2017-18
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*):　　　　**25Q219**

School Name:　　　　**P.S. 219 PAUL KLAPPER**

Principal:　　　　**FREDERICK WRIGHT**

<p style="text-align:center"><u>Comprehensive Educational Plan (CEP) Outline</u></p>

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Section 1: School Information Page

School Information

School Name: PS/MS 219, Paul Klapper School   School Number (DBN):   25Q219

BEDS Code: 342500010219

Grades Served: PreK, K-8

School Address: 144-39 Gravett Rd, Flushing, NY, 11367

Phone Number: 718-793-2130   Fax: 718-793-1039

School Contact Person: Erica Paley, AP   Email Address: epaley@schools.nyc.gov

Principal: Fred Wright

UFT Chapter Leader: Melissa Gianninoto

Parents' Association President: Vanesa Cardarelli

SLT Chairperson: Lisa DeCicco (Speech Teacher)

Title I Parent Representative (or Parent Advisory Council Chairperson):   April Mavrovitis

Student Representative(s):   na

na

na

CBO Representative:

District Information

Geographical District: 25   Superintendent: Danielle DiMango

Superintendent's Office Address: 30-48 Linden Place, Flushing, New York 11354

Superintendent's Email Address: DDiMang@schools.nyc.gov

Phone Number: 718-281-7605   Fax: 718-281-7519

Field Support Center (FSC)

FSC: Queens North   Executive Director: Lawrence Pendergast

Executive Director's Office Address: 28-11 Queens Plaza North

Executive Director's Email Address: lpender@schools.nyc.gov .

Phone Number: 917-225-2020   Fax: 718-391-8320

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 Involvement Policy (PIP) 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fred Wright	*Principal or Designee	
Melissa Gianninoto	*UFT Chapter Leader or Designee	
Vanessa Cardarelli	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative or Parent Advisory Council Chairperson	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Maureen Cotter	Member/ Teacher	
Lisa DeCicco	Member/ Teacher -Chair	
Anne Marie Quinones	Member/ Parent	
Erica Paley	Member/ Assistant Principal	
Anonwara Aana Aman	Member/ Parent	
Natalie Bausone	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Collado	Member/ParentMember/Parent	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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 informed by the new Strong Schools, Strong Communities initiative and Framework for Great Schools.

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.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

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 Elementary and Secondary Education Act (ESEA) requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.
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 regarding the Title I program. Title I parents may choose to form one of the following for representation:
   • a 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) attend all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent representative regarding

the joint development of the CEP, Parent Involvement Policy (PIP), and School Parent Compact (SPC) in Title I schools. 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 Involvement Policy (PIP) 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?
The PS/MS 219 Learning Community promises to do our best to provide rigorous instruction and cultural engagement. We also promise to cultivate a learning and social environment where the whole child is supported.

2. Provide Contextual information about your school's community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.
We are a K-8 with Pre-K, with strong community ties. Parents, students, and staff believe that all students and families should have fair and equal access to high-quality instruction, high-quality social and mental-health support, and memorable school experiences to prepare them for college, careers, and life. Our dedication to the support of all students is rooted in the concept of social justice, which we translate to mean "Equity Access" and maximum inclusion. Our commitment to offering Regents to all reflects high expectations and high achievement. Parents appreciate how our school provides a challenging curriculum within a small learning community. Our collaborative teams work together to set goals, plan for effective instruction, and monitor and assess student performance. Students gain the skills and strategies that enable them to attain success and reach their potential. Parents feel that the school creates a physically and emotionally secure environment in which everyone can focus on student learning. A quick visit to the school will reveal the "family feel" most visitors notice when they are here.

What Makes 219 Special?

PS/MS 219 offers the Common Core Algebra I Regents as well as the Earth Science Regents to all General Education and ICT students in 8th grade via a two-year model. Students with disabilities in the 8:1:1 (Horizon) and 12:1 (self-contained) classes can take the Regents if they are up to the challenge of the rigor. We do not have "SP" or "Advanced Placement" classes; rather our classes are heterogeneously grouped and we do not isolate our "self-contained" classes in any way. All students therefore have access to rigorous instruction in the core subjects. No other MS schools within the district offer the Regents to such a wide range of students. In doing so, we have improved our service to the community and now have 300+ families on our MS choice waiting list: an increase from years ago when we experienced an annual challenge to fill our grade six seats. Our parents and students know that not everyone passes the Regents because both tests are extremely hard but they continue to choose PS/MS 219 for the opportunity to pass the exam. They trust us to provide the best possible instruction to their students to give them an opportunity to try. Parents and students understand and appreciate the connection to college and career readiness. (Statistics show that not all students pass the Regents but rigorous instruction and support provides the opportunity to attempt to be successful on the Regents.)

Response to Intervention (RTI) has been an area of focus for us in the past three years. We have several structures in place and are growing our RTI and Academic Intervention Services (AIS) team. In Grades K-2, students are screened through the DIBELS program (3 times a year) and provided small group (tier 2) and 1:1 instruction (tier 3) based on their screening results. Teachers evaluate progress monitoring data on a weekly and biweekly basis, to track student growth of interventions. Additional tier 2 support includes the Fountas and Pinnell Leveled Literacy Intervention System – or LLI. At-risk students are supported in LLI reading groups 5 times per week with a teacher who has been extensively trained in the LLI system. Additionally, students in grades 3-8 use Star Assessment in Math and ELA for additional formative assessment data . Teachers use this data to plan instruction. From benchmark diagnostic assessments, students are given targeted practice activities and specific lessons from which teachers can choose and incorporate into their lesson plans. For the first time, in the 2017 - 2018 school year, math teachers in grades 3 - 8 will use Star Assessment data for RTI. Students are given small group (tier 2) and 1:1 instruction (tier 3) based on their results. Teachers then evaluate the data as they progress monitor their students using this online program.

We offer family workshops for all our families. We offer ENL classes for our ELL families. We offer monthly Autism workshops for our families of students with Autism Spectrum Disorders (ASD). We also offer health and wellness family workshops 1-2 times each month, lining up with special events in the school.

Our 7th and 8th graders take Mandarin as our foreign language, offered to all students.

The Art and Music Departments are Updated:

- Our three music teachers continue to develop our music curriculum throughout the grades, Pre-K to Grade 8. Students learn the foundation of music in Pre-K – 2, start learning the recorder and guitar in grade 3 – 6, and in grades 7 & 8 students choose band instruments. We offer an after school band and orchestra club to students in grades 4 - 6. Each grade had a Spring Concert, performing in front of families and staff with guitars, keyboards, drums, band instruments, orchestra, etc. This year, we have three full-time music teachers and a chorus for students in grades 5 - 8!

- Ms. Craig, Pk-1 Enrichment Model: A specialist in Special Education, early literacy and the arts, Ms. Craig teaches a program which is designed to meet the CCLS speaking and listening standards through the arts strands. She is teaching the arts in a way that supplements the students' other curricula based on Engage NY domains. Students with Disabilities (SWDs) who have emotional and sensory needs (K & 1st Grade Horizon classes) that are not sometimes met, enjoy enrichment taught via a therapeutic approach that uses strategies from speech, occupational therapy (OT), and physical therapy (PT) to help all of our youngest kids meet their needs.
- Ms. Broyde, our art teacher for grades 2 - 5 incorporates print making, graphic design, and creative arts into the curriculum.
- All MS students continue to receive art. The teacher is Nest trained and meets the NYC and State requirements for the visual arts. Ms. Ceccarelli takes our middle school students to the Whitney Museum, the Metropolitan Museum of Art, and more! Our fourth Annual School-Wide Art show was very popular with our families.

Our SLT deepened our K-8 "Bucket List" of experiences we want our students to have. We have implemented many social, cultural and academic experiences that are outside the classroom such as: Overnight trips to Washington, D.C., and Boston, as well as a day trip to Philadelphia. Our Parent Coordinator and art teacher have begun to cycle parents and students through the Metropolitan Museum, Queens Museum of Art, and the Museum of Natural History.

- Pre-Kindergarten, Kindergarten, and Grade 1 students take Tae Kwon Do.
- Grade 2 students all have the opportunity to learn to swim at the YMCA of Flushing.
- Grade 3 students went to see the Mets play at Citi Field.
- Grade 4 students learned ballroom dances through our partnership with Dancing Classrooms.
- Grade 5 students went to see "Blue Man Group," an off-Broadway show. We anticipate a yearly Broadway show trip for our fifth graders.
- Grade 6 students go to Philadelphia; Grade 7 goes to Boston; Grade 8 goes to Washington, D.C.
- Students in grades 1 – 7 participated in a Lego Robotics program.

To increase STEM in our classrooms, we offer Bricks 4 Kidz (a version of Lego Robotics) to our students in grades 1 – 7. Classes cycle through units of Lego work and coding to create tools used in the world around them! We also created a Maker Club from a partnership between Nest and the New York Hall of Science. Our students design their own creations and build them with our 3D printer!

Our OST program is offering every MS student the chance to learn to play tennis. We do not plan to have all students experience all things at once, but over time, our Bucket List will expose everyone to as many of the incredible offerings the five boroughs give us. We plan to add these types of experiences throughout the year.

Middle School age children are presented with mentoring and guest visits from corporate partners such as Bloomingdale's, New York Community Bank, and several New York sports teams (Yankees, Mets, Knicks, Nets, Giants, and Jets). Our partnership with the NY Pops provides families with free tickets to concerts at Carnegie Hall. Other city-based educational programs include visits from the Department of Emergency Management (DOEM) and the FDNY.

Through our increase in parent involvement, we have numerous activities catered to bring parents into the building. We have Student of the Month once each month where we celebrate students and their hard work and achievement. Other parent activities include: graduation, stepping up ceremonies, SciCon, Art Show, music concerts, Lunar New Year, and Family Engagement Night.

SciCon! We used an inquiry approach to evaluate our annual Science Fair Projects. Our Science department asked: How can we improve the rigor and success, improve content, create a "burn" for inquiry, foster curiosity, and improve fidelity to the Scientific Method? Where do we want students to land? Where do we want teachers to land? From there, we revamped our traditional science fair to include many more opportunities for STEM. We found that traditional science projects do not always cater to students' strengths. We want to provide all students with access points to STEM, generating excitement about the world around us. We gave students give options for a science projects:

- Traditional Science Experiment: Students will state a research question that can be answered through observation or experimentation.
- Scientific Principle Demonstrated and Explained
- Use Legos to Demonstrate a Scientific Principle, tool, idea, etc.
- Create Your Own Invention for Society
- Scientist Contributions: Write a report on an invention or scientist's contributions and its impact on our society.

We gave students scientific journals to jot down their notes, background information, research drawings, hypotheses, ideas, etc. Students would also produce a written report where they would share their findings, research, and information learned. We were open to all formats: PowerPoints, written reports, comic strips, art projects, etc.

We're green!! We have extensive outdoor space with raspberries, figs, and a full apple orchard. We have raised bed garden plots that grow tomatoes, herbs, and more. We also compost all the organic waste from the school cafeteria and nearly 100% of all the carbon waste, our shredded paper. The compost is then used to condition our soil around the school. Parents, students and teachers volunteer to give away trees. We lost 19 trees in the tornado of 2010; since then we have planted 130 more on campus! We have hosted NYC Million Tree Project and have given away 800 trees to the community.

We have two ASD programs for students in our school: Nest and Horizon. We believe in inclusive education; students are mainstreamed as much as possible and have equitable access to all subjects, activities, and programs. We tailor instruction and have positive behavior supports for all students, especially those with special needs. We offer lunch clubs and groups catered towards students' interests to make school a happy and fun place.

We continue to hire more staff members who speak a variety of languages! We have staff who speak: Mandarin, Spanish, Cantonese, Greek, Hebrew, Russian, Hindi, and more!

That's 219 at its best.

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

We offer early morning, after school, and school-break academies for our students! Our ESN students attend "Sunrise Academy" to prepare them for the NYSESLAT. Students in grades 3 - 8 attend a "Sunrise Academy" for test preparation for the state exams. Additionally, we offer test preparation programs during the vacations (February and April) for extra help in getting ready for the state exams.

Lastly, we must highlight our two programs for children with Autism Spectrum Disorders (ASD). Students on the spectrum are served in two discrete programs here at PS/MS 219. We have Nest (20:5 ICT) and Horizon (8:1:1), two programs that we applied for and were awarded based on space, ability to build capacity, existing supports and commitment to serving students with needs. We have always been a school that embraces all children: those with needs, those who are learning English, and those who are neuro-typical. We are so proud, so grateful and so humbled to serve another group of local families in the community. Both programs have deep resources to also support our teachers, administrators and parents. The professional development is centered on training school teams to support the ASD students at their individual education levels no matter what. We already had many of the strategies to serve Students with Disabilities; certainly we had the heart and the dedication in place already. These two programs have helped us to provide structures and establish new and better-organized bottom lines for our classrooms and to adjust attitudes and actions of those who serve them. Our teams are provided with intensive on- and off-site support for not only the teachers, but related service providers and administration, as well. Because of the high quality of the strategies, team meeting protocols, and other supports, many elements and philosophies have been incorporated across the school and in all classrooms. Any visitor or evaluator will see evidence of this improvement of our school-wide PBIS-like methods and classroom supports. All of which support not only the social needs but ultimately help our ASD kids to have a chance to learn like everyone else in a community school setting.

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.

This past year, we have made the most progress in Effective School Leadership, Rigorous Instruction, and Strong Family-Community Ties.

- On our PPO, we have become "Well Developed" in 5.1 Monitoring and Revising, as we consistently analyze and reflect on the work we are doing with our teacher teams, where we want to go, and how we can get there.
- One example that displays our rigorous instruction is that 88% of our 8th graders passed the Algebra Regents. This is the highest percentage we have had, even with a larger group of special education students taking the test.
- Additionally, on our 2016-2017 School Learning Survey:
  - 95% of parents/guardians agreed or strongly agreed that the principal/school leader at their school works to create a sense of community in the school.
  - 98% of parents/guardians agreed or strongly agreed that the principal/school leader promotes family and community involvement in the school.
  - 98% of parents/guardians responded that they are satisfied or very satisfied with the education their child has received this year.
  - 98% of parents/guardians responded that they are satisfied or very satisfied with the overall quality of their child's teacher this year.

Our key area of focus for 2017 – 2018 will be on teacher teams (QR 4.2), aligned to Collaborative Teachers in the Framework for Great Schools.

School Demographics and Accountability Snapshot for 25Q219

School Configuration (2017-18)				
Grade Configuration	PK,0K,01,02,03,04, 05,06,07,08	**Total Enrollment**	672	**SIG Recipient (Y/N)**
				N

English Language Learner Programs/Number of Students (2016-17)				
Transitional Bilingual	N/A	**Dual Language**	N/A	**# Self-Contained English as a Second Language** 3

Special Education Programs/Number of Students (2015-16)				
# Special Classes (ELA)	94	**# SETSS (ELA)**	32	**# Integrated Collaborative Teaching (ELA)** 48
# Special Classes (Math)	87	**# SETSS (Math)**	29	**# Integrated Collaborative Teaching (Math)** 55

Types and Number of Special Classes (2016-17)				
# Visual Arts	35	**# Music**	35	**# Drama** 20
# Foreign Language	9	**# Dance**	20	**# CTE** N/A

School Composition (2015-16)			
% Title I Population	61.9%	**% Attendance Rate**	95.1%
% Free Lunch	62.0%	**% Reduced Lunch**	12.4%
% Limited English Proficient	14.6%	**% Students with Disabilities**	22.8%

Racial/Ethnic Origin (2016-17)			
% American Indian or Alaska Native	0.3%	**% Black or African American**	8.5%
% Hispanic or Latino	31.5%	**% Asian or Native Hawaiian/Pacific Islander**	43.9%
% White	15.8%	**% Multi-Racial**	N/A

Personnel (2015-16)			
Years Principal Assigned to School	4.17	**# of Assistant Principals**	1
% of Teachers with No Valid Teaching Certificate	N/A	**% Teaching Out of Certification**	N/A
% Teaching with Fewer Than 3 Years of Experience	17.86	**Average Teacher Absences**	5.7

Student Performance for Elementary and Middle Schools (2016-17)			
ELA Performance at levels 3 & 4	48.8%	**Mathematics Performance at levels 3 & 4**	54.6%
Science Performance at levels 3 & 4 (4th Grade) (2015-16)	88.7%	**Science Performance at levels 3 & 4 (8th Grade) (2015-16)**	50.0%

Student Performance for High Schools (2014-15)			
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 (15-16)	N/A	**6 Year Graduation Rate (15-16. 2010 Cohort)**	N/A
Regents Diploma w/ Advanced Designation (15-16)	N/A	**% ELA/Math Aspirational Performance Measures**	N/A

Overall NYSED Accountability Status (2017-18)			
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 (2015-16)			
American Indian or Alaska Native	N/A	**Black or African American**	YES
Hispanic or Latino	YES	**Asian or Native Hawaiian/Other Pacific Islander**	YES
White	YES	**Multi-Racial**	N/A
Students with Disabilities	YES	**Limited English Proficient**	YES
Economically Disadvantaged	YES	**ALL STUDENTS**	YES

Met Adequate Yearly Progress (AYP) in Mathematics (2015-16)			
American Indian or Alaska Native	N/A	**Black or African American**	YES
Hispanic or Latino	YES	**Asian or Native Hawaiian/Other Pacific Islander**	YES
White	YES	**Multi-Racial**	N/A
Students with Disabilities	NO	**Limited English Proficient**	YES
Economically Disadvantaged	YES	**ALL STUDENTS**	YES

Met Adequate Yearly Progress (AYP) in Science (2015-16)			
American Indian or Alaska Native	N/A	**Black or African American**	N/A
Hispanic or Latino	YES	**Asian or Native Hawaiian/Other Pacific Islander**	YES
White	N/A	**Multi-Racial**	N/A
Students with Disabilities	YES	**Limited English Proficient**	N/A
Economically Disadvantaged	YES	**ALL STUDENTS**	YES

High School

Met Adequate Yearly Progress (AYP) in ELA (2015-16)			
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 (2015-16)			
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 (2015-16)			
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

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.

As aligned to the Framework for Great Schools' Rigorous Instruction element, we reviewed our MOLP (September 2017) feedback for Pedagogy (Proficient). The feedback was, "Recommendations within both supervisory visits this year indicated the need to focus on supporting your teachers in aligning teaching strategies that will routinely provide access and engagement for all learners."

As of June 2017 Advance data for 1e shows:

- 1 % of our ratings were Ineffective (from 4 % in 2016)
- 11 % of our ratings were Developing (from 16 % in 2016)
- 76 % of our ratings were Effective (from 66 % in 2016)
- 12 % of our ratings were Highly Effective (from 13 % in 2016)

As of June 2017 Advance data for 3c shows:

- 1 % of our ratings were Ineffective (from 2 % in 2016)
- 1 % of our ratings were Developing (from 24 % in 2016)
- 78 % of our ratings were Effective (from 68 % in 2016)
- 9% of our ratings were Highly Effective (from 7 % in 2016)

As of June 2017 Advance data for 3d shows:

- 4 % of our ratings were Developing
- 89 % of our ratings were Effective
- 7 % of our ratings were Highly Effective

Our Well Developed "Area of Celebration" on the MOLP Rating (September 2017) was 5.1, Monitoring and Revising, which reflects our constant reflection on our work, modifications to our learning plans, and persistence to continue to monitor and revise our work with our teachers and students.

Our "Area for Improvement" from our MOLP rating (September 2017) was 4.2, Teacher Teams, which reflects our school's action plan moving forward, specifically with teacher collaboration around small group instruction and DIBELS data.

For this goal, we looked at grade 3 NYS data from 2016 - 2017 and DIBELS data. We wanted to target what happens BEFORE the NYS test in grade 3 and what we can do to maximize the number of students who are reading on grade level by third grade.

ELA Test	2016 % Proficiency (Levels 3-4)	2017 % Proficiency (Levels 3-4)
Grade 3	38 %	41 %

DIBELS - BOY Assessment Data (Fall 2017)

Part 2 – Annual Goal

Indicate your school's 2017-18 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.

Goal 1 Instruction and Assessment: By June 2018, 90% of Tier 2 and Tier 3 students in grades K – 2 will meet their individual ELA goals, set three times each year, as measured by DIBELS progress monitoring growth.

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).**	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*
Teachers in grades K - 2 administer the DIBELS baseline screening assessment to all students.	All K-2 students	September - October 2017	K-2 Teachers, Paraprofessionals, Administration, RTI Team
Teacher teams will work together at designated times (Monday Professional Development, common planning periods, etc.) to form groups of students based on the diagnostic data (Tier 1, 2 and 3).	K-2 teachers, RTI Team	September 2017 - June 2018	K-2 Teachers, Paraprofessionals, Administration, RTI Team
Teachers pull their small groups (tier 2 - yellow category) students daily for targeted and specific instruction from the DIBELS Next Now What? lessons. Teachers progress monitor their students every 10 days to track growth. RTI teachers pull small groups (tier 2 - yellow category, tier 3 - red category) for individualized instruction, using DIBELS Next Now What? lessons based on the student's need. The teacher progress monitors every 5 or 10 days.	Tier 2 and Tier 3 students	September 2017 - June 2018	K-2 Teachers, Paraprofessionals, Administration, RTI Team
In January and May students are given the diagnostic assessments again (MOY, EOY) and regrouped based on these results. New groups are created and the process of lessons and progress monitoring begins once again.	All K-2 teachers	January 2018 - June 2018	
-	-	-	

3b – Family Engagement

How will your school engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Parent Involvement and Building Trust: Parents will receive monthly pre- and post- letters from teachers, highlighting the current unit of study and assessment criteria, to support parents' understanding of the writing tasks students engage in. Parents will receive DIBELS progress reports and lessons they can do at home with their students. (November and March) Parent Coordinator will train parents on Great Leaps - a fluency and reading program - to struggling readers and families (November - June) Key personnel: K-2 Teachers, RTI Team, Parent Coordinator, Social Worker, Guidance Counselors, PA members, and Administration.

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: RTI Team (two teachers) Administration K-2 Teachers In getting another Assistant Principal, we will have more manpower to differentiate the teacher teams regarding their specific needs.   Instructional Resources: DIBELS Next Monday/Tuesday Professional Development time Per Diem for teachers to give diagnostic assessments to students Common Planning Periods

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2018, 45% of Tier 2 and Tier 3 K – 2 students will have met their individual ELA goals, measured by DIBELS progress monitoring growth.
Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
DIBELS Progress Monitoring, Now What? Lessons
Part 5c. In **February 2018,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

As aligned with the Framework for Great Schools' Supportive Environment element, we have analyzed the school's learning environment survey.

- 68% of students responded that, in most or all of their classes at their school, most students follow the rules in class. (Q6b)
- 80% of teachers responded that a lot or all of the adults at their school recognize disruptive behavior as social-emotional learning opportunities. (Q20f)
- 91% of teachers responded that a lot or all of the adults at their school teach students the skills they need to regulate their behavior (i.e. by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings). (Q20g)
- 85% of teachers responded that a lot or all of the adults at their school have access to school based supports to assist in behavioral/emotional escalations. (Q20h)
- 61% of students agreed or strongly agreed that most students at their school treat each other with respect. (Q1d)
- 36% of students responded that, at their school, students harass, bully, or intimidate other students some or most of the time. (Q8a)
- 23% of students responded that, at their school, students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status some or most of the time.
- 21% of students responded that, at their school, students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation some or most of the time. (Q8c)

As of June 2017 Advance data for 2a shows:

- 1% of our ratings were Developing (from 1 % in 2016)
- 63% of our ratings were Effective (from 58 % in 2016)
- 36% of our ratings were Highly Effective (from 41 % in 2016)

As of June 2017 Advance data for 2d shows:

- 5% of our ratings were Developing (from 9 % in 2016)
- 66% of our ratings were Effective (from 28 % in 2016)
- 29% of our ratings were Highly Effective (from 62 % in 2016)

Despite our Danielson E and HE ratings when the administrators are in the room, we have verbal feedback from teachers and Dean's Referrals that indicate this is an area in need. Data shows most of our issues are of low-level harassment. The issue is in the upper grades, 5 – 8. A close look at our OORS reports through the lens of incidents and infraction types reveals that there were 162 incidents varying from Levels 1 -3 which represents 78% of our overall

OORS incidents. This can be interpreted in behavior that is disrupting the educational process and/or defying authority.

We have strong structures in place to support students with a wide variety of needs. The problem is that these incidents arise and need to be addressed through interventions and restorative process before they escalate into full-on disciplinary problems. This disconnect has been observed through various power struggles and acts of defiance, even in classrooms where staff has training as well as other areas within the building where the staff has yet to implement the same high-quality structures and supports.

Part 2 – Annual Goal

Indicate your school's 2017-18 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.

Goal 2 Supportive Environment: By June 2018, our Crisis Action Team will consolidate effective practices already in place to develop a cohesive strategy that promotes positive reinforcement and incorporate PBS into classrooms, with our 5th - 8th grade students, resulting in a reduced number of incidents and infractions documented in OORS by 50%.

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).**	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*
We are revamping lunch (where the majority of our OORS incidents occur). • We are implementing PlayWorks in the Playground • We have upgraded our cafeteria to include standing tables, video monitors, sound, and games. • We have more lunch clubs and Nest/Horizon support during lunch.	Specific Teachers, Dean of School Culture, Guidance Counselors, Social Workers, School Aides	Sept 2017 - June 2018	Administrators and specific teachers, Dean of School Culture, Guidance Counselors, Social Workers, School Aides
A small group of art and music teachers will implement a PBS system on a small scale. Teachers will conduct inter-visitations to see how the system works, ask questions about implementation, etc. Teachers will develop an action plan based on the identified trends and implement these strategies. Teachers will share their findings and results to colleagues during Monday Professional Development time.	Art and music teachers and students	Sept 2-17 - June 2018	Administrators and specific teachers
Reassess and refine our referral process. Revamp our Crisis De-Escalation Team and Systems, in alignment with our mental health and behavioral supports that are already in place - counseling, case conferencing, etc. • We are piloting peer groups with our new school counselor	Teachers, Dean of School Culture, Guidance Counselors, Crisis Team, Admin	Ongoing 2017-2018	Teachers, Dean of School Culture, Guidance Counselors, Crisis Team, Admin

- Our Restorative Referral System will address social emotional issues to be successful. - We have created a new referral form to include prevention and follow-up with an action plan, especially looking at prior behaviors. - We are changing the name of "Dean" to "Dean of School Culture" to include other responsibilities besides discipline. The school's crisis team will analyze the referrals and the progress of the implementation of existing and new PBS. The team will identify gaps in our practice and provide professional development to all staff.		
The school's Crisis Team will identify students for "tier 2" behavioral supports - those students struggling with social-emotional issues and need at risk counseling or support.		

3b – Family Engagement

How will your school engage families and support their understanding of Supportive Environment in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Teachers, Dean of School Culture, Guidance Counselors, Crisis Team, Administration   - Monthly Parent Workshops   - School Code Revisited   - Skedula/IO Classroom (Pupil Path) and More Parent Communication   - Student of the Month   - Parent Engagement Night

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.
Funds to research PBS (programs and reading material), PlayWorks, Scheduling, existing program, Monday professional development, Tuesday collaboration time, teacher teams, and middle school Inquiry time, teacher and supervisor per-session and per diem for common planning, case conferences, inter-visitation, etc.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2018 our Crisis Action Team will have implemented strategies and protocols that promote positive reinforcement and incorporate PBS into classrooms, with our 5th - 8th grade students, resulting in a reduced number of incidents and infractions documented in OORS by 25% (February 2017 to February 2018).
Part 5b. Indicate the specific instrument of measure that is used to assess progress.

OORS Reports: we will look at the number of incidents and infractions related to disruption and defiance. This will be our formative assessment tool used to measure how we are meeting our goal.

Part 5c. In **February 2018,** 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.

As aligned to the Framework for Great Schools' Collaborative Teachers element, we reviewed our MOLP feedback (September 2017) for Teacher Teams (Proficient). The feedback was, "You are a reflective leader and consistently use feedback from your supervisory visits to monitor and revise systems to better support learning across your school. I was pleased to see that based on feedback from your last PPO, you have revamped inquiry meetings and professional learning team meetings to focus on better supporting the inquiry process through modeling expectations within and across grade teams. Teachers have begun using the "looking at student work" protocols and are exploring strategies from within Dianne Cunningham's Action Research book. Focusing on the rigor of inquiry work happening at the teacher team level continues to be an area of focus in your leadership. As you plan for next year, ensure this work is supported and include opportunities to continue to foster teacher leaders across your school community."

Given that feedback and our scores from the NYS Math exam, we noticed that we do not currently have consistent RTI in math going on in the upper grades. We were using i-Ready, an online program to progress monitor and create small groups; however, the benchmark assessments were taking up to 90 minutes and the data was not accurate. We have decided to switch to Star Assessments - a program that gives diagnostic assessments in 25 minutes and aligns to Accelerated Math (a program we already use). Using this new data, along with our instructional focus on small groups, we aim to increase the amount of tier 2 supports in the classrooms on a consistent and data-driven basis.

NYS Math Test Scores

Math Test	2016 % Proficiency (Levels 3-4)	2017 % Proficiency (Levels 3-4)
Grade 3	36 %	54 %
Grade 4	49 %	35 %
Grade 5	52 %	60 %
Grade 6	59 %	71 %
Grade 7	57 %	57 %
Grade 8	N/A	N/A

NYS Math Test Scores, Comparing Cohorts of Students

Math Test	How students Scored in 2016 % Proficiency (Levels 3-4)	How the same students scored in 2017 % Proficiency (Levels 3-4)

Grade 3/4	36 %	35 %
Grade 4/5	49 %	60 %
Grade 5/6	52 %	71 %
Grade 6/7	59 %	57 %
Grade 7/8	57 %	*88% of students passed the Algebra Regents Exam

Part 2 – Annual Goal

Indicate your school's 2017-18 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.

Goal 3 Teacher Teams : Math teacher teams will engage in three cycles of inquiry team collaborative analysis of student formative assessment data. By June 2018, 85% of Tier 2 students in grades 5 – 7 will meet their individual math goals, set three times each year as measured by Star Assessment progress monitoring growth.

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).	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*
Teachers will give the Star Assessment diagnostic to all students in grades 3 - 8.	Math teachers grades 3 - 8	September and October 2017	Administration, classroom teachers, Star Assessment Coordinator
Teachers will receive professional development and support in implementing small group instruction from Star Assessment data in their classrooms.	Math teachers grades 3 - 8	November 2017	Administration, Instructional Cabinet, Classroom teachers, Star Assessment Coordinator
Teachers will create small groups based on Star data (tier 2 and tier 3) and will create schedules to meet with these groups of students. Teachers will progress monitor every week and will reassess the groups every six weeks.	Math teachers grades 3 - 8	November 2017 - June 2018	Administration, Instructional Cabinet, Classroom teachers, Star Assessment Coordinator
Professional Development Opportunities: Teachers will participate in professional learning opportunities provided by: Assistant Principals Star Assessment Nest Coach Horizon Coach GoldMansour & Rutherford ENL Coordinator District 25 PL Teams School-based teachers and staff	All teachers	September 2017 to June 2018	ICT, Nest and Horizon teams, GoldMansour and Rutherford consultants, administration

Professional Learning Opportunity Types: Study group, research and professional reading, case study, online courses, webinars, seminars			

3b – Family Engagement

How will your school engage families and support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Classroom teachers, Star Assessment Coordinator, Administration   • Parent Workshops on Star Assessment   • Skedula for more parent-teacher communication   • Progress Monitoring Reports   • Newsletters   • Family Nights

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: • Assistant Principals   • Nest and Horizon teams, coaches and outside supports, administration   • Financial Resources: school funds and program scheduling   • GoldMansour and Rutherford Consultants (G&R)   • Star Assessment Coordinator   Schedule/Program: • Star Assessment (online program) and Webinars   • Per diem substitute teachers required for teacher team meetings and labsites for PD   • Common Planning for teacher teams   • Monday/Tuesday Professional Development and Learning Communities time   • Before-School meetings for Nest (case studies)   • Multiple Conference days provided by: ASD Department, Nest and Horizon as part of school/DOE partnership agreements

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

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

Part 5 – Progress Monitoring

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

By February 2018, Math teacher teams will have engaged in two cycles of inquiry team collaborative analysis of student formative assessment data. 50% of Tier 2 students in grades 5 – 7 will have meet their first round of individual math goals, as measured by Star Assessment progress monitoring growth. (QR 1.2)

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

Star Assessment progress monitoring data, aligned to individual students' math goals

Part 5c. In **February 2018,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Part 1 – Needs Assessment

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

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

As aligned to the Framework For Great Schools' Effective School Leadership element and the most recent feedback from our MOLP (September 2017), our area of focus is on *teacher teams*.

Our QR 4.2 (Proficient) feedback was: "Focusing on the rigor of inquiry work happening at the teacher team level continues to be an area of focus in your leadership. As you plan for next year, ensure this work is supported and include opportunities to continue to foster teacher leaders across your school community."

Our ELA NYS Test scores:

ELA Test	2016 % Proficiency (Levels 3-4)	2017 % Proficiency (Levels 3-4)
Grade 3	38 %	41 %
Grade 4	52 %	43 %
Grade 5	46 %	37 %
Grade 6	46 %	38 %
Grade 7	59 %	68 %
Grade 8	67 %	64 %

ELA Test, Comparing Cohorts of Students

ELA Test	How students Scored in 2016 % Proficiency (Levels 3-4)	How the same students scored in 2017 % Proficiency (Levels 3-4)
Grade 3/4	38 %	43 %
Grade 4/5	52 %	37 %
Grade 5/6	46 %	38 %
Grade 6/7	46 %	68 %
Grade 7/8	59 %	64 %

NYS Math Test Scores

Math Test	2016 % Proficiency (Levels 3-4)	2017 % Proficiency (Levels 3-4)
Grade 3	36 %	54 %
Grade 4	49 %	35 %
Grade 5	52 %	60 %
Grade 6	59 %	71 %
Grade 7	57 %	57 %
Grade 8	N/A	N/A

Math Test, Comparing Cohorts of Students

Math Test	How students Scored in 2016 % Proficiency (Levels 3-4)	How the same students scored in 2017 % Proficiency (Levels 3-4)
Grade 3/4	36 %	35 %
Grade 4/5	49 %	60 %
Grade 5/6	52 %	71 %
Grade 6/7	59 %	57 %
Grade 7/8	57 %	*88% of students passed the Algebra Regents Exam

Additional Regents Scores:

- 8th Grade Algebra Regents: 88% passing rate
- 8th Grade Earth Science Regents: 63% passing rate (including ALL 8th graders, SWDs, etc.)

June 2017 Advance data for 3c shows:

- 1 % of our ratings were Ineffective (from 2 % in 2016)
- 1 % of our ratings were Developing (from 24 % in 2016)
- 78 % of our ratings were Effective (from 68 % in 2016)
- 9% of our ratings were Highly Effective (from 7 % in 2016)

June 2017 Advance data for 3d shows:

- 4 % of our ratings were Developing
- 89 % of our ratings were Effective
- 7 % of our ratings were Highly Effective

While our Advance data has improved, an overall "effective" rating can still be below a raw score of 3.0 (anywhere from 2.51 to 3.5 is considered "effective"). We will continue to leverage the school's ability to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Based on analysis of Advance data, data gathered via classroom observations by

administrators, feedback conversations with teachers, and analysis of student performance/progress, staff members need differentiated and targeted professional development in 1e, 3c, and 3d. The averages of the lowest competencies evaluated in Advance make it clear that we need to provide targeted support for the subgroup of teachers who need it. Improvement of teaching practices translates to improvement of the quality of instruction our students receive by setting goals based on individual results. An Instructional Cabinet has been created to improve the implementation of protocols to review the effectiveness of all teacher professional collaboration teams.

Part 2 – Annual Goal

Indicate your school's 2017-18 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.

Goal 4 Effective School Leadership: By June 2018, 75% of teachers with average ratings below 3.0 in either Danielson Components 3c and/or 3d will engage in focused cycles of professional learning in planning and student task analysis to improve their instructional practice around student engagement and formative assessment. This will result in a 20% growth of teacher's final MOTP ratings in components 3c and 3d as well as individual student growth on end of unit performance tasks as per targeted teacher feedback and small group support.

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).**	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*
The Instructional Cabinet will meet and create the 2017 - 2018 Professional Learning Plan (aligned to the District 25 exemplar) that links needs assessment, PPO ratings, Danielson ratings, test scores, etc. The instructional cabinet will create pre-flight learning plans for all teacher teams and develop plans of action for the school year.	Administration	Start Date: September 2017	Administrators
Instructional Cabinet will identify specific teachers for focused cycles of professional learning in planning and student task analysis to improve instructional practice around student engagement (3c) and formative assessment (3d).	Administration, Subgroups of teachers	Fall 2017	Administration, Teachers
Professional Learning Opportunity Types: Study group, research and professional reading, case study, online courses, webinars, seminars and trainings, curriculum adaptation planning, peer mentoring, inter-visitation, and designing and implementing PD workshops. Teachers will engage in inquiry, looking at student work, classroom inter-visitations, and formative assessment tools to improve their practice.	Administration, Subgroup of teachers	September 2017 - June 2018	Administration, TC Staff Developers, Teacher Mentors, Teachers
Teachers will hone their instruction around student task analysis and formative assessment data, to promote student engagement in their lessons.	Administration, Subgroup of teachers	September 2017 - June 2018	Administration, TC Staff Developers, Teacher Mentors, Teachers

3b – Family Engagement

How will your school engage 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.

SLT and Town Hall Meetings

Parent Workshops regarding "At Home Help"

Pupil Personnel Team (PPT)

RTI and Crisis Intervention

Parent Communication Logs and Skedula / Pupil Path

Progress Monitoring Reports, Report Cards, Grades on Pupil Path

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.

Danielson's Framework, Feedback Advance Rubric, Curriculum Maps, Advance Resources, professional research articles and resources, professionally developed protocols for inter-visitation and looking at student work from the Office of Teacher Effectiveness; Monday/Tuesday Professional Development and Learning Communities time; TC Staff development lab sites; GoldMansour and Rutherford lab sites and professional development, inquiry groups and coaching, TeachBoost, and other Chancellor's PD days.

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

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

Part 5 – Progress Monitoring

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

By February 2018, the 75% of teachers with average ratings below 3.0 in either Danielson Components 3c and/or 3d will improve their instructional practice around student engagement and formative assessment (3c and 3d), resulting in a 20% growth in their 3c and 3d ratings and individual student growth on end of unit performance tasks as per targeted teacher feedback and small group support.

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

Advance Danielson Ratings in 3c and 3d as well as individual student growth on a January Performance task, related to teacher feedback.

Part 5c. In **February 2018,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

<div align="center">**Section 5: Needs Assessment, Annual Goals, and Action Plans**</div>

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.

As aligned to the Framework For Great Schools' Strong Family and Community Ties and Trust elements, we have analyzed the school's learning environment survey data:

- 95% of parents/guardians agreed or strongly agreed that the principal/school leader at their school works to create a sense of community in the school.
- 98% of parents/guardians agreed or strongly agreed that the principal/school leader promotes family and community involvement in the school.
- 98% of parents/guardians responded that they are satisfied or very satisfied with the education their child has received this year.
- 98% of parents/guardians responded that they are satisfied or very satisfied with the overall quality of their child's teacher this year.

Our Well Developed in indicator 3.4 on the QR was 2.2, School Culture reflects our school's action plan's effectiveness. Additional analysis of the 2016-2017 Learning Environment Survey, Parent Teacher Sign Ins, and the other family engagement activities reveals that the school shows successful interactions and events for families. Positive feedback from the Survey and verbal feedback strengthens our ties with our families and motivates us to improve the experience of being a PS/MS 219 parent.

Part 2 – Annual Goal

Indicate your school's 2017-18 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.

Goal 5 Parental Involvement : By June 2018, 50% of our parents will participate in at least four high level and/or interest based workshops as well as student celebration activities at school, as measured by sign-in sheets and a parent-participation tracker for these activities (QR 1.4, 3.4)

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).**	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*
Work with the Parent Coordinator and the PA to create sub-committees to cater to parent groups (Horizon, Nest, ENL, 8th Grade, etc.) Host Events: Meet the Teacher/Curriculum Night, Student of the Month Ceremonies, Monthly Family Night, Pre-K/K/MS Orientations, Parent Workshops, Town Hall Meetings Notification for these events are sent via Multi-language phone messages and translations of NYCDOE and school-based memos, calendars of activities sent out monthly, Health Week for families to get screenings, mirrored at PTCs in November and March. The Parents Association Executive Board invites the Parent Coordinator, Principal and Assistant Principal to every monthly meeting where much information is shared including feedback from the board and their respective stakeholders and constituents. This open pathway of communication allows for continuous communication to address parent concerns and planning for our wide range of multiple events.	All parents	Starting in September 2017	Staff, Administrators, Parent Coordinator, PA
Offer classes and workshops for each sub-committee. ENL classes for parents: afternoon and night sessions. Pre-K Social Worker and Parent Coordinator conduct parent workshops with topics that include: parenting skills, understanding educational accountability Pre-K-level curriculum and assessment expectations; literacy, accessing community and support services; and	All parents, Parent Coordinator, Data Specialist, PA	September 2017 – June 2018	All staff, students, and families. Pre-K Social Worker Horizon Parents and Teachers Guidance Counselors and Social Worker

technology training to build parents' capacity to help their children at home.			
ASD Family group will work with the guidance counselors and social worker to host workshops for parents of students with ASD focusing on skills and behaviors at home, once each month.			
The Parent Coordinator, with the help of the Data Specialist, enters sign-in sheet information. This spreadsheet is then sorted so that unique visits from each family can be accurately tallied. Each unique visit is counted towards and assessed as progress towards reaching our goal.			
All grade DJ Parties provided for students funded from school and PA fund raising events: 4 dances, multiple Family Nights, Book Fairs etc.	Students	September 2017 – June 2018	All staff, students, families
Middle School Parent Teacher Conferences converted to appointment only to facilitate the communication between parents and all of the students'' content area teachers. Translators provided to ensure language access for all parents.	MS Students and Parents	November 2017 and March 2018	Middle School Teacher Teams

3b – Family Engagement

If any, list the Community Based Organizations or other partnerships that support family and community engagement. Indicate with N/A if not applicable.
Flushing Hospital NYU Nest Family supports NYJTL NY Community Bank

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.
The resources that will be used to achieve this goal include staff time, creative programming to provide time for school-hours events, contractual days and time as well as after school events where staff volunteer or receive per session, phone calls and emails, school calendars, school website, School Messenger phone system (Blackboard

Connect), Parents Association Monthly Newsletter, NYCDOE translation office and NYCDOE service contractors acquired with school funds, in-house bilingual staff, ASD parent support groups, school Permits for Student of the Month celebrations, and all evening events etc.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2018, 50% of our parents will participate in at least two high level and/or interest based workshops as well as student celebration activities at school, as measured by sign-in sheets and a parent-participation tracker for these activities (QR 1.4, 3.4)
Part 5b. Indicate the specific instrument of measure that is used to assess progress.
PA agendas and attendance, SLT attendance, Attendance Spreadsheet
Part 5c. In **February 2018,** 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)	Type of program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Reading: Fountas and Pinnell Running Records, DIBELS, Teacher-Student Conferences, Reading Notebook Entries Writing: Pre and Post Assessment Data, Published Writing Pieces with Rubric	Tier I Intervention: Guided Reading and Small Group Strategy Lessons; ELLs: Mondo *Let's Talk About It-* Oral Language Development Program. Students not progressing in grades K-8 from Tier I intervention are recommended for Tier II RTI and are provided with instruction via Fountas and Pinnell's Leveled Literacy Intervention System (LLI) by our reading specialists. Tier III - Students will get DIBELS instruction with our SETSS teacher 4-5x/week.	Tier I and II-individual and small group Tier II- The Leveled Literacy Intervention System (LLI) is a structured small group (three to four students), supplementary intervention program designed for children who struggle with reading and writing and who need intensive support to achieve grade-level competency. Tier III - DIBELS instruction and progress monitoring is 1:1.	Tier I- In the classrooms, during independent work time. Tier II- daily, during the school day, for 30-45 minutes with the LLI teacher/specialist, until he or she meets grade-level performance, which is an average of 18 weeks. Tier III - daily with the SETSS teacher, 1:1 in a separate location.
Mathematics	Ongoing assessments, performance data, and diagnostics Star Assessment	Accelerated Math: flexible strategy groups based on assessed needs by needs, by topic via Star Assessment. Students not progressing in grades 3-8 from Tier I intervention are recommended for	Individual and small group	During the school day, in class

		Tier II RTI and are provided with instruction via Star Assessment through small group instruction.		
Science	Conferring Data	Close Reading activities	Small group instruction	In the classroom
Social Studies	Topic complexity & Rubric Assessments	Close reading activities, informational writing	Individual and small group	During the school day, in class.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	All of the programs are provided to students in either an individual basis or in small group sessions during the day, on an as-needed basis or as per mandated on the students' IEP.	Counseling	Individual and small group	During the school day, in class or pull-out.

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

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:
http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
57 STH (8.29%)
2. Please describe the services you are planning to provide to the STH population.

There is money put aside to support our students in temporary housing. The first step is notifying our school administration and the student's teacher(s). We determine what "shared housing" may mean in the situation: is it fixed, adequate, and/or regular. From there, we offer a variety of services:

- Students get busing (either a school bus or a metro card). Parents of students in grades K-6 will also get a metro card.
- We provide school supplies, backpacks, and whatever other school materials the students may need.
- School administration does an intake to find out what else the student may need (clothing, toiletries, etc.)
- At-risk counseling, if necessary
- Free meals
- The Parent Coordinator checks in regularly with the family to see if they need any other resources outside of school.
- Any and all extra academic services (such as early morning or vacation academies) are offered

Our school secretaries make sure all addresses and biographical information is kept updated.

Part B: FOR NON-TITLE I SCHOOLS

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

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
n/a

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

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

Indicate with an "X" your school's Title I Status.					
X	**Schoolwide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school utilizes every NYCDOE support to recruit new teachers such as the Open Market and the Teacher Finder. We often get teachers from other Horizon schools who are ABA or BCBA trained or certified. The school also develops extensive professional networking to spread the notice of any and all openings in the school. Each candidate is thoroughly evaluated for their credentials, experience, and "fit" for the assignment. Interviewing teachers give demo lessons and reflect on feedback. The teachers and administration work hand in hand to discuss and plan for appropriate assignments for teachers that match up experience and expertise with student need. Where support in the form of professional learning is required, the school works together to seek out and implement the support necessary for teachers to succeed in the classroom. We partner with NYU Nest and the ASD Office for Horizon for professional development for our teachers. We also use Teachers College staff developers to work with our teachers on coaching in Readers and Writers Workshops. Our consultant from GoldMansour & Rutherford works with our special education teachers on individual supports for struggling students and ICT co-teaching models. Our Nest and Horizon teachers case conference students to create supports and structures that maximize student achievement and success. Additionally, our ENL teachers attend District 25 ELL professional development sessions to optimize strategies in the classroom for our ELLs. Every Friday, new teachers meet to go over best practices, the Danielson rubric, classroom expectations, and discussion and engagement strategies. Our teachers learn from one another through inter-visitations and are supported whether they are new or veteran to the building.

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).
The progress the school has made as evidenced by the Quality Review and student achievement gains on the NYS ELA and math exams, can be attributed to the high-quality, focused professional development that supports teaching from Common Core aligned curriculum and Advance feedback. Professional Development comes from various areas: Teachers College Staff Developers, a consultant with GoldMansour & Rutherford who works with our Special Education Teachers, RTI Professional Development with the American Institutes for Research, Nest and Horizon coaches, and more. We also provide professional development to paraprofessionals and related service providers through our partnerships with Nest and Horizon. Any staff member who works with Horizon students (teacher, paraprofessional, therapist, etc.) gets trained in ReThink - an online encyclopedia of lessons and data collection based on students'

specific needs. Related Service providers work with Nest consultants on best practices for students with ASD and other learning challenges. Our paraprofessionals get 1:1 support from our Horizon coach. Social workers and guidance counselors go to trainings hosted by NYU.

Our school's administration gets support and professional development through District 25 professional learning teams as well as the NYU Nest and ASD Office. We are also getting social emotional training on the Ruler Method at Yale University.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

Since the school is a K-8 with Pre-K, our students and families have extremely smooth transitions. Records are easily transitioned from PreK to Kindergarten at the end of the school year. Stepping up ceremonies, Open Houses and many other parent-involvement activities are conducted throughout the year. Also, because the Pre-K classes are included in all of the regular K-8 activities by grade bands such as school dances, Student of the Month and others, transitions are not an issue. Our Pre-K Social Worker actively supports all social and emotional issues for our Pre-K students. They may come to her via teacher recommendations, parent referrals, or simply by classroom observations. Our Speech and Language teachers and OTs often do informal observations and work with our PreK teachers to support our students in need. Our Parent Coordinator (PC) sets up 10 to 12 events every year where Community Based Organization's present their services or products to our parents; all parents are invited for all events. The PC also works closely with our PreK Social Worker. They plan parent and facilitate workshops together. If a family needs early intervention, we work relentlessly for them to get these supports.

Pre-K teachers attend the same types of professional development as the rest of the staff; they are observed and given feedback. They work on the Pre-K Units of Study as a collaborative team and develop centers and questions for each unit. These teachers get feedback aligned to the CLASS system as well as ECERS. They collect data on their

students using Work Sampling and share their students' portfolios with the new Kindergarten teachers at the end of the school year.

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.

The Professional Development Committee, the MOSL Committee and Inquiry Teams have been meeting and planning for several years developing formative assessments. Much progress was made in the design and use of rubrics in ELA, math, and Social Studies. We are working on adding rubrics to everyday classroom teaching and learning in art, music, gym, Mandarin, and science. ELA teachers across grades K- 8 participated in the TC Writing Pathways System training to learn about assessment best practices. There is a school-wide core belief that students learn best when they have excellent modeling, time to engage in the discussion of what they think and how they solve problems. Across classrooms in the major subjects and now art, PE, Mandarin and technology, students use checklists and rubrics as learning tools, not solely as a scoring tool. The school uses a four-point rubric scale where "three" means proficient or grade-level mastery.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	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.	
			Column A Verify with an (X)	**Column B** Section Reference(s)
Title I Part A (Basic)	Federal	266,645.00	x	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	60,329.00	x	5A, 5B, 5C, 5D, 5E
Title III, Part A	Federal	13,006.00	x	5A, 5B, 5E
Title III, Immigrant	Federal	2,314.00	X	5A, 5B, 5C, 5D, 5E
Tax Levy (FSF)	Local	3,606,570	x	5A, 5B, 5C, 5D, 5E

[1]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. 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.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:
- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement 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 Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP 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 PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current 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 PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)
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 219**, in compliance with the ESEA (The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This measure reauthorizes the 50-year-old ESEA, Elementary and Secondary Education Act, which replaces and updates the No Child Left Behind, NCLB Act) 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 Families of Title I Students
PS/MS 219 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
Parent Involvement and School Quality

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:
● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
● provide opportunities for parents to help them understand the accountability system, e.g., ESEA/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 1 st 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, ESEA;
● 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)

PS/MS 219 , in compliance with the Title 1, ESEA, 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 No Child Left Behind (NCLB) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1 st 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 No Child Left Behind (NCLB) 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.