2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 14K110

School Name: P.S. 110 THE MONITOR

Principal: ANNA CANO AMATO
Comprehensive Educational Plan (CEP) Outline

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## Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Monitor School</th>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>14K110</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>331400010110</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PreK - 5</td>
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<tr>
<td>School Address:</td>
<td>124 Monitor Street</td>
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<tr>
<td>Phone Number:</td>
<td>718 383 7600</td>
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<tr>
<td>Fax:</td>
<td>718 383 5053</td>
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<tr>
<td>School Contact Person:</td>
<td>Anna Cano Amato</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:acanoam@schools.nyc.gov">acanoam@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Anna Cano Amato</td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>Allison Fazio</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Erica Young</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Anna Cano Amato</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
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<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
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<tr>
<td>CBO Representative:</td>
<td>N/A</td>
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</tbody>
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### District Information

| Geographical District: | 14 |
| Superintendent: | Alicja Winnicki |
| Superintendent’s Office Address: | 215 Heyward Street, Brooklyn, NY 11206 |
| Superintendent’s Email Address: | awinnic@schools.nyc.gov |
| Phone Number: | 718-302-7600 |
| Fax: | 718-853-4236 |

### Field Support Center (FSC)
FSC: Brooklyn North  
Executive Director: Bernadette Fitzgerald  

Executive Director’s Office Address: 131 Livingston Street, Brooklyn, NY 11201  

Executive Director’s Email Address: Bfitzge2@schools.nyc.gov  

Phone Number: 718-225-5119  
Fax: 718-935-4314
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Cano Amato</td>
<td>*Principal or Designee</td>
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<tr>
<td>Allison Fazio</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Erica Young</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Matthew DiCarlo</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>LuAnn Fortunato</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Antoinette LoCascio</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Hannah Cinelli</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>TiffaneyMcCannon</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Annie Murphy</td>
<td>Member/ Parent</td>
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<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
</tr>
<tr>
<td>At PS 110 we dedicate ourselves to the challenge of providing our students with standards-based instructional programs that empower them to grow into lifelong learners, both academically and socially. While creating purposeful learning environments where individual needs are supported by our nurturing staff, we provide the</td>
</tr>
</tbody>
</table>
opportunity to expand horizons through our deep commitment to the arts. We expect our students to be actively engaged in their own learning as they pursue a rigorous curriculum. In collaboration with school, home and community we model for our students the behaviors they need to recognize their individuality, as they grow to respect the individuality of others in our rich culturally diverse society.

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 at PS 110 are impassioned in our pursuit of educating the whole child. Our community embodies its mission, Growing Hearts and Minds, through the many unique initiatives that address the academic, social and emotional learning of its students.

We have implemented the Ready Gen Literacy Program by Pearson Learning and the Go Math Program by Houghton Mifflin. Both are aligned to the Common Core Learning Standards and prepare our students to become college and career ready. We further enhance literacy instruction through the use of balanced literacy components, including Teachers College Writing Units, as well as the use of Fundations Phonics in grades K-2.

To further strengthen our literacy curriculum, we will continue with certain strategies. We will continue our work in reciprocal teaching, a discussion strategy implemented to deepen comprehension. While we will no longer take part in the 100 Schools’ Initiative in collaboration with the Teachers College Reading and Writing Project, we will continue to utilize the writing units to enhance our writing instruction. We will also continue our work in planning rigorous units of study through the development of essential and guiding questions through a place-based educational methodology, while pursuing the topic of visible thinking in our professional learning community.

In math, we further enhance instruction through the use of performance based assessments, such as Math Exemplars. We have also incorporated the ST Math software program in grades 3-5. ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning.

Both Science and Social Studies address the standards as well through the use of hands-on investigations in Science and trade books in Social Studies. In the spring of 2016, with funding from both Assemblyman Lentol and the school budget, we transformed our outmoded science lab into a new STEAM Lab with an Eastern Woodlands focus, which aligns with our use of McGolrick Park as an outside classroom, as well as our status as an Eco-school in partnership with the National Wildlife Federation, where our school community is focused on becoming stewards of our environment through its collaborative sustainability efforts. In addition, the Science Cluster Teacher will continue to institute the components of Engineering Is Elementary. The science cluster teacher will continue to take advantage of professional development through the Office of Curriculum, Instruction and Professional Learning, so as to further develop her craft. We will introduce the Amplify Science curriculum in grades K-5, which was recently adopted for the 2018-2019 school year.

We purchased the NYC DOE’s re-designed Social Studies curriculum in 2016 so as to update and further strengthen our current curriculum and it will be utilized in the 2018-2019 school year.

All our students enjoy music, computer technology, Italian, and visual arts.

Through the collaborative efforts of teachers, parents, and community organizations we have developed the following learning opportunities at PS 110: French Dual Language classes in grades K – 5, the addition of a fourth and fifth all day Pre-K, departmentalized grades 4 and 5 capitalizing on teacher expertise, art residencies for grades K – 5 which include: Latin Dance, Percussion (Young Audiences of NY), Musical Theater, Ballroom Dancing (Dancing Classrooms, Inc.) Shakespeare (Theatre for a New Audience), and Mark Morris Creative Movement, and Enrichment Clusters based on the Renzulli school-wide enrichment model, with a focus this year on the theme of Sustainability.

We will continue to make use of our dance studio and fitness center. The dance studio and fitness center will enable PS 110 to continue educating the whole child as the space will allow for movement, dance, and yoga classes, as well
as opportunities for cardio-vascular activity on the fitness equipment. The PS 110 community is delighted with this environment as it continues growing the hearts and minds of its students through wellness activities. As part of the PE Works Initiative, we will have a PE teacher on staff that will address the physical well-being of our children.

We have also partnered with the following organizations to enhance instruction: Visual Thinking Strategies (VTS), where all students engage in rigorous discussions about works of art to develop critical thinking and communication skills, Trout Unlimited, where our students conserve, protect and restore North America’s cold water fisheries and their watersheds, and the Greenpoint Monitor Museum, where our students learn about the Civil War and the role of Greenpoint in the building of the USS Monitor.

Our partnership with the National Wildlife Federation’s Eco-School Program will enable us to promote environmental education, connect people with nature and raise awareness about the impacts to people and wildlife from climate change.

We are in Year 7 in implementation of The Leader in Me, a transformative model of leadership based on Stephen Covey’s 7 Habits of Highly Effective People. Through this process students learn how to discover their leadership potential both academically and social-emotionally, as well as recognizing the leadership in others. We expect that our students will take charge of their own learning. In so doing, all students will create Leadership Notebooks. The creation of the notebooks provides a tool by which the students can assess their progress in completion of their goals, as well as celebrate their successes. The process has created a commonality of vocabulary and a like-minded culture. In the spring of 2017 we were awarded Lighthouse status, which provides us with international recognition in our The Leader in Me efforts.

Our after school program, sponsored by the North Brooklyn Development Cooperation, provides a seamless transition from classroom to after school. Once again, in addition to their rich programming, they will also provide the academic support to those students in grades 3, 4, and 5 who will be taking the NYS tests following the scope and sequence that our after school program provides. They will also provide our students with arts opportunities through a CASA grant awarded to PS 110 through the efforts of Council member Stephen Levin. We have also partnered with the following organizations to provide after-school programming: Wingspan Arts, Williamsburg Arts, Education Francaise a New York (EFNY), the YMCA, ArtBox Atelier, Eckford Street Studio, Chople Pottery and Ceramic Studio, Teacup Music, Brooklyn Children’s Theatre, Nueva York Kiddos, Hamilton Dance, Learn French Brooklyn, MAP After School, WBEE's, International Ballet Institute, Williamsburg Mixed Martial Arts, and Geek Forest.

Several events have come to embody the PS 110 spirit. These include: Fall Fest, Multicultural Holiday Festival, Night of the Arts, where our students showcase their arts residencies, the FUNrun, where our PS 110 community walks together to raise funds for the arts, Spirit Week, Respect for All Week, and Someone Special Day.

PS 110 clearly understands that, for every program which helps the child find a voice and be engaged within the school community, there is a real world applicability and understanding that is impressed on the child which prepares him/her to be a productive, active and interested member of his/her community.

These many initiatives and events are made possible through the efforts of our parents and Parent Coordinator, Amy Chalkley whose collaborative efforts are key to our educating the whole child. Parents have created various committees which help to provide much needed resources. These committees include: Advocacy, Audit, Budget, Fund-raising, Grants, Marketing and Outreach, Merchandising, Tours, Website, Wellness, and the Events Committees. The Grants Committee coordinated efforts for the procurement of electrical upgrades through the Participatory Budgeting process in Council member Steve Levin’s district, as well as a Computer Lab upgrade through a grant received from our Brooklyn Borough President, Eric Adams. The Wellness Committee effectively introduced the NYC DOE Alternative Menu. Family engagement is further enhanced through Family Tuesdays, when parents come to volunteer in their children’s classes or share their expertise. In addition to our monthly PTA meetings after morning drop-off, we hold a Family Night pot-luck dinner the same evening to engage parents who are unable to attend the
morning meeting and bring families together over the bonding of shared food, school news, guest speakers, and a hands on activity.

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

Our special populations of Students With Disabilities and English Language Learners have specific needs. Both populations need access to rigorous curriculum with differentiation and modifications so as to enable these students to achieve the standards required of them while fulfilling required IEP and ENL mandates.

We also must meet the needs of our higher achieving students. We have strived to meet these needs through differentiated instruction and Enrichment Clusters based the Renzulli Schoolwide Enrichment Model. We need to continue to address this challenge with additional modes of instruction, such as project-based learning through the use of Independent Investigation Method, and our RtI period.

One of the challenges we have faced in the past few years has been the result of the shifting population of the surrounding community. We are highly cognizant of the need to unify the school community in all its facets. For example, with the introduction of the French Dual Language program, we have worked to ensure that PS 110 is a community where all stakeholders work together for all our students.

PS 110 truly believes in Growing Hearts and Minds. As a result of our rigorous curricula and learning initiatives, which address the needs of the whole child, comes the positive rippling effect that it has for the community on a larger scale. The school was recognized for its efforts in 2011 when it became the recipient of the NYS ASCD Educating the Whole Child in the 21st Century award, the first New York City Public School to receive this distinction. The NYS ASCD recognized our abilities in providing a healthy, safe, engaging, supportive, and challenging school environment. Parents can be certain that their children are being nurtured in an environment that truly provides for their academic, social, and emotional learning.

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.

In reviewing our most recent preliminary Quality Review Report of 2017-2018, we have the following data to monitor our future progress:

### School Quality Indicators

#### Instructional Core

Curriculum (1.1)* Well Developed

**Findings**

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts by embedding challenging tasks. Additionally, rigorous habits and higher-order skills are integrated vertically in all grades and subjects, including dual language.

**Impact**

Students experience college and career readiness skills, through a coherent emphasis on tasks that embed academic language and eco-sustainability in order to demonstrate higher-order thinking in all subjects and grades.

Pedagogy (1.2)* Well Developed -- Area of Celebration
**Findings**
Across the vast majority of classrooms, teaching methods strategically provide multiple entry points and high-quality supports and extensions for students through the use of differentiated texts and presentations with their work products and discussions.

**Impact**
All learners are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills, participation, and ownership in their learning.

**Assessment (2.2)* Proficient -- Area of Focus**

**Findings**
Teachers use and create assessment measures including rubrics and checklists that are aligned with the school’s curricula. Additionally, a variety of common assessments are utilized to determine student progress toward grade-level goals.

**Impact**
Actionable feedback is provided to students on their work, however not all students have a meaningful understanding of the feedback they receive. Additionally, although common assessments are used to adjust curricula and instruction, all students have yet to demonstrate increased mastery.

**School Culture**

**Positive Learning Environments (1.4)* Well-developed**

**High expectations (3.4)* Well Developed**

**Findings**
School leaders and staff systematically communicate high expectations connected to a path to college and career readiness and successfully partner with families to establish a culture for learning that promotes effective habits for students.

**Impact**
Clear, focused, and effective guidance and advisement ensures students meet expectations and own their educational experience in preparation for middle school and beyond.

**Systems for Improvement**

**Leveraging Resources (1.3)* Well Developed**

**Goals and Action Plans (3.1)* Well Developed**

**Teacher Support and Supervision (4.1)* Proficient**

**Findings**
School leaders support the development of teachers with effective, accurate, and timely feedback which clearly articulates next steps through cycles of observations aligned with the Danielson Framework for Teaching.

**Impact**
Feedback and next steps to teachers from school leaders promotes instructional practices by increasing both students’ discourse and their engagement with rigorous tasks through planning, questioning, and discussion.
Teacher teams and Leadership Development (4.2)* Proficient

Findings
The majority of teachers are engaged in weekly, inquiry-based grade collaborations that include addressing student misconceptions and gaps in instruction through an analysis of assessment data and student work.

Impact
Teachers strengthen their instructional capacity and delivery of lessons while promoting student independence and high-quality work, specifically in writing.

Monitoring and Revising Systems (5.1)* Proficient

Finally, an analysis of observations entered into Advance from the 2017-2018 school year, showed an improvement in component 3b – Using Questioning and Discussion Techniques. It is clear, however, that in order to improve student performance, we will need to continue to improve in our questioning and discussion techniques so as to enable our students to think and then write more critically. We will need to continue to create systems to look for evidence of growth and gaps and make the necessary adjustments in instruction. In addition, student engagement, in general, will be a focus area as we continue to move our teachers from effective to highly effective. With this as our focus, we will continue to design rigorous units of interdisciplinary study in the context of place-based education, which is defined as learning that is rooted in what is local -- the unique history, environment, culture, economy, literature, and art of a particular place -- that is, in students' own "place" or immediate schoolyard, neighborhood, town or community; with an emphasis on the creating of essential and guiding questions that engage the students.
## School Demographics and Accountability Snapshot for 14K110

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04, 05</td>
<td>523</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>21</td>
</tr>
</tbody>
</table>

### Focus Subgroups

- **Economically Disadvantaged Students with Disabilities**
- **Hispanic or Latino**
- **American Indian or Alaska Native**
- **White**
- **Hispanic or Latino**
- **American Indian or Alaska Native**

### School Demographic Snapshot for 14K110

<table>
<thead>
<tr>
<th>School Snapshot (2017-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Title I Population</td>
</tr>
<tr>
<td>% Free Lunch</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.4%</td>
<td>3.4%</td>
<td>5.9%</td>
<td>70.2%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># of Assistant Principals (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.08</td>
</tr>
</tbody>
</table>

**% of Teachers with No Valid Teaching Certificate**

<table>
<thead>
<tr>
<th>Average Teacher Absences (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
</tr>
</tbody>
</table>

**% Teaching with Fewer Than 3 Years of Experience**

<table>
<thead>
<tr>
<th>Average Teacher Absences (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>57.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No Recognition</th>
<th>Local Assistance Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Focus School Identified by a Focus District</td>
</tr>
</tbody>
</table>

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

#### Elementary/Middle School

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

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

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

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

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

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

### High School

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

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

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

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

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

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

An analysis of the data with regards to individual student achievement on the New York State 2018 Assessments yielded the following information:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Grade 3</td>
<td>8%</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td>ELA Grade 4</td>
<td>2%</td>
<td>29%</td>
<td>38%</td>
</tr>
<tr>
<td>ELA Grade 5</td>
<td>35%</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>Math Grade 3</td>
<td>31%</td>
<td>30%</td>
<td>44%</td>
</tr>
<tr>
<td>Math Grade 4</td>
<td>41%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>Math Grade 5</td>
<td>54%</td>
<td>31%</td>
<td>19%</td>
</tr>
</tbody>
</table>

An analysis of our 2017-2018 School Quality Guide, inclusive of the NYC School Survey, as well as the School Quality Snapshot, and the 2017-2018 Quality Review yielded the following findings with regards to Rigorous Instruction -- Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core:

How interesting and challenging is the curriculum? Well-developed

How effective is the teaching and learning? Well-developed

How well does the school assess what students are learning? Proficient

How satisfied are you with the following? Survey % Positive

- Common Core Shifts in Literacy 94
- Common Core Shifts in Math 94
- Quality of Student Discussion 86
Therefore, we received a score of 4.37 with regards to Rigorous Instruction.

The Quality Review Report for 2017-2018 yielded the following findings, with respect to:

Indicator 1.1 -- Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards: Well Developed

Findings
School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts by embedding challenging tasks. Additionally, rigorous habits and higher-order skills are integrated vertically in all grades and subjects, including dual language.

Impact
Students experience college and career readiness skills, through a coherent emphasis on tasks that embed academic language and eco-sustainability in order to demonstrate higher-order thinking in all subjects and grades.

Indicator 1.2 -- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products: Area of Celebration -- Well Developed

Findings
Across the vast majority of classrooms, teaching methods strategically provide multiple entry points and high-quality supports and extensions for students through the use of differentiated texts and presentations with their work products and discussions.

Impact
All learners are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills, participation, and ownership in their learning.

Indicator 2.2 -- Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels: Area of Focus -- Proficient

Findings
Teachers use and create assessment measures including rubrics and checklists that are aligned with the school's curricula. Additionally, a variety of common assessments are utilized to determine student progress toward grade-level goals.

Impact
Actionable feedback is provided to students on their work, however not all students have a meaningful understanding of the feedback they receive. Additionally, although common assessments are used to adjust curricula and instruction, all students have yet to demonstrate increased mastery.

It is clear then, that in order to inform instruction more effectively, we need to continue to employ better questioning and discussion techniques and create systems to look for evidence of growth and gaps and make the necessary adjustments in instruction. In turn, as we collaboratively create systems to improve our instructional practices, trust among all stakeholders is strengthened as everyone works together toward the shared ultimate goal of improving student outcomes. (QR 1.1, 1.2, 2.2)

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 15, 2019, 100% of the teaching staff will continue its professional learning centered on the topic of student engagement, with its instructional focus on rigorous instruction, emphasizing increased student ownership of learning as measured by the use of success criteria developed for the two created rigorous units of study per grade.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>Sept. 2018 – June 2019</td>
<td>PLC Committee</td>
</tr>
<tr>
<td>Cluster Teachers</td>
<td></td>
<td>Teaching Staff</td>
</tr>
<tr>
<td>ENL Teacher</td>
<td></td>
<td>Administration</td>
</tr>
</tbody>
</table>

Utilize our Monday Professional Learning Community (PLC) to closely analyze the following question:

How does the use of success criteria to increase student ownership of learning through the implementation of rigorous units of study impact student learning and achievement?

- Read and discuss professional journal articles
- View and discuss videos
- Utilize the text, "Visible Learning for Literacy -- Implementing the Practices That Work Best to Accelerate Student Learning" by Douglas Fisher, Nancy Frey, and John Hattie as the anchor text
- Develop a clearer and deeper understanding of success criteria.
- Write the success criteria for the two developed rigor units.
- Develop tools for student self assessment.
- Link teacher feedback to students' awareness of their learning.
- Model goal setting for students based on feedback so as to attain success criteria.
- Set student goals based on teacher feedback and self-assessment.
- Track goal attainment.

Participate in teacher teams engaging in inquiry to:

- Answer the questions -- What is success criteria? How does one make success criteria visible? How does the use of success criteria impact students' ownership of their learning?
- Develop success criteria for two created rigorous units of study.
- Implement the rigor units utilizing success criteria.
- Monitor growth of students' ownership of learning.
- Reflect on the implementation of success criteria through the analysis of student goals and work products.

Utilize Visible Learning as a resource.

Adjust instructional practices to reflect data from the analysis of students' work and reflection.

<table>
<thead>
<tr>
<th>Create and utilize a protocol for looking at student work</th>
<th>Classroom Teachers</th>
<th>Sept. 2018 – June 2019</th>
<th>PLC Committee Teaching Staff Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protocol will reflect:</td>
<td>Cluster Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Student, ELL, SWD</td>
<td>ENL Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize the terminology -- Novice, Apprentice, Practitioner, Expert Level of Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Engage in collaborative conversation on grade and across grades looking at specific examples of student work utilizing the determined protocol

<table>
<thead>
<tr>
<th>Engage in collaborative conversation on grade and across grades looking at specific examples of student work utilizing the determined protocol</th>
<th>Classroom Teachers</th>
<th>Sept. 2018 – June 2019</th>
<th>PLC Committee Teaching Staff Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cluster Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENL Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Determine next steps for instruction – whole group, small group and individual based on the analysis of student work and reflection through the use of the protocol as a unit of study is implemented and analyzed

- Make specific plans for screening/continued screening and tiered instruction and interventions for students as required by New York State’s implementation of Response to Intervention (RtI) during Skills Period

<table>
<thead>
<tr>
<th>Determine next steps for instruction – whole group, small group and individual based on the analysis of student work and reflection through the use of the protocol as a unit of study is implemented and analyzed</th>
<th>Classroom Teachers</th>
<th>Sept. 2018 – June 2019</th>
<th>PLC Committee Teaching Staff Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cluster Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENL Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Utilize Universal Design for Learning to provide multiple points of entry when creating a unit of study, lesson plans and providing instruction
• Adjust a unit of study and lesson plans, based on analysis of student work
• Utilize a school-wide RtI plan for each student’s academic intervention needs in literacy and math

Share units of study, lesson plans, rubrics, and curriculum maps on grade, and across grades

Engage and educate parents to deepen their understanding of rigorous instruction and student ownership of learning so that they can support their children at home during Tuesday Family Engagement Workshops, which will include topics centering on: Student Ownership of Learning, What Is Success Criteria and How Does It Impact My Child’s Learning?, Supporting your Dual Language Learner at Home, and Literacy and Math Supports for Parents

3b – Parent and Family Engagement

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

To engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home, the school will: Invite families to attend Tuesday Family Engagement Workshops, which will include topics centering on Supporting your Dual Language Learner at Home, Literacy and Math Supports for Parents

Time line: September 2018 -- June 2019

Personnel: Administration, Teaching Staff

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.

Administration, PLC Cohorts, TC Teacher Teams, Borough Field Office Personnel, Superintendent's Staff, 

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
|  | Tax Levy |  | Title I SWP |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | C4E |  | 21st Century Grant |  | SIG |  | PTA Funded |  | In Kind |  | 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 the end of January 2019, student work and reflection will be analyzed as to levels of proficiency to determine successful implementation of the first created rigorous unit of study per grade.

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

The instrument of measure to be utilized is student work and reflection as determined by the unit of study on each grade level.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

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

An analysis of our 2017-2018 School Quality Guide, inclusive of the NYC School Survey, as well as the School Quality Snapshot, yielded the following findings with regards to Supportive Environment -- The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations:

How clearly are high expectations communicated to students and staff? Well-developed

How satisfied are you with the following? Survey % Positive

- Safety 97
- Classroom Behavior 82
- Social-Emotional 89
- Peer Support for Academic Work 91

The Quality Review Report for 2017-2018 yielded the following findings, with respect to:

Indicator 1.4 – Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults: Well Developed

Indicator 3.4 -- Establish a culture for learning that communicates high expectations to staff, students and families, and provides supports to achieve those expectations: Well Developed

Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts by embedding challenging tasks. Additionally, rigorous habits and higher-order skills are integrated vertically in all grades and subjects, including dual language.

Impact

Students experience college and career readiness skills, through a coherent emphasis on tasks that embed academic language and eco-sustainability in order to demonstrate higher-order thinking in all subjects and grades.

'PS 110 is a Leader in Me school. As such, we have utilized this transformative process of leadership to implement the 7 Habits of Happy Kids in keeping with the DOE's Academic and Personal Behaviors. As a Leader in Me school we utilized the Lighthouse Rubric 3.0 to yield findings with regards to progress towards Lighthouse status. Lighthouse status is the premier designation for Leader in Me schools. To achieve Lighthouse Status, schools are evaluated, utilizing the Lighthouse Rubric, against nine criteria in the categories of:

Lighthouse Rubric
<table>
<thead>
<tr>
<th>Teach Leadership Principles</th>
<th>Create a Leadership Culture</th>
<th>Align Academic Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Learning</strong></td>
<td><strong>Leadership Environment</strong></td>
<td><strong>School wide Goal Achievement</strong></td>
</tr>
<tr>
<td>• On-going Staff Learning</td>
<td>• Physical Environment (See)</td>
<td>• School Goals</td>
</tr>
<tr>
<td>• New Staff Learning</td>
<td>• Common Language (Hear)</td>
<td>• Team Goals</td>
</tr>
<tr>
<td>• Principal Learning and Modeling</td>
<td>• Emotional Environment (Feel)</td>
<td>• Staff Goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Shared Leadership</th>
<th>Student-Led Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Direct Learning</td>
<td>• Student Leadership Roles</td>
<td>• Student Goals</td>
</tr>
<tr>
<td>• Integrated Approaches</td>
<td>• Student Voice</td>
<td>• Leadership Notebooks</td>
</tr>
<tr>
<td>• Modeling</td>
<td>• Active Lighthouse Teams</td>
<td>• Student Led Conferences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Learning</th>
<th>Leadership Events</th>
<th>Empowering Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Family Communication</td>
<td>• School wide Events</td>
<td>• Teacher Planning and Reflection</td>
</tr>
<tr>
<td>• 7 Habits Training for Families</td>
<td>• Classroom Events</td>
<td>• Collaborative Protocols</td>
</tr>
<tr>
<td>• Student Teaching at Home</td>
<td>• Family and Community Events</td>
<td>• Student-Led Learning</td>
</tr>
</tbody>
</table>

Teach Leadership Principles – Professional Learning, Student Learning, Family Learning

Create a Leadership Culture – Leadership Environment, Shared Leadership, Leadership Events

Align Academic Systems – School wide Goal Achievement, Student-Led Achievement, Empowering Instruction

Within these nine categories there are 27 actionable items. The Spring 2016 evaluation of our school, utilizing this rubric, revealed the following data with the following ratings -- No Evidence, Basic, Developing, Mature, Sustaining:

Teach Leadership Principles – Of the 9 criteria: 11.1% No Evidence, 11.1% Developing, 44.4% Basic, 33.3% Mature

Create a Leadership Culture – Of the 9 criteria: 11.1% No Evidence, 33.3% Developing, 11.1% Basic, 33.3% Mature, 11.1% Sustaining

Align Academic Systems – Of the 9 criteria: 22.2% Developing, 44.4% Basic, 22.2% Mature, 11.1% Sustaining

This data indicates that we achieved an overall 37% at mature and sustaining, utilizing the new more rigorous rubric. Based on the analysis of this data, we created The Leader in Me Action Teams in the fall of 2016 to address the rubric – areas of strength and areas in need of improvement. Through our efforts we attained Lighthouse status in the spring of 2017.
This data clearly exemplifies that we are on the right track, with room for improvement. This continued improvement will continue to address the Academic and Personal Behaviors of Persistence, Engagement, Work Habits/Organizational Skills, Communication/Collaboration Skills, and Self-Regulation, all of which align to Stephen Covey’s 7 Habits of Highly Effective People: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand, then to Be Understood, Synergize, and Sharpen the Saw. These habits provide our framework for our work with The Leader in Me process.

It is evident then that our students need to continue to reflect on their work products and habits based on their understanding of their academic and personal behaviors required for success as they learn content by engaging with standards-aligned curricula in all content areas.

In turn, as we collaboratively work to address the social emotional learning (SEL) of our school community, trust among all stakeholders is strengthened as everyone works together toward the shared ultimate goal of improving student outcomes. (QR 1.4, 3.4)

Part 2 – Annual Goal

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

By June 15, 2019, 100% of the teaching staff will participate on and contribute to a The Leader in Me Action Team as measured by the design and implementation of two school-wide The Leader in Me activities for each of the nine action teams.
### Part 3a – Action Plan

#### Activities/Strategies:

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Sept. 2018 – June 2019</td>
<td>Franklin Covey Staff Developer, Coach, and Support Staff, Action Teams</td>
</tr>
<tr>
<td>School Staff</td>
<td>Sept. 2018 – June 2019</td>
<td>Franklin Covey Staff Developer, Coach, and Support Staff, Action Teams</td>
</tr>
<tr>
<td>Lighthouse Team</td>
<td>Sept. 2018 – June 2019</td>
<td>Franklin Covey Staff Developer, Coach, and Support Staff, Action Teams</td>
</tr>
<tr>
<td>Teaching Staff Parents</td>
<td>Sept. 2018 – June 2019</td>
<td>Franklin Covey Staff Developer, Coach, and Support Staff, Action Teams</td>
</tr>
<tr>
<td>Junior Lighthouse Team</td>
<td></td>
<td>Facilitation Team</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td>Junior Lighthouse Team</td>
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<tr>
<td>Junior Lighthouse Team</td>
<td></td>
<td>Teaching Staff</td>
</tr>
<tr>
<td>Students K-5</td>
<td></td>
<td>Action Teams</td>
</tr>
</tbody>
</table>

- Provide continued professional development for the administration during the school year in The Leader in Me process.
- Provide continued professional development for the school staff during the school year in The Leader in Me process.
- Provide continued professional development for the Lighthouse Team, comprised of seven members, Principal, Assistant Principal, Guidance Counselor, General Ed. Teacher, General Ed. Teacher, Special Education Teacher, ENL Teacher, in the Leader in Me Process.
- Develop a calendar for Action Team Planning and Action Team Activity Execution.
- Maintain the Junior Lighthouse Team comprised of students in grades 3-5 that will help to develop activities and events to further develop and strengthen understanding and use of the 7 Habits.
- Create Leadership Notebooks in grades K-5 so as to empower our students to self-monitor their academic, social/emotional and leadership growth, with the following components:
  - Myself
  - My WIGS (Wildly Important Goals)
  - My Learning (includes Celebrations)
  - My Leadership (Contributions)

- Provide oversight of the initiatives through the
following: administration of the Lighthouse Rubric

and bimonthly meetings of the Lighthouse Team

3b – Parent and Family Engagement

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

To engage families and support their understanding of Supportive Environment in order to support their children at home, the three Family Learning Action Teams will create opportunities for family growth in the 7 habits, which may include but will not be limited to the following: Develop a Parent Lighthouse Team to deepen their understanding of a Supportive Environment, Create a book club around the book, The Leader in Me, by Stephen Covey, which explains the 7 Habits, Invite parents to Leadership Events throughout the year, highlighting the 7 Habits, Provide parents with literature suggestions that can be read at home, demonstrating the 7 habits, and create Family Mission Statements.

Timeline: September 2018 -- June 2019

Personnel: Administration, Facilitation Team, Lighthouse Team, Teaching Staff

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.

Administration, School Staff, Parents, Franklin Covey Staff Developer, Coach, and Support Staff; Schedule reflecting Departmentalization, Skills Period, Common Preps; Use of per diem/per session funding

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

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

Part 5 – Progress Monitoring

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

By the end of January 2019, we will utilize the quantifiable data of Lighthouse Rubric to determine the achievement of Leadership Principles, Leadership Culture and Academic Systems.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
The instrument of measure that will be used to assess progress is the implemented *Lighthouse Rubric.*

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

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

Part 1 – Needs Assessment

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

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

An analysis of our 2017-2018 School Quality Guide, inclusive of the NYC School Survey, as well as the School Quality Snapshot, yielded the following findings with regards to Collaborative Teachers -- Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community:

How well do teachers work with each other? Proficient

How satisfied are you with the following? Survey % Positive

- Cultural Awareness and Inclusive Classroom Instructions 96
- Quality of Professional Development 81
- School Commitment 94
- Peer Collaboration 94
- Innovation and Collective Responsibility 81

Therefore, we received a score of 3.63 with regards to Collaborative Teachers.

The Quality Review Report for 2017-2018 yielded the following findings, with respect to:

Indicator 4.1 -- Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection: Proficient

Findings

School leaders support the development of teachers with effective, accurate, and timely feedback which clearly articulates next steps through cycles of observations aligned with the Danielson Framework for Teaching.

Impact

Feedback and next steps to teachers from school leaders promotes instructional practices by increasing both students’ discourse and their engagement with rigorous tasks through planning, questioning, and discussion.

Indicator 4.2 -- Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning: Proficient

Findings

The majority of teachers are engaged in weekly, inquiry-based grade collaborations that include addressing student misconceptions and gaps in instruction through an analysis of assessment data and student work.

Impact
Teachers strengthen their instructional capacity and delivery of lessons while promoting student independence and high-quality work, specifically in writing.

While the School Quality Guide, the School Quality Snapshot, and the Quality Review present positive feedback in this facet of the Framework, it is evident that continued progress is needed in creating systems which allow for continued teacher collaboration and professional growth so as to ensure that all students are being taught by highly qualified teachers. In turn, as we collaboratively create systems to improve teacher collaboration and professional growth, trust among all stakeholders is strengthened as everyone works together toward the shared ultimate goal of improving student outcomes. (QR 4.1, 4.2)

Part 2 – Annual Goal

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

By June 15, 2019 100% of the teaching staff will participate in two cycles of inter-visitations as measured by teacher reflection, including lessons learned upon completion of each inter-visititation.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</th>
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#### Create an Inter-visitation Committee who will:

- Develop a calendar for each cycle
- Coordinate inter-visitation topics among the teaching staff
- Create a reflection tool for analysis of inter-visitation impact
- Conduct periodic meetings of the Inter-visitation Committee to discuss: topics, teacher growth, and concerns
- Invite parents to discuss programs and achievement during Family Tuesdays so as to ensure consistency of message and support

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>June 2018-June 2019</th>
<th>Teacher Staff</th>
</tr>
</thead>
</table>

#### Create an Instructional Cabinet comprised of Grade Leaders, some of whom are Inter-visitation Committee members, who will:

- Meet every two weeks to discuss instructional matters which affect the school community
- Make instructional decisions collaboratively, both vertically and horizontally
- Disseminate information to their team members
- Bring educational issues and concerns to the cabinet

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Sept. 2018 – June 2019</th>
<th>Administration</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Grade Leaders</td>
</tr>
</tbody>
</table>

#### Empower additional teacher teams to participate in distributive leadership, effectively making instructional decisions, which will impact student achievement – academically, socially and emotionally.

- Support the following teams: PPT, Grade Level Teams, Lighthouse Team, French Dual Language Department, the Eco-school Green Team, and The Leader in Me Action Teams

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Sept. 2018 – June 2019</th>
<th>Administration</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher Teams</td>
</tr>
</tbody>
</table>
Create a Prep Schedule which allows for both horizontal and vertical planning time for the teaching staff, which will provide them with the opportunity to:

- discuss learning goals
- analyze student data
- monitor student progress
- create lesson plans, which reflect adjustments to instruction based on analysis of data, as well as differentiated instruction to meet the needs of all our students as they refine their teaching

Provide professional development for the teaching staff to specifically address the needs of SWD's and ELL's so as to:

- study best practices
- differentiate instruction
- utilize better resources and materials

### 3b – Parent and Family Engagement

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

To engage families and support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in order to support their children at home, the school will: Continue to utilize the school portal to disseminate information, Begin to utilize our iGrad software system and its component Pupil Component -- a real-time student and parent portal to encourage regular interactions

**Time line:** September 2018 -- June 2019

**Personnel:** Administration, Teaching Staff, Instructional Tech Team, iGrade Staff Developers

### 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.

Administration, Teaching Staff, Central Personnel, Borough Field Office Personnel, Superintendent’s Staff, Use of SMART boards and laptops to enhance the collaborative efforts of teachers to strengthen instruction and close the achievement gap

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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</thead>
</table>
### Part 5 – Progress Monitoring

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

By the end of January 2019, Mid-point Reflections will be analyzed for data on the progress of the case studies that will inform next steps.

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

Reflection Tool

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

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

Part 1 – Needs Assessment

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

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

An analysis of our 2017-2018 School Quality Guide, inclusive of the NYC School Survey, as well as the School Quality Snapshot, yielded the following findings with regards to Effective School Leadership -- School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

How satisfied are you with the following? Survey % Positive

- Inclusive Leadership 93
- Teacher Influence 86
- Program Coherence 81
- Principal Instructional Leadership 88

Therefore, we received a score of 4.10 with regards to Effective School Leadership.

The Quality Review Report for 2017-2018 yielded the following findings, with respect to:

Indicator 1.3 -- Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products: Well Developed

Indicator 3.1 -- Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community: Well Developed

Indicator 5.1 -- Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS: Proficient

It is clear then, that in order to improve student performance, we will need to improve instructional practices through the creation of better monitoring and revising systems.

In turn, as we collaboratively work to improve the craft of teaching, we will strengthen our instructional practices so as to ensure that all students are being taught by highly qualified teachers. Trust among all stakeholders will become stronger as well (QR 1.3, 3.1, 5.1)

Part 2 – Annual Goal

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

By June 15, 2019, implement Quality Review Indicator 4.1, as informed by the *Framework for Teaching*, specifically Component 1e, Designing Coherent Instruction, as measured by the Multidimensional Principal Performance Rubric.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
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<tr>
<td>Provide continued opportunities for the Principal and the Assistant Principal to strengthen and deepen understanding of Advance and Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching and its selected components for use by the DOE through PD provided by the Talent Coach</td>
<td>Principal Assistant Principal</td>
<td>Sept. 2018 – June 2019</td>
<td>Administration Talent Coach City-wide Staff Developer -- MPPR</td>
</tr>
<tr>
<td>Provide additional staff development so as to:</td>
<td>Teaching Staff</td>
<td>Sept. 2018 – June 2019</td>
<td>Administration Talent Coach</td>
</tr>
<tr>
<td>- Provide each staff member with discussion opportunities to strengthen the common language and understanding of what quality teaching looks like by deepening the school community’s comprehension of the Danielson framework, specifically referencing the case study students, which include: General Education, English Language Learners, and Students With Disabilities</td>
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<td>- Provide each staff member with the elements of the selected components, as well as indicators</td>
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<tr>
<td>- Provide each staff member with the rubric assigned to each component</td>
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<tr>
<td>- Provide each staff member the opportunity to self-assess on the selected components of the Danielson rubric</td>
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<tr>
<td>- Provide parents with progress monitoring updates through systems in place for disseminating information: PTA meetings, SLT meetings, Parent Conferences</td>
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N/A N/A N/A N/A

N/A N/A N/A N/A
### 3b – Parent and Family Engagement

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

To 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, the school will:

- Provide parents with progress monitoring updates through systems in place for disseminating information: PTA meetings, SLT meetings, Parent Conferences

**Timeline:** September 2018 -- June 2019

**Personnel:** Administration, Teaching Staff

### 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.

School Administration, Borough Field Office Personnel, Superintendent’s Staff, Schedule Adjustments to discuss relevant data

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<td>PTA Funded</td>
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### Part 5 – Progress Monitoring

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

By the end of January 2019, the 2013 Marzano School Leader Evaluation Model Rubric, specifically Domain II: Continuous Improvement of Instruction: Element 1: The school leader provides a clear vision as to how instruction should be addressed in the school, will be utilized to conduct a mid-year walk-through, which will inform the level of progress towards meeting the annual goal, increasing our yearly walk-throughs from 2 to 3.

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

The instrument of measure that will be used to assess progress is the school created checklist as described above.

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

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

Part 1 – Needs Assessment

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

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

An analysis of our 2017-2018 School Quality Guide, inclusive of the NYC School Survey, as well as the School Quality Snapshot, yielded the following findings with regards to Strong Family-Community Ties: The school forms effective partnerships with families and outside organizations to improve the school.

How well does the school partner with families? Well-developed

How satisfied are you with the following? Survey % Positive

- Outreach to Parents: 92
- Parent Involvement in School 93

Therefore, we received a score of 3.83 with regards to Strong Family-Community Ties.

The Quality Review Report for 2017-2018 yielded the following findings, with respect to:

Indicator 3.4: Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations -- Well Developed

Findings
School leaders and staff systematically communicate high expectations connected to a path to college and career readiness and successfully partner with families to establish a culture for learning that promotes effective habits for students.

Impact
Clear, focused, and effective guidance and advisement ensures students meet expectations and own their educational experience in preparation for middle school and beyond.

Clearly, there is room for improvement as we continually strive to strengthen the home-school partnership. It will be through this stronger home-school partnership that trust among all stakeholders will become stronger as well, as we all work towards the ultimate goal of improving student outcomes. (QR 3.4)

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 15, 2019, focus on parent/family community service and stewardship opportunities, including volunteering, and community partnerships, specifically Open Space Alliance, so participation of parents (family members)/guardians increases by 10% as measured by attendance at each event.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</td>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Parents, Guardians, Community Members</td>
<td>August 2018 through June 2019</td>
<td>Parent Coordinator, Administration, School Staff, PTA, SLT, Committee Chairs, Sustainability Coach, Community Organizations</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td></td>
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</tr>
<tr>
<td>Develop a partnership with Konstancja Maleszynska, our liaison at the Open Space Alliance</td>
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</tr>
<tr>
<td>Develop a partnership with the Horticultural Society of New York</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Train citizen gardeners to tend the urban oasis and rain garden in McGolrick Park</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a Parent Volunteer Committee, in partnership with Open Space Alliance, to organize Family Stewardship Activities in local parks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Create a monthly volunteer opportunity for our families to collaborate with the Horticultural Society of New York</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize the Parent Coordinator to continue to engage and involve parents (family members)/guardians in the school community by working with school administration, staff, PTA, community and OST providers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post flyers in the building and on the announcement board about upcoming events; as well as back-pack the information home and placing it on line on the school website and Facebook, as well as e-mail blasts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide on-going support for ELL parents through translation of materials and translation services at meetings and events</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

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

<table>
<thead>
<tr>
<th>Organization/Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Audiences of New York, Dancing Classrooms, Theatre for a New Audience, Mark Morris Dance Co., Eco-schools (National Wildlife Federation), McGolrick Park Alliance, Greenpoint Monitor Museum, North Brooklyn Development Corporation, Wingspan Arts, Williamsburg Movement and Art Center, Education Francaise a New York (EFNY), the YMCA, ABC Child Care, ArtBox Atelier, Eckford Street Studio, Gym Park, Choplet Pottery and Ceramic Studio, Teacup Music, WBee’s, and Brooklyn Children’s Theatre.</td>
</tr>
</tbody>
</table>
## Part 4 – Budget and Resource Alignment

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

Administration, School Staff, Parent Coordinator, PTA, SLT, Committee Chairs, Sustainability Coach, Community Organizations

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

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

## Part 5 – Progress Monitoring

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

By January 2019, we will utilize Attendance Sheets for meetings/events and Surveys as mid-point benchmarks to quantifiably indicate school progress toward meeting this specified goal of increased parental/family involvement by 10%.

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

Attendance Sheets and Surveys

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Analysis of formative/summative assessments, including but not limited to, state assessment, MOSLs unit assessments, published pieces, reading levels</td>
<td>Guided Reading, Strategy Lessons, One-on-One Conferencing, Word Work, Interactive Reading and Writing, Shared Reading, Phonemic/Phonics/Decoding, Fluency, Vocabulary work</td>
<td>Small group, one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Analysis of formative/summative assessments, including but not limited to, state assessment, MOSLs unit assessments, performance-based assessments</td>
<td>Guided Math, Strategy Lessons, One-on-One Conferencing</td>
<td>Small group, one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Science</td>
<td>Analysis of formative/summative assessments, including but not limited to, state assessment, MOSLs unit assessments, inquiry based projects</td>
<td>Guided Reading, Strategy Lessons, One-on-One Conferencing, Interactive Reading and Writing, Shared Reading</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Analysis of formative/summative assessments, including but not limited to, state assessment, MOSLs</td>
<td>Guided Reading, Strategy Lessons, One-on-One Conferencing, Interactive Reading</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Student Needs, Parental Requests, Teacher Recommendations, PPT Team Recommendations</td>
<td>Individual Counseling, Group Counseling – Use of hands-on activities</td>
<td>Small group, one-to-one</td>
<td>After school</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>unit assessments, inquiry based projects and Writing, Shared Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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

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

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>At the present time we have 3 students in Temporary Housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
We will utilize the Title I set-aside funds for our STH students. We will provide basic emergency supplies, which may include school supplies, books, and eyeglasses. In addition, educational services, which may include counseling services and academic intervention programs, will be provided. These services will be provided so our STH students have the necessary opportunities to progress academically, socially, and emotionally.

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
N/A

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).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
N/A

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A
Part 4: SWP Schools Only

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

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

| Transition plans used to assist preschool children from early childhood programs to the elementary school program include: vertical alignment of curriculum, parents’ meet and greets, collaborative sharing of records/information and early intervention services. |

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 decision making process that is utilized to ensure that teachers participate in with regards to the use and selection of appropriate multiple assessment measures is as follows: Discussion of assessment measures at Instructional Cabinet Meetings< SLT Meetings, and appropriate committees (eg. MOSL), Selection of assessment measures based on the majority. |

| Professional development is provided by both in-house staff and Instructional Leads through the Borough Field Office. |

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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) |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$0.00</td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0.00</td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$0.00</td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0.00</td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 110, The Monitor School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 110, The Monitor School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
  - provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
• host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

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

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

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

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

• 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
</table>

**PS 110, The Monitor School**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:</td>
</tr>
<tr>
<td>● using academic learning time efficiently;</td>
</tr>
<tr>
<td>● respecting cultural, racial and ethnic differences;</td>
</tr>
<tr>
<td>● implementing a curriculum aligned to the Common Core State Learning Standards;</td>
</tr>
<tr>
<td>● offering high quality instruction in all content areas;</td>
</tr>
<tr>
<td>● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
<tr>
<td>● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;</td>
</tr>
<tr>
<td>● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;</td>
</tr>
<tr>
<td>● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;</td>
</tr>
</tbody>
</table>
● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

● using Communication Folders (Grades Pre-K-5) and Academic Planners (Grades 3-5) to keep parents/guardians informed as to their children’s academic responsibilities, academic and social/emotional needs, and academic progress;

● providing workshops on The Leader in Me, the transformative model for building leadership potential in each of our students based on Stephen Covey’s 7 Habits of Highly Effective People;

● creating a Parent Lighthouse Team that will serve to further educate and empower parents in TLiM

● providing workshops on topics, which include, but are not limited to, the Common Core Learning Standards, the NYS Standardized Assessments, the NYSESLAT Assessment;

● communicating via technology: school website, school Facebook page, e-mail blasts, school portal, egrade software – Pupil Path

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 will all members of the school community;

● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

● respond to surveys, feedback forms and notices when requested;

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

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

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

● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities
Student Responsibilities:

● attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn;
● create Leadership Notebooks in grades K-5 so as to empower our students to self-monitor their academic, social/emotional and leadership growth, with the following sections:

Myself

My WIGS (Wildly Important Goals)

My Learning (includes Celebrations)

My Leadership (Contributions)
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your **Senior ELL Compliance and Performance Specialist**. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

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

This school is (check one):

- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: _____

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

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

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: 

In order to provide for our entering, emerging, transitioning, expanding, and commanding students, we at 14K110 have decided to use the majority of our Title III funds to provide enrichment through an After School program for our English Language Learners in grades K to 5. Attendance Records and Program Notification Letters in parents' preferred languages will be maintained by the Assistant Principal who will be the program supervisor. The After School Program is designed for grades K-5. This enrichment program will be held on Wednesdays and Thursdays from 2:45 to 4:15 for a total of 21 hours, or 14 sessions, beginning February 14, 2019 and ending April 18, 2019. The After School program will be comprised of 5 classes with no more than 20 students per class, with the following configuration: one class of K grade students, one class of 1st grade students, one class of 2nd grade students, one class of 3rd grade students, one class of 4th grade and 5th grade students. On Wednesday the ENL teacher will rotate among the 3 content area teachers in grades K-2 and will teach each group for 1/4 of the allocated time, or approximately 25 minutes. On Thursday, the ENL teacher will rotate among the 2 content area teachers in grades 3-5 and will teach each group for 1/2 of the allocated time, or approximately 45 minutes. Direct instruction will be delivered in English through the flexible groupings model. In this model, the rationale for grouping is based on the NYSITELL and NYSESLAT designation, as well as the age of the child. Grades K-2 will utilize the FUNdations Program, a research-based multi-sensory structured language program. In addition, components of balanced literacy will be utilized: Shared Reading, Interactive Writing. We will also utilize Readers Theatre to promote oral language development. Grades 3-5 will utilize EngageNY modules, as well as Ready Gen extension activities and Readers Theatre.

Again, this year, we will utilize the Visual Teaching Strategies program that uses art work to promote receptive/expressive language skills, writing skills, and critical-thinking skills. As part of our Leader in Me program we will integrate the 7 habits into the academic and personal behaviors of our students.

A supervisor will be funded after school, since this is the only supplementary program at the school, as noted on Part E budget narrative. The supervisor’s regular day work schedule is: 7:00AM to 2:30PM.

**Part C: Professional Development**

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider
**Part C: Professional Development**

Begin description here: ______
This year our Professional Development Program will be rooted in place-based education in a social studies context as the teachers will be creating two rigorous units of study that will further support the language development of our ELL’s. In providing an understanding of social studies in a place-based framework, the students better understand the content area while being provided with ample opportunities for language development; for example through the use of partner work and small group work.

The PD provider is Richard Bluttal, a Social Studies Consultant. The workshop dates are: September 27, 2018, October 11, 2018, October 23, 2018, November 29, 2018, December 12, 2018, January 24, 2019, and February 28, 2019 from 8:30-3:00. This PD is for Title III teachers and will include 6 participants.

**Part D: Parental Engagement Activities**

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

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

Begin description here: ______

The parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs are: March /April 2019 (Dates TBD) -- NYSESLAT Mornings 9:00-10:00AM. 2 sessions will be conducted by Matthew Jensen, our ENL teacher. The rationale for this workshop is to educate parents as to the NYSESLAT and its four components so as to better enable the parents to successfully support the preparation of their children for this state assessment. The sessions will include the opportunity for parents to take part in a mock assessment similar to the grade level of their children. Translation will be provided by parent facilitators in the necessary home languages. Matthew Jensen will be responsible for maintaining attendance sheets, agendas, hand-outs, as well as invitations that will be created in parents' preferred languages. The parents will be notified via flyers backpacked home, as well as our school website and our Parent Coordinator's weekly e-mails. These workshops are at no cost to Title III.

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td>After-school Program Teachers: 6 tchr x 14 sessions x 1.5 hrs x $61 = $7686. Supervisor: 1 x 14 sessions x 1.5 hrs x $64 = $1344 (This will be our only after-school program to address the needs of our ELL’s)</td>
</tr>
<tr>
<td>Per session</td>
<td>$7686 Teachers</td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td>$1344 Supervisor</td>
<td></td>
</tr>
<tr>
<td>Total: $9030</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td>$700</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td>$2636</td>
<td>Ready Gen Reading materials, FUNdations supplies and materials</td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>$0</td>
<td>No educational software is being purchased.</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>12366</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Brooklyn</td>
<td>The Monitor School</td>
<td>110</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna CanoAmato</td>
<td>Dana Raciunas</td>
<td>n/a</td>
<td>Matthew Jensen</td>
<td>Barbara Morales</td>
<td>Patricia O’Sullivan</td>
<td>Gretchen Baudenbacher</td>
<td>Lisa Pezzella</td>
<td>Lynda Brock</td>
<td>Alicja Winnicki</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>403</td>
<td>45</td>
<td>11.17%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  Yes □ No □ If yes, indicate language(s):
- Dual language program (DL)
  Yes □ No □ If yes, indicate language(s): French
- Freestanding ENL
  Yes □ No □

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<td>0</td>
</tr>
<tr>
<td>TBE</td>
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<td>0</td>
</tr>
<tr>
<td>TBE</td>
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<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>French</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
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<td>DL</td>
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<tr>
<td>Total</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Our school uses Fountas and Pinnell to assess ELLs early literacy skills. This data indicates that although many ELLs have literacy skills in their native language, their English language structures need to be enhanced in order to continue their growth in the English language. For example, while they are transferring word attack skills from their native language to English, their fluency and expressive language must be developed.

2. What structures do you have in place to support this effort?
   The structures in place to support this effort include: Reciprocal Reading, Guided Reading, Differentiated/Scaffolded Instruction, One-on-One Conferencing, Push-in Instruction, and FUNdations.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

As a school community we consistently look at data both vertically and horizontally during both grade conferences and in our professional learning community which then continually informs our instruction. This data includes the NYS School Report Card. Upon analysis of the data, we evaluate the success of the ELL programs s we determine ELLs meeting AYP.

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

Data from formative and summative assessments is utilized to inform RTI instruction. Students are grouped by need based on formative/summative assessments, which informs instruction. These groups remain fluid as the students are continually assessed and grouped according to the new analysis of data.

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

As described in the RtI Guide for Teachers of ELLs we have instituted the following RtI structures during our skills period: Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students’ diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs’ language needs and should be incorporated into research-based intervention strategies. Data from formative and summative assessments is utilized to inform RTI instruction. Students are grouped by need based on formative/summative assessments, which informs instruction. These groups remain fluid as the students are continually assessed and grouped according to the new analysis of data.

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

The NYSITELL data has revealed thus far for new admits: 10 new admits of which 7 are in kindergarten and 1 each in grades 1, 3 and 4. The NYSITELL data reveals at this juncture that the majority of new students are at the entering level and therefore the additional supports which will be provided will enable them to achieve transitioning/emerging.

The NYSESLAT data has revealed that 11 students scored at the commanding level, 19 students achieved expanding level, 5 students scored at the transitioning level and 4 scored at the emerging level. The data patterns across proficiency levels and grades reveal that our ELLs’ greatest need is in the reading and writing modalities. The patterns across the four modalities will be instrumental in our instructional decisions. For example, since the majority of our ELLs’ greatest need is in reading and writing, we will endeavor to emphasize skills needed for growth through: shared reading, interactive writing, and guided reading, which are components of the Balanced Literacy program and are built into our new Literacy program-Ready Gen. In addition, strategy lessons in reading and writing will also be employed to further individualize instruction and assist our students. A skills period built into the schedule also allows for greater differentiation of instruction based on the particular needs of students.

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

To disseminate findings in order to make adjustments to your programs, information is shared at Instructional Cabinet Meetings, Grade Conferences, Meetings with the ENL Teacher and Classroom Teachers, and PLC's.

---

**Part IV: ELL Programming**
Programming and Scheduling Information

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

a. Freestanding ENL program.
   Instruction in the freestanding ENL program is delivered through a pull-out model. Groups are heterogeneously grouped according to grade level and the instructor differentiates instruction based on the needs and the level of students' language development. When necessary, newcomers across 2 grade levels are grouped together in order to facilitate meeting the needs of entering ELLs.

b. TBE program. *If applicable.*
   N/A

c. DL program. *If applicable.*
   Our dual language program includes the following:
   • an ENL component designed to develop skills in listening, speaking, reading, and writing in English
   • all content-area courses/subjects are taught in the home language and English
   • a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture
   • 50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs)
   In addition, students are grouped heterogeneously and travel throughout the day as a block. In this structure the ELL’s receive instruction in ELA and Math. During the ELA components of the curriculum, Reading, Writing and Word Work, as well as Math instruction is delivered whole group, small group and one-on-one. In addition, the needs of the students are being met during skills period, where students are grouped homogeneously based on need. During this period all staff members are involved in small group instruction. Students are assessed often and the results are used to inform instruction and create new groups as needed. For example, based on running records, students are grouped and receive the necessary instruction to help them move to the next level in their independent reading. In Kindergarten, first and second grades we are utilizing the side-by-side model and in grades 3 and 4 the classes are self-contained.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
   As staff members prepare their schedules, they strive to ensure that the mandated number of instructional minutes will be delivered to students during the course of the school day as each student receives the necessary instruction in a particular subject. These schedules are discussed horizontally in grades K-3 to ensure that the needs of the students are met. In grades 4 and 5 the schedules are discussed horizontally and vertically as are 4th and 5th grades departmentalize across the core subjects of ELA and Math. The 5 proficiency levels and units of study per proficiency level is outlined below:

<table>
<thead>
<tr>
<th>CR Part 154 Requirements for English as a New Language*, Grades K to 8</th>
<th>Total # Minutes ENL or integrated ENL</th>
<th>Minimum # minutes ENL or integrated ENL</th>
<th>Minimum # minutes ENL/ELA or other content area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>360</td>
<td>180</td>
<td>0</td>
</tr>
<tr>
<td>Emerging</td>
<td>360</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Transitioning</td>
<td>180</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>Expanding</td>
<td>180</td>
<td>0</td>
<td>180</td>
</tr>
<tr>
<td>Commanding**</td>
<td>90</td>
<td>0</td>
<td>90 integrated ENL/ELA or other content area</td>
</tr>
</tbody>
</table>

2018-19 CEP 65
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

We will utilize the NYS Bilingual Common Core Initiative to deliver core content. As per the initiative, The New and Home Language Arts Progressions are designed to help all teachers plan instruction and develop appropriate expectations for students at different levels of language and literacy levels. The development of academic language rests on content area texts. Teachers will target grade appropriate text and develop strategies to provide multiple points of entry for their students. The following are some examples of how teachers will use the progressions to plan and assess language.

- Differentiate linguistic scaffolds that students will require: Entering students, for example, will be able to develop their listening, reading, speaking, and writing skills by focusing on key words in text, while Emerging students will focus on key phrases and short sentences in language. Transitioning students will need less explicit teaching of language and can replicate models, while Expanding students can be supported with tools such as glossaries while Commanding students can be expected to work more independently. All students will be working within the same content area, but the teacher will be able to create different supports for the students to access the content and the academic language that is integral to the content area.

- Determine the specific scaffolds that target the content area demands: Recognizing the precise way in which content should be broken down for students learning a new language or developing their home language is key for selecting scaffolds. Using a cause and effect graphic organizer is essential for understanding historical events. Sequencing becomes essential for understanding how a specific cycle works in science. Rubrics can be useful for assessing the reliability of a source and summarizing is essential for distinguishing the main idea from unimportant details in a text. The Progressions can support teachers in understanding how to create content area scaffolds such as graphic organizers, sentence starters and rubrics that target the content area standard and match the students’ language ability in the new or home language.

- Develop formative assessments according to levels: Knowing what students should be able to do at each level creates benchmarks against which to measure progress. If, for example, a student should be able to integrate information from the text into a graphic organizer with the support of only a word bank, a formative assessment can include that scaffold and the teacher can recognize if the student needs more support, or if the student is ready to move to the next level. Similarly, teachers will develop rubrics to assess the ability of students to participate in partnership, small group or whole class discussions and measure progress over time.

- Develop specific language objectives: The linguistic demands within the Progressions will facilitate for planning for integrating language as a teaching goal. Teachers will be able to plan for the specific language that a unit demands. For instance, knowing the words that are necessary for introducing cause and effect (i.e. because of, due to, when) will reinforce and clarify the content area concepts and thus help guide teachers to language development for the content.

It is important to note that the Progressions will be used by teachers working in content area classrooms with students learning English. In classrooms, teachers will use the new language progressions to develop literacy and language in academic settings within their content area.

Core content is delivered through the following instructional methods: whole group, small group, and one-on-one. As the needs of the students are assessed various methods of delivery may be utilized, which include, but are not limited to: peer tutoring and technologically assisted instruction.

Materials to be utilized in each program include: ReadyGen, GoMath, and Kamamila Phonics.

Native Language support will include academic and content area dictionaries and glossaries as well as peer-tutoring.

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

ELL’s are appropriately evaluated in their home languages during mandated assessments through the use of translators as well as the use of the GBTrousse Program.

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

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

Differentiation of instruction is provided for the following ELL subgroups: SIFE, Newcomers, Developing, Long Term and Former ELLs. These students receive whole group, small group, and one-on-one instruction throughout the course of the school day based on need through analysis of data. These needs will be addressed through scaffolding as we support ELL achievement in the subgroups:

In literacy we will:

Unpack Oral Language and its components:

Vocabulary (understanding the meaning of words and phrases)
Syntax (understanding word order and grammar rules)
Morphological skills (understanding the meaning of word forms and parts)
Pragmatics (understanding the social rules of communication)
Phonological skills (an awareness of sounds, such as syllables and rhymes)

Unpack vocabulary, including core and extended vocabulary

Unpack academic vocabulary:
We will SELECT WORDS TO TEACH THAT APPEAR MULTIPLE TIMES IN CURRICULAR MATERIALS AND ARE ESSENTIAL FOR COMMUNICATING KEY LEARNINGS FROM THE UNIT.
We will TEACH ACADEMIC WORDS WITHIN THE CONTEXTS IN WHICH THEY ARE USED AS ABRIDGE TO TEACHING ADDITIONAL ACADEMIC LANGUAGE FEATURE AND WORLD KNOWLEDGE.
We will FOSTER MASTERY OF ACADEMIC WORDS AND PROMOTE ‘WORD CONSCIOUSNESS THROUGH ENGAGEMENT WITH AUTHENTIC TASKS (DISCUSSIONS, WRITING) AND ENGAGING TEXTS.

Address disciplinary literacy:
We will pay particular attention to vocabulary, grammar, and text structures.

Address text complexity:
We will pay particular attention to lexical level, sentence level, and discourse level.

Former ELLs receive 90 minutes of integrated ENL. All ELLs and former ELLs will receive the mandated testing accommodations, which typically includes a separate location and time and a half for completion of the assessment.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The curricula utilized by the school, Ready Gen and Go Math, provide both materials and strategies for access to academic content areas and propel the acceleration of English language development. Lesson plans reflect this utilization of both materials and strategies. In addition, we are utilizing the Really Great Reading - Tools for Struggling Readers: Blast, Blitz, and Boost as recommended by Dr. Kate Garnett, Professor of Special Education and Learning Disabilities, Chair of The Special Education Department of Hunter College. Teachers also utilize RAZ-Kids technology for individualized instruction. The SIT Team and the SBST help to ensure that all ELLs-SWDs receive all mandated services on their IEPs as well as mandated ESL instruction.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school utilizes curricular, instructional and scheduling flexibility to enable ELL – SWD’s to achieve their IEP goals and attain English proficiency within the LRE as follows: all facets of the curricula are implemented and modified to meet the needs of these students, so that instructional objectives are attained as per the Common Core Learning Standards. Scheduling allows for the support of Special Education teachers and IEP, as well as related service providers. All staff is in 408 compliance and is aware of the academic, socio-emotional needs of our ELL-SWDs. The unique structure of our skills period ensures that flexible scheduling is used to maximize time spent with their non-disabled peers.
period is a fluid environment that allows for individualized and small group work.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Utilizing the NYC DOE RtI framework we provide robust RtI practices in our school. RtI supports the use of differentiated instruction that is matched to student needs and incorporates increasingly intensive interventions for students not making satisfactory progress (based on screening and progress monitoring data). Targeted, small-group (Tier 2), and intensive, individual (Tier 3) interventions are provided in addition to the core instruction all students receive (including in-class interventions delivered by the regular classroom teacher in Tier 1). The multi-tiered delivery model includes a range of supplemental interventions with increasing levels of intensity to address these needs. Each tier is distinguished from the other based on:

- Size of instructional group;
- Mastery requirements for content;
- Frequency and focus of screening;
- Duration of the intervention;
- Frequency and focus of progress monitoring;
- Frequency of intervention provided; and
- Instructor qualifications

The three-tiered model for instruction and support ensures students in each of the three tiers are receiving the necessary interventions with appropriate frequency and duration to address needs. Materials utilized include: Fundations and Wilson for ELA and reading in the content areas inclusive of Social Studies and Science content. Additionally, we also utilize the supplemental materials in the FOSS Science Kits and Engage New York Elementary. Supplemental materials in Go Math, as well as strategies learned through Metamorphosis training address math needs. In addition, Reciprocal Teaching and Visual Thinking Strategies provide further instructional support to meet the needs of our students.

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

This year, Fundations phonics program is being utilized in grades K and 1 so as to better meet the needs of our youngest ELLs as use and analysis of the Ready Gen phonics program showed gaps in the program’s delivery of effective instruction.

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

N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs are invited to all after school programs, both academic and recreational. They are invited to the Saturday academies, extra support programs after school as well as the walking club and the fitness club. The after school and supplemental services offered to ELLs in our school include: North Brooklyn Development Corporation, which addresses both academic and recreational needs, and Wingspan which addresses recreational needs. All ELLs participate in all art residencies, which address movement, dance, musical theatre, percussion and Shakespeare. In addition ELLs are afforded the opportunities for leadership roles through our school-wide initiative, The Leader in Me.

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

Raz kids, Brainpop and Time for Kids are utilized for informational reading materials. These software programs address academic needs in areas of ELA, Math, Social Studies, and Science. In addition, teachers use their SMARTboards and class computers to deliver technology-enhanced lessons. Students are engaged in varied instructional activities utilizing technology, including the use of iPads for guided reading instruction.

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

In the Dual Language kindergarten, Grade 1 and Grade 2 programs the instruction is delivered utilizing a side by side method of instruction. In third and fourth grades, the instruction is delivered by one bilingual instructor. The native language is presented for 50% of the school day. In the Dual Language Program, native materials include French classroom libraries and the Kamamila Phonics Program. In the ENL program native language dictionaries and glossaries as well as peer-translators are utilized for home language support.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   All instruction as mandated by the NYC DOE of education is age and grade level appropriate. When necessary, modifications are made to instruction to ensure that the needs of the students are being met with age-appropriate and leveled materials.

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

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   All staff members offer new students assistance. There are speakers of French, Polish, Spanish, Italian, and Arabic on the school staff. The parent coordinator, the school secretary, the aides, the administration, and all classroom teachers foster a welcoming and friendly environment. Newly arrived students feel at home and accepted. Classroom teachers pair newly arrived ELLs with a buddy/partner to ensure that the new ELL becomes engaged in school life. All students participate in all school activities, special classes such as computers, art, and music.

17. What language electives are offered to ELLs?
   All students receive Italian instruction which is provided by a cluster teacher once a week.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   a. A side-by-side model is used for the French Dual Language Kindergartens, Grade 1 and grade 2 while the third and fourth grades are taught in self-contained classes. In the side-by-side model of instruction, full day French or English instruction alternates each day. Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.
   b. In kindergarten, 1st and 2nd grades each core content area is taught in both English and French. In the 3rd and 4th Grade French Dual Language classes Common Core Literacy Standards are taught in French. The teacher utilizes French materials to cover the Standards in French. Science topics are also taught in French. Math, Social Studies, and ELA are taught in English in the afternoon. Unit tests are utilized to assess student progress. Also, the GBTrousse Program is used to assess reading levels.
   c. The early childhood grades utilize a color scheme to differentiate between the French and English language. Yellow paper designates French, while white indicates English. The classrooms are also divided: one side is French, while the other half is English.
   d. Emergent literacy is taught simultaneously.

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   All teachers of ELLs participate in weekly professional learning communities whereby they study topics that will support their teaching of ELLs. 50% of ELL teachers’ PD will be on topics about best practices for ELL instruction. The PD committee comprised of teachers determined the topics the staff will study across the year in professional learning communities. The chosen topics specifically address the issue of how best to support ELLs across varied subjects.
Here is the Professional Development Plan:

Monday Professional Learning Communities
2017-2018

Essential Question:
How does the utilization of essential and guiding questions in the development of a more rigorous unit of study impact student learning and achievement?

Each PLC will study the definition of rigor, develop a rigorous unit of study, implement the unit, analyze and evaluate the student work produced through the unit and, then, re-implement this cycle of learning.

The dates for Monday PLC are: 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 11/27, 12/4, 12/11, 12/18, 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/26, 3/5, 3/12, 3/19, 3/26, 4/9, 4/16, 4/23, 5/7, 5/14, 5/21, 6/4, 6/18, 6/25

In addition, pedagogical staff, as well as non-pedagogical staff, will avail itself of professional development opportunities offered both through the Borough Field Office and central, where applicable.

Teachers of ELLs and bilingual teachers are provided with various opportunities to attend professional development offered by both the district and city-wide conferences and symposiums. The French Embassy also hosts many lectures on topics of bilingualism, and language acquisition. These professional development opportunities include: workshops, lectures, and intra/inter-class visitations.

Prior to attendance at PD opportunities, we determine whether these PD offerings will present information to support teachers in delivering Common Core-aligned instruction, which is essential to the achievement of ELLs.

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

Visits to the local middle schools by 5th grade teachers and administration provide the staff with support for students transitioning into middle school. Students visit local middle schools with their parents as well as with their class in order to familiarize themselves with the requirements and challenges of a new school. PS 110 also departmentalizes their 4th and 5th grades, so students leave PS 110 with the experience of moving from class to class and working with many teachers. In addition the Guidance Counselor attends PD opportunities specifically pertaining to the aspects of her position, which helps her in her support of the ELLs as they transition into middle school.

Our school will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Teachers must document all of their professional learning activities with agendas and attendance sheets. A new system of documenting agendas on google documents is being implemented this school year. All professional development activities will directly benefit ELLs as teachers are cognizant that they continue to learn so that they can help move students along, develop, and achieve English proficiency as well as academic targets as set by the common core learning standards.
### Parental Involvement

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

   In addition to the scheduled parent-teacher conferences, teachers communicate with families about student progress through interim report cards. Each classroom also has a class portal whereby parents can view class activities and homework. Additional individual conferences are arranged and take place during parent-engagement time Tuesday afternoons or before school if that is more convenient for working parents. Parents also make individual appointments to discuss their child’s progress throughout the school year.

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

   Parents of ELLs are invited and participate in many school functions which are specifically designed to promote parent involvement. They attend Monthly Family Tuesdays, Family Nights held the first Wednesday of every month, Mother’ and Father’s Day celebrations, Holiday Fair, Culminating Arts Residency Events, and Night of the Arts. They are encouraged to attend the adult ESL classes which are held in the school every morning from 8:30-12:30. These functions are planned and organized by the Parent Coordinator.

### Additional Information

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

Paste response here:
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Anna Cano Amato, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** The Monitor School  
**School DBN:** 14K110

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna CanoAmato</td>
<td>Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Dana Raciunas</td>
<td>Assistant Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Amy Chalkley</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Matthew Jensen</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Gretchen Baudenbacher</td>
<td>Parent</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Patricia O’Sullivan K</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Lisa Pezzella 3rd</td>
<td>Teacher/Subject Area</td>
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<tr>
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<tr>
<td>Barbara Morales</td>
<td>School Counselor</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Alicja Winnicki</td>
<td>Superintendent</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Tatyana Ulubabova</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
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</table>


2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 14 School Name: PS 110 Superintendent: Alicja Winnicki

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

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

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

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

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

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

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

   In the analysis of the various data sources available to us, including, but not limited to the HLIS, ATS reports, such as the Report of Preferred Languages, Blue Card data and the Learning Environment Survey, we have determined our school community's preferences for both written and oral communication: backpacking in the school Communication Folder, school website, school facebook page, and email blasts.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
Language Preferred Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<tbody>
<tr>
<td>Our school community’s preferred languages are: English, Polish, Spanish, French and Arabic.</td>
<td>English</td>
<td>87.08</td>
<td>English</td>
<td>86.95</td>
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</tbody>
</table>

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

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to these documents listed above, documents with regards to health, safety, legal/disciplinary matters and entitlement to placement in Special Education and ENL programs will also be translated.</td>
<td>Dates vary according to the necessary documents.</td>
<td>We will use school staff for translation purposes.</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
Face to Face meetings include: Parent/Teacher Conferences (Nov. 3, 2016 and Mar. 9, 2017), Curriculum Nights (Sept. 22, 2016 and May 17, 2017); Family Engagement Meetings and Workshops; Parent/Guardian meetings arranged by staff members, including, but not limited to: Administration, Teaching Staff, Related Service Providers. Informal interactions include: daily attendance calls, teacher calls, related service provider calls.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

In the case of an emergency, we would utilize the following to reach limited-English-proficient families: Language Line, School Messenger, and Bilingual School Staff.

**Part C: Training Staff on Policies and Procedure**

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

At staff training in September, Chancellor’s Regulation A-663 will be distributed and trained staff will turn-key information.

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

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

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

As per the Chancellor's Regulations A-663, all mandated materials will be visible and/or made available to parents/guardians. We will: Provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services; Post in a conspicuous location at or near the primary entrance to the school.
such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services; Make certain that the school’s safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school’s administrative offices solely due to language barriers; Provide parents of more than 10% of the children at our school who speak a primary language that is neither English nor a covered language, a translation into such language of the signage and forms required pursuant to A-663 and we shall post and provide such forms in accordance with A-663, which may be obtained from the Translation and Interpretation Unit.

**Part E: Monitoring Provision of Language Services**

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

We will utilize oral feedback from parents, as well as written feedback in the form of surveys: LES, PTA survey, PC survey. In addition, the newly formed Diversity Committee formed of parents will gather feedback from our parents/guardians on the quality and availability of services.