as well as a tour of the building. In addition, interpreters are hired to assist with native language needs from the Language Interpretation Service.

**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.

Paste response here:
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, Rosie Sifuentes-Rosado, 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

**School Name:** PS/MS 194  
**School DBN:** 11x194

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosie Sifuentes-Rosado</td>
<td>Principal</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td>Christine VanZetta</td>
<td>Assistant Principal</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td>Lois Lombardi</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td>Dawn Kuszel</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td>Tanya Carrion</td>
<td>Parent</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td>Prabhu Jha</td>
<td>Teacher/Subject Area</td>
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<td>N/A</td>
<td>Superintendent</td>
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<td>N/A</td>
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**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

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

DBN: 11x194  
School Name: 11x194  
Superintendent: M

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

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

   Data was collected from the Home Language Surveys to determine the dominant language in the homes of our ELL population as well as meetings with school administrators, the child study team, parent coordinator, in conjunction with the Language access coordinator. In addition, ATS reports of Preferred Languages, Emergency Contact Card data, and teacher input are used as supplementary tools for data collection.

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.
### 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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>These letter need to be translated in order for our families to feel part of our school community;</td>
<td></td>
<td>Include procedures to ensure timely provision of translated documents to parents.</td>
</tr>
<tr>
<td>Welcome letters</td>
<td></td>
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<tr>
<td>Parent Teacher Conference</td>
<td></td>
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<tr>
<td>Meet the Teacher Night</td>
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<tr>
<td>After-school programs</td>
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<tr>
<td>NYS testing dates</td>
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<tr>
<td>School Trips</td>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Spanish, Bangla, Arabic, Quechua, Urdu, French and Albanian</td>
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<tr>
<td>Meeting Name</td>
<td>Month/Frequency of Meetings</td>
<td>How does your school plan to provide interpretation service(s)?</td>
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<tr>
<td>-----------------------------------------------------------------</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>Interpreters are needed during the following times;</td>
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<tr>
<td>Curriculum Night- Sept.</td>
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<tr>
<td>Parent Teacher conferences- Nov. &amp; Mar.</td>
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<tr>
<td>Tues. Parent Engagement- Throughout the year</td>
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</tbody>
</table>

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

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, International Parent’s night, etc.)

Welcome posters are posted upon entering the school building and school safety guards are aware of Language Access procedures.

In addition, the Parent Coordinator and the Language Access Coordinator will continue to review/update staff on translation and interpretation services through on-going workshops.

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The Parent Coordinator, along with the PTA will be responsible for conducting a survey and discussing suggestions from our parent population.