2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M111

School Name: P.S. 111 ADOLPH S. OCHS

Principal: EDWARD GILLIGAN
Comprehensive Educational Plan (CEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Adolph S. Ochs</th>
<th>School Number (DBN):</th>
<th>02M111</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td></td>
<td>PreK-5</td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
<td></td>
<td>440 W 53rd Street NY, NY 10019</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-582-7420</td>
<td>Fax:</td>
<td>212-245-7236</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Edward Gilligan</td>
<td>Email Address:</td>
<td><a href="mailto:egilligan@schools.nyc.gov">egilligan@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Edward Gilligan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Melissa Connerly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Laura Voss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Melissa Connerly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>TaiDO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
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</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>02</th>
<th>Superintendent:</th>
<th>Bonnie Laboy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>333 7th Avenue room 712 NY, NY 10001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:blaboy@schools.nyc.gov">blaboy@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-356-3815</td>
<td>Fax:</td>
<td>212-256-7514</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)
| Manhattan |  | Yuet Chu |
|-----------|  |----------|
| FSC:      |  |  | Executive Director:  |
|           |  |  | 333 7th Ave. 7th floor NY, NY 10001 |
| Executive Director’s Office Address: |  |  | YChu@schools.nyc.gov |
| Executive Director’s Email Address: |  |  | 646-470-0721  |
| Phone Number: |  | Fax: | 917-339-1765 |
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>Edward Gilligan</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Melissa Connerly</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Trevor Richardson</td>
<td>*PA/PTA President or Designated Co-President</td>
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</tr>
<tr>
<td>TiDo</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Courtney Berghahn</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Ronald Neumann</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Anne Marie Skillins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabet Streat</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Trevor Washington</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Fania Washington</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Sarah Noda</td>
<td>Member/Parent</td>
<td></td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our mission is for each school constituency to work cooperatively to create a positive learning environment for all students. Our community works diligently to teach the whole child so that he/she develops a strong sense of self, an ability to work within any community, and the critical thinking skills that are required to make good choices in the</td>
</tr>
</tbody>
</table>
academic and non-academic world. Each child at PS 111 will be taught to his or her individual needs, so that maximum academic achievement is attained.

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.

PS/IS 111 Adolph S. Ochs is an elementary school with 420 students in grades PK-5. The school population is comprised of 13% Black, 45% Hispanic, 20% White, 17% Asian students, and 5% "other" or "multiple".

PS/IS 111 is comprised of a linguistically, ethnically, racially, religiously, economically, and educationally diverse student body, a highly skilled and committed teaching staff, and caring parents.

PS/IS 111 has partnered with the following community-based organizations: Orchestra of St. Luke’s; Police Athletic League (PAL); Kids in the Game (KING); Marquis Studios; Hartly House, Inc.; Workplace Mentoring Program; PENCIL Organization; NY Cares; Alvin Ailey; BookPals/PencilPals; Center for the Arts Education; Spoons Across America; Random House; Impact Chess;

Our staff is working to build a community of independent learners among all students in all grades, and building student independence is one of the school's core goals. Two specific pedagogical strategies we are using to do this are 1. Building discussion skills and 2. Working with students to accurately self-assess and peer-assess. To build discussion, we have been employing “Socratic Seminar” and "Number Talks". Both involve explicit instruction to help students engage in independent discussions – without the need for teacher mediation of conversations. Students are required to come to conversations prepared with the facts, data, and information they will need to fully participate. “Number Talks” is a math program that builds students’ mental math abilities, improves students’ number sense, and also develops conversation skills as students need to be able to explain their math thinking and evaluate the math explanations provided by their classmates.

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

The student body includes 10% English Language Learners and 21% Special Education students. Our students with IEPs perform below school average. Our ENL population also performs below the school average, but showed significant movement toward proficiency this year. Approximate 20% of our student population lives in temporary housing. Many of those students have attended multiple schools prior to enrolling in our school, and a goal is to make them feel secure and welcome in a new environment.

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.

Collaborative teaching will continue to be an area of focus for 2018-2019. During this school year, we will expand our lesson studies, so that each grade team will participate in at least round of lesson study. Using the lesson study format in schools has been shown to increase teacher collaboration, competency, and increase student achievement. "Inter-visitations" with also remain a strategy used to building collaboration and professional trust among the teaching staff. We saw improvements in continuity across classrooms in a grade, and vertically through the grades. We attribute much of this to consistent professional development in math and literacy.
## School Demographics and Accountability Snapshot for 02M111

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>395</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>N/A</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>9</th>
<th>SETSS (ELA)</th>
<th>51</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>83</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>9</td>
<td>SETSS (Math)</td>
<td>42</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>83</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

- Student Performance for Elementary and Middle Schools (2017-18)
  - ELA Performance at levels 3 & 4: 44.9%
  - Mathematics Performance at levels 3 & 4: 42.0%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): 79%
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

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

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

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

- Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
  - Elementary/Middle School
    - Met Adequate Yearly Progress (AYP) in ELA (2016-17):
      - American Indian or Alaska Native: N/A
      - Hispanic or Latino: N/A
      - White: N/A
      - Students with Disabilities: Yes
      - Economically Disadvantaged: Yes
    - Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
      - American Indian or Alaska Native: N/A
      - Hispanic or Latino: N/A
      - White: N/A
      - Students with Disabilities: Yes
      - Economically Disadvantaged: Yes
  - Met Adequate Yearly Progress (AYP) in Science (2016-17):
    - American Indian or Alaska Native: N/A
    - Hispanic or Latino: N/A
    - White: N/A
    - Students with Disabilities: Yes
    - Economically Disadvantaged: Yes
  - Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
    - American Indian or Alaska Native: N/A
    - Hispanic or Latino: N/A
    - White: N/A
    - Students with Disabilities: Yes
    - Economically Disadvantaged: Yes

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

- Student Composition (2017-18)
  - % Title I Population: 60.0%
  - % Attendance Rate: 90.7%
  - % Free Lunch: 56.5%
  - % Reduced Lunch: 2.8%
  - % Limited English Proficient: 12.4%
  - % Students with Disabilities: 20.3%

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

- % American Indian or Alaska Native: 0.8%
- % Black or African American: 14.9%
- % Hispanic or Latino: 47.8%
- % Asian or Native Hawaiian/Pacific Islander: 16.7%
- % White: 17.0%
- % Multi-Racial: 3.8%

### Year Principal Assigned to School (2018-19)

- 3.26

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

- 0%

### % Teaching Out of Certification (2014-15)

- 6%

### Average Teacher Absences (2014-15)

- 11

### % of Teachers with Fewer Than 3 Years of Experience (2014-15)

- 8%

### Years Principal Assigned to School (2015-16)

- 3.26

### # of Assistant Principals (2016-17)

- 2

### % of Teachers with No Valid Teaching Certificate (2015-16)

- 0%

### % Teaching Out of Certification (2015-16)

- 6%

### Average Teacher Absences (2015-16)

- 11

### % of Teachers with Fewer Than 3 Years of Experience (2015-16)

- 8%

### Years Principal Assigned to School (2016-17)

- 3.26

### # of Assistant Principals (2017-18)

- 2

### % of Teachers with No Valid Teaching Certificate (2017-18)

- 0%

### % Teaching Out of Certification (2017-18)

- 6%

### Average Teacher Absences (2017-18)

- 11

### % of Teachers with Fewer Than 3 Years of Experience (2017-18)

- 8%

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

- 3.26

### # of Assistant Principals (2018-19)

- 2

### % of Teachers with No Valid Teaching Certificate (2018-19)

- 0%

### % Teaching Out of Certification (2018-19)

- 6%

### Average Teacher Absences (2018-19)

- 11

### % of Teachers with Fewer Than 3 Years of Experience (2018-19)

- 8%

### Years Principal Assigned to School (2019-20)

- 3.26

### # of Assistant Principals (2019-20)

- 2

### % of Teachers with No Valid Teaching Certificate (2019-20)

- 0%

### % Teaching Out of Certification (2019-20)

- 6%

### Average Teacher Absences (2019-20)

- 11

### % of Teachers with Fewer Than 3 Years of Experience (2019-20)

- 8%

### Years Principal Assigned to School (2020-21)

- 3.26

### # of Assistant Principals (2020-21)

- 2

### % of Teachers with No Valid Teaching Certificate (2020-21)

- 0%

### % Teaching Out of Certification (2020-21)

- 6%

### Average Teacher Absences (2020-21)

- 11

### % of Teachers with Fewer Than 3 Years of Experience (2020-21)

- 8%
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.

Feedback from the Superintendent and staff developers continues to indicate that improvements can be made in creating common practices concerning differentiation, as well as unified curriculum. Indicator 2.2 (Assessment) from the 2016-2017 QR indicated that assessment practices vary across the school. Additionally, reviews of classroom practice by school administrators, and district personnel, have indicated the need for improved use of rubrics and "learning progressions" by teachers, administrators, and students. Improved use of rubrics and progressions, including teacher agreement on scoring using these tools, will help lead to refined differentiation practices, and assessment practices. Assessment data from school created assessments and state standardized assessments show that there are still at least half of students performing below grade level, but that progress is made each quarter (and yearly) by students.

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.

The majority of students performing below grade level standards in reading, writing, and mathematics will make improvements by June 2019. Specifically, 75% of students performing at level 1 in each area, as measured by the state assessments, common core aligned rubrics, and school created assessments, will improve at least one level - to level 2 or level 3, and 50% of students performing at level 2 will improve at least one level - to levels 3 or 4.
## 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>
</tr>
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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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</tbody>
</table>

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

### Professional Development

Professional development will be provided for teachers during mandated Monday afternoon PD time. There will be a specific focus in grades K-5 on the implementation of the new reading and writing curricula (TCRWP). Use of the writing and reading “pathways” will be an integral component to ensure that teachers are assessing students in a cohesive manner.

| Teacher and students | 09/18 to 06/19 | Grade-level teams, along with ICT, SETSS and ESL service providers. |

Common planning time will be provided for ICT, SETSS, and ESL providers to meet with General Education teachers to discuss and implement best practices for differentiating instruction to meet the benchmarks set in the CCLS aligned rubrics. Staff members will collaborate on how best to address the needs of students with special needs and English Language Learners by creating an entry point for comprehension of rubrics across all grade levels. Vocabulary instruction will also be a focal point for meeting the needs of these students.

| Teachers and students | 09/18 to 06/19 | Grade-level teams, along with ICT, SETSS and ESL service providers. |

### Teacher and Student Engagement

Teachers will have consistent contact with parents about the expectations and goals of the classroom. They will distribute monthly letters to parents including the current unit of study, and access to the rubric being used to measure student progress. These expectations and rubrics being used to measure them will be reinforced during three annual parent teacher conferences.

| PS 111 community | 09/18 to 06/19 | Grade-level teams, PTA, parents of the 111 community |

### Mathematics Instruction

Number Talks will continue to be utilized in all mathematics classes. Professional development will be provided for teachers during mandated Monday afternoon PD time. There will be a specific focus in grades K-5 on the implementation of the new reading and writing curricula (TCRWP). Use of the writing and reading “pathways” will be an integral component to ensure that teachers are assessing students in a cohesive manner.

| PS 111 community | 09/18 to 06/19 | Grade-level teams, |
Development will be provided to teachers throughout the year on the effective implementation of Number Talks.

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.

Grade teams will hold family meetings (i.e. on Curriculum Night in September, and on Tuesday afternoons) to review rubrics and learning progressions with families.

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.

Budgetary funds, time, and personnel will be used to meet this goal. The schedule was created so that all grade level teams have one official common planning period per week plus additional common preparation period times. Substitute teachers will be used periodically to provide time for planning and assessment work.

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

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

Teachers will administer benchmark assessments in reading, writing, and mathematics three times per year (approximately September, February, and May/June). Data will be analyzed after each assessment, with particular focus on the growth from September to February, and again from February to June. The February benchmark assessments will be used as a mid-point measurement in which we will look for the percentage of students making progress toward moving from level 1 to level 2, or level 2 to level 3. All teachers in a grade are using the same benchmark assessment, and all teachers will use that assessment for each benchmark in order to have a consistent measure.

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

Identical beginning of year, middle of year, and end of year teacher created assessments in literacy and math will be scored by teachers. Progress will be determined by comparing BOY and EOY data. State assessment data will be used to measure growth for students in 4th and 5th grades.

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

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

Part 1 – Needs Assessment

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?

Our attendance data shows that we are below average for similar schools. We believe that we can further improve our use of developmentally appropriate strategies for assisting in improving student behaviors even further. Our intention is that when all staff are utilizing "developmentally appropriate" strategies then this will affect both attendance and behavior. OORS data indicates that the vast majority of school behavior incidents occur at lunch and recess. The majority of students in our school with low attendance, and behavior concerns, are students with inconsistent housing, inconsistent family life, and/or inconsistent educational experiences (i.e. moving school to school). For these students, consistency and caring approaches are especially needed. To support this work, we are utilizing feelings charts, mood meter, and mindful breathing activities.

Part 2 – Annual Goal

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

By June 2019, 100% of teachers, paraprofessionals, school aides, and administrators will utilize “developmentally appropriate” strategies for implementing behavior and attendance support systems in the cafeteria and school yard.
**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., average/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>All staff</td>
<td>09/18 to 06/19</td>
<td>Guidance Counselors, B. Greene, and Administration</td>
</tr>
<tr>
<td>All staff will receive training in de-escalation and conflict resolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All staff will receive professional development in ways to support students with attendance concerns.</td>
<td>09/18 to 06/19</td>
<td>Guidance counselors, administration, and OSYD personnel from the district.</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

More frequent meetings will be held with families at the beginning of the school year if an attendance issue is observed. The parent coordinator will participate in these meetings. Guidance will be an integral part of meetings with families to discuss behavior, including discussing "developmentally appropriate" strategies at school and at home to support improved attendance.

The principal and assistant principal will meet with late arriving families every morning. The parent coordinator will call families for in-person meetings who are absent more than two times by October, three times by November or December, etc.

**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.

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

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

2018-19 CEP
### 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.

Administrator observations of the cafeteria and school yard will be used to determine the types of techniques being used in those spaces. Interviews of students with consistently late arrival, or large numbers of absences, will be conducted to determine their experiences upon entering their classrooms. The school will continue to ask every late arriving student if he/she has eaten breakfast, and provide breakfast if the student wants it.

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

Sign-in sheets at meetings will be used to measure the goal of training staff. OORS data will also be used to determine if there was an effect on student behavior. ATS data will be used to track attendance.

**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

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

Our staff has common planning periods at least one time week. However, the teachers and para-professionals do not often have time to visit each others’ classrooms, nor do they have the extended time needed for planning lessons in-depth. Teachers also reports (per the most recent Framework) that they would like to be more innovative in their teaching practices.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
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<tbody>
<tr>
<td>By June 2019, 100% of teachers and para-professionals will have engaged in at least one round of inter-visitations to/from other teachers.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Grade level and subject area teams | 09/18 to 06/19 | Assistant Principal, Trained Teachers |
| Professional Development led by the assistant principal and teachers who have already engaged in inter-visitations. This will occur on a bi-monthly basis on Monday PD days. | | | |
| Team building, and trust building, activities led by the assistant principal, principal, and UFT chapter chair. This will occur on a bi-monthly basis on Monday PD days. | Grade level and subject area teams | 09/18 to 06/19 | Teacher Leadership Team, Administration |
| Parent information sessions about inter-visitations presented to the PTA executive board and general membership. This will occur twice during the year. | Grade level and Subject area teams | 09/18 to 06/19 | Administration |
| 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 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.

Administration will present information to the PTA Executive Board, as well as to the general membership, in September to discuss the importance of teacher professional development, and how inter-visitations fit into development of teacher practice.

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

- **Human Resource:** TLP Team, Teacher Leadership Team
- **Instructional Resource:** TLP inter-visitation templates, reflection questions
- **Schedule Adjustments:** 15 minute planning and 30 minute reflection time for each visit; possible coverage when a visit does not occur on a preparation period

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, at least 75% of the teachers will have participated in one round of inter-visitation. The entire staff will have engaged in professional learning about the TLP model of inter-visitation by February 2019.

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

In addition to measuring the number of teachers and paraprofessional who engaged in inter-visitation by February and June, there will also be a Likert Scale survey to determine how teachers felt this will affect their practice.

**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.

The most recent Framework report indicates that teachers are looking for more professional guidance from administration; specifically around a unified and rigorous curriculum. The report indicates that teachers trust their colleagues, and administration, as well as believe that they receive professional feedback and support. There is room for improvement for teachers feeling supported in a professional manner and in improving the quality of professional development that improves instruction in the classroom.

Part 2 – Annual Goal

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

By June 2019, at least 75% teachers will indicate satisfaction with the feedback and support provided by the administration for observations, and general development. A Likert Scale survey will be used to measure this in June 2019.

The principal and assistant principal will engage in a new method of observations, which the teachers have already indicated seems like a positive move for them. Teacher observation cycles will be conducted quickly, over the course of four or five weeks, with five to eight instructional days between each observation. The teacher and administration will decide on an instructional goal prior to the first observation, or during the debrief of the first observation. These observations will be supported by periodic visits to the classrooms throughout the year. The goal is to provide immediate feedback, followed by a quick succession to support the implementation of that feedback.
### Part 3a – Action Plan

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<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>
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<tr>
<td><strong>Who will be targeted?</strong></td>
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<th></th>
<th>Target Group(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The principal will engage in beginning of year, mid-year, and end of year conferences with 100% of teachers</td>
<td>All Teachers</td>
<td>09/18 to 06/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Administration will analyze teacher observations on a quarterly basis to determine the needs of each teacher. This information will be used in the mid-year and end-year discussions.</td>
<td>All Teachers</td>
<td>09/18 to 06/19</td>
<td></td>
</tr>
<tr>
<td>UFT will engage with the teachers at least quarterly to assess the level of professional support the teachers believe they receive, and to determine what is still needed.</td>
<td>All Teachers</td>
<td>09/18 to 06/19</td>
<td>UFT Chapter Chair</td>
</tr>
<tr>
<td>Observations will occur in four to five week cycles for at least 75% of Advance rated teachers</td>
<td>Advance rated teachers</td>
<td>09/18 to 06/19</td>
<td>Administration</td>
</tr>
</tbody>
</table>

### 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.

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<tr>
<td>N/A</td>
<td></td>
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</table>

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2018-19 CEP
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.

Meetings will be held during a teacher's preparation period. Time will be provided on the June professional learning day to complete the survey. The principal and assistant principal will analyze the responses prior to the end of the school year. The school's UFT chapter chair will gather information about staff satisfaction (with professional learning) during monthly UFT meetings.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
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</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.

An anonymous Likert Scale survey will be administered in February to determine progress toward achieving this goal. This will be the same survey issued in June.

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

A Likert Scale (5 or 10 points) will be used in February and June. The same survey will be used both times.

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.

Communication continues to be an area in which parents/guardians would like to see improvement. Informal data via conversations with parents, as well as information provided by the PTA from their meetings, indicates that parents would like more frequent communication from the school. Parents/guardians, especially those with children in multiple classrooms, have indicated that one platform would make communication easier and more effective.

### Part 2 – Annual Goal

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

**By June 2019, 100 percent of classes/teachers will use one form of communication with parents/families (i.e. Bloomz, Konstella, SchoolCNXT, etc...)**
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings with PTA executive board</td>
<td>PTA</td>
<td>09/18 to 10/18</td>
<td>Teachers, PTA representative, Principal, Assistant Principal</td>
</tr>
<tr>
<td>Meetings with PTA executive board, other parents, and various vendors</td>
<td>PTA</td>
<td>09/18 to 10/18</td>
<td>Administration, PTA representatives, Parent Coordinator</td>
</tr>
<tr>
<td>PTA general membership first meeting. Main agenda item: school communication</td>
<td>All Families; Teachers</td>
<td>09/18 to 06/19</td>
<td>All PTA, Principal, Assistant Principal</td>
</tr>
<tr>
<td>Feedback from families and teachers followed by final decision on a communication platform.</td>
<td>All Families</td>
<td>09/26/18 to 10/31/18</td>
<td>All families, teachers and staff, Principal, Assistant Principal</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.

N/A

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.

Teacher schedules have been created to allow for multiple meeting times to plan and implement communication with families. Tuesday afternoon time is used to meet with families, or to update websites, create newsletters, etc...

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></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>X</td>
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<td>C4E</td>
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<td></td>
<td>21st Century Grant</td>
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<td></td>
<td>SIG</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>PTA Funded</td>
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<td></td>
<td>In Kind</td>
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<td></td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

By November 2018, every class/teacher, after-school, PTA, and administration will utilize one communication platform (in addition to any class websites).

Administration will review data on which teachers are using the tool, how often, and at what times. This data will be reviewed in December, March, and June.

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

On whichever platform is chosen, administration (and anyone granted overall access) will be able to view which teachers, parents/families, and other staff are signed-up for the chosen system. Reports will be run from this system.

**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>Running record reading assessments, writing benchmark and class assessments, and the state ELA assessment in grades 4 and 5.</td>
<td>Leveled reading and phonics instruction across the grade. After school intervention focused on writing and reading stamina, reading fluency, and reading comprehension.</td>
<td>Small group instruction in the classroom. Small group instruction after school. Intervention with the SETSS teacher.</td>
<td>During the school day Afterschool intervention for primary grade students and 3rd grade at-risk students.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Quarterly (or thrice yearly)) math benchmark assessments, classroom assessments, teacher observation, and the state math assessment in grades 4 and 5.</td>
<td>Strategy groups in the classroom. Hands-on projects targeted to one or two skills in after school.</td>
<td>Small group instruction in the classroom. Small group instruction after school.</td>
<td>During the school day Afterschool intervention for primary grade students and 3rd grade at-risk students.</td>
</tr>
<tr>
<td>Science</td>
<td>Classroom assessments and projects</td>
<td>Strategy groups in the classroom</td>
<td>Small group instruction in the classroom.</td>
<td>During the school day (in class)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Classroom assessments and projects</td>
<td>Strategy groups in the classroom</td>
<td>Small group instruction in the classroom.</td>
<td>During the school day (in class)</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Ongoing daily observations, parent meetings, teacher referrals</td>
<td>Morning &amp; afternoon check-ins, group counseling, play therapy</td>
<td>1:1 counseling, small group counseling</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>We have approximately 60 students in temporary housing, including students in &quot;double-up&quot; situations.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

We will provide physical materials for our students in temporary housing including books, pens, paper, and book-bags. Backpacks, accompanied by summer reading materials, are provided each June. Our guidance counselors also provide at-risk services to any STH who is brought either to a PPT meeting, or directly to the counselor. A Saturday program for students in temporary housing was also created in March 2017 that we plan to continue with the support of the MFSC. This includes arts, P.E., STEM, and cultural activities for students.

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

Indicate with an “X” your school’s Title I Status.

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Teachers are provided high-quality professional learning in the school on Monday afternoons. All ELA teachers in grades K-5 also receive professional workshops from Teachers College coaches. Our 4th and 5th grade math teachers will engage in workshops and training with coaches from the borough office. They will in turn coach our PK-4 staff. All teachers are also provided multiple opportunities to engage in PD outside the school, including visiting effective teachers in other schools. Teachers engage in TLP inter-visititation strategies, working with three teachers and an administrator who were trained. All new teachers are provided a mentor. Every teacher will engage in meetings with the principal three times per year (September/October, January/February, and May/June) to discuss progress toward meeting professional goals. All interviews for recruitment are conducted by a team representing all areas of the school (multiple grades, multiple subjects, guidance, parent coordinator, etc...).

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).

Every Monday afternoon for approximately 80 minutes, the staff engages in professional learning. Our K-3 literacy classroom are focusing our learning on three key concepts that are pertinent to our school goals: Reading, Writing, and Number Talks (mathematics). Grade 4 and 5 literacy teachers are focusing on reading and writing curriculum. Grade 4 and 5 math teachers are focusing on Number Talks and deepening their understanding of fractions. Our PK teachers are focused on revising their literacy units, as well as deepening their understanding and delivery of the Building Blocks curriculum. Some sessions are led by the principal and/or AP, others by teachers, and some by outside developers.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our Parent Coordinator will conduct workshops with all PreK and Kindergarten families to assist with this transition. We have also hired a former social worker who will conduct some workshops directly related to this concern. The social worker assigned to the school for the year also visits on a monthly basis. Her observations and feedback help us to make individual plans for students.

We will also implement a plan for current PreK families to observe Kindergarten classes in April and May to help them gain an understanding of what takes place in those classrooms.

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.

| Teachers provide input to administration regarding the use and types of benchmark assessments. We conduct quarterly assessments in reading, writing, and mathematics. Science and Social Studies teachers use classroom based assessments. |

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

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

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

2018-19 CEP
<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Allocation Amount</th>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$174,896.00</td>
<td>X</td>
<td>5D: Effective Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5E: Strong Family Ties</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$104,020.00</td>
<td>X</td>
<td>5A: Rigorous Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5C: Collaborative Teachers</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>X</td>
<td>5A: Rigorous Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5C: Collaborative Teachers</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,032,170.00</td>
<td>X</td>
<td>5A: Rigorous Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5C: Collaborative Teachers</td>
</tr>
</tbody>
</table>

1**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity — 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. P.S 111, 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 111M will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

### Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

School-Parent Compact (SPC) Template

PS 111M, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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


I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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


I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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


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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: _____

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

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

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____

---

Division of English Language Learners and Student Support
Milady Baez, Deputy Chancellor
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm
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: ______

The Title III program for the 2018-2019 school year will include an after school language and literacy program for 24 ENL students in grades two through five including both newcomer and long term ELLs. Students will be subgrouped by age (with others of the same grade or one year difference) as well as by language proficiency level. NYSESLAT data reveals that writing is the weakest skill for most of the students. Therefore, students who attend our program this year will participate in an intensive thematic study on the theme of Favorite Characters with a focus on building writing skills by both writing about characters in books they read, and also by creating their own stories with interesting characters they invent. In order to ensure that all students receive appropriate instruction for their grade and language level, we will employ parallel and small group teaching. We will have three teachers working in tandem, so that each student's instruction is targeted and age appropriate. Although the primary skill targeted will be writing, basic reading instruction through direct phonics lessons, vocabulary development practice, and shared reading for comprehension will be reinforced as well. Students will study models for writing, and engage in shared and interactive writing about their favorite characters based on age and level appropriate books on the theme of Favorite Characters. Through their study of the topic of Favorite Characters, ELLs will learn important new content and skills.

Based on the 2018 NYSESLAT and NYSITELL results, our program will be subgrouped as laid out below:

For the entering and emerging students we will scaffold instruction as follows: students will be grouped by grade [one group of second and third grade entering and emerging newcomers (5 students) and one group of fourth and fifth grade entering and emerging newcomers (4 students)]. For thirty minutes each student will have the opportunity to use "Imagine Learning", an adaptive research-based computer program designed to teach language and literacy skills to ELLs utilizing native language support while the other group of students develop their basic language and literacy skills by participating with a teacher in shared reading, guided listening, and interactive writing. Then the groups will switch stations. The small size of the groups will allow for abundant practice of all language skills for each student, as well as language development through a research-based language/literacy learning tool. (This subgroup will serve 9 newcomer ELLs and be taught by fully certified ENL teacher, Elizabeth Hannigan.)

For the transitioning and expanding students we will scaffold instruction as follows: students will be grouped into two subgroups by grade and area of greatest need as per NYSESLAT results. For thirty minutes the students will work on an appropriate group text with a teacher. For one small group (9 advanced long term third and fourth grade ELLs for whom NYSESLAT showed writing as the major area of need), a teacher will introduce a writing exemplar that highlights writing skills, such as sentence expansion and adding actions to one's writing to "show not tell" a story. Lexical sets such as descriptive adjectives and synonyms for "said" will be taught explicitly as well. For the other small group (6 advanced newcomer second and third grade students for whom NYSESLAT showed reading as the major area of need), a teacher will help the students develop their higher level reading skills, such as inferring and drawing conclusions about character changes and motivations, by participating with a teacher in small group guided and strategy lessons. These subgroups will subsequently switch teachers,
Part B: Direct Instruction Supplemental Program Information

and each group will work with their new teacher to co-construct a story employing all they know about writing and character development. This system of highly thoughtful grouping will allow each student to receive targeted supplemental support through direct teacher instruction and interaction. The final twenty minutes each day will be an opportunity for the students to share their work of the day with students from the other subgroup. This will build a sense of community among the ENL students as well as providing an opportunity for repeated practice of speaking, reading and listening skills. (This subgroup will serve 15 newcomer and long term ELLs and the teaching will be shared equally by fully certified ENL teacher, Jennifer Singer, and general education certified teacher, Niamh NiDiomasaigh.)

Sets of fiction books with complex and entertaining characters that reflect the lives, families, and interests of our ELL students will be purchased through Title III. The website "Learning A-Z", which has built-in supports for ELLs such as picture cards, will be utilized as a source of leveled reading texts as well. Ink will be purchased through Title III in order to print student copies of the books, graphic organizers, and vocabulary cards available on the "Learning A-Z" website. Laptops and subscriptions for "Imagine Learning" and "Learning A-Z" were purchased through another funding source. However, we will purchase headphones through Title III, so students are able to use the computers without disrupting others. The program will begin on December 5th and end on March 28th. It will meet every Wednesday and Thursday from 2:40-4:10 barring school holidays for a total of 28 one and a half hour sessions. In total, 126 hours of direct instruction will occur at a total cost of $7,641.90 to Title III. All instruction will be in English. However, "Learning A-Z" supplies Spanish language supports and "Imagine Learning" supplies native language supports in all the languages spoken by the ELLs who will attend the program. All instructional materials will be purchased using Title III funds for a cost of $2,358.75.

Part C: Professional Development

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

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

Begin description here: 

Our teachers will engage in a book study/study group. As we have identified writing as an area with which many of our ELLs are struggling, both on NYSESLAT and in their classroom work, we will focus on best practices for the teaching of writing to ELLs. To keep the study very targeted we will focus primarily on the genre of fiction.

Scaffolding Language, Scaffolding Learning, by Pauline Gibbons, and Common Core for the Not-So-Common Learner, by Maria G. Dove and Andrea Honigsfeld, have been chosen as the core of this professional learning. Each of these texts offers one, or more, pieces that are integral to our teachers' continued growth.

Professional development (book study) will take place on November 7th, 8th, 28th and 29th from 2:40-4:10. On 11/7 the topic will be Derewianka's Curriculum Cycle using Chapter 4 of Scaffolding Language, Scaffolding Learning as a guiding text ("Writing in a Second Language Across the Curriculum: An Integrated Approach"). On 11/8 the topic will be Scaffolding writing by building background using Chapter 7 of Scaffolding Language, Scaffolding Learning as a guiding text ("Learning Language, Learning Through Language, and Learning About Language: Developing an Integrated Curriculum"). On 11/28 the topic will be Explicit teaching of writing strategies using chapter 6 of Common Core for the Not-So-Common Learner as a guiding text.
### Part C: Professional Development

("Writing Strategies"). On 11/29 the topic will be Scaffolding writing through academic language development and rehearsal using chapter 2 of Common Core for the Not-So-Common-Learner as a guiding text ("Strategies for Academic Language Development"). All teachers who will be teaching in the Title III program will be mandated to attend this study group and paid for their time at a total cost to Title III of $1,091.70. General education teachers with ELLs in their classrooms will be invited to attend, but will not be paid for their participation. We already own multiple copies of each of our book study texts, so there will be no supply costs to Title III. There will not be any provider for this study group. Instead of having a provider, the participants will follow the "Four A's Text Group Study Protocol".

### 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: 

| P.S. 111 will engage our parents in a family workshop, plus a series of ESL instruction/classes. The family workshop will be for parents of all ELLs highlighting ways to keep the students' learning and language acquisition developing over the summer. The rationale for this workshop is data showing a significant backwards slide in the ELL student performance from June to September. Summer program options in the schools and throughout the borough will be explained and practice materials will be presented and distributed. Teachers will provide parents with suggestions of cultural institutions which families can visit, articles to read in their native language, and vocabulary lists for parents to practice at home with their children. This workshop will be presented by fully certified ENL teachers, Jennifer Singer and Elizabeth Hannigan, on Tuesday, April 9th from 2:40-4:00 at no cost to Title III. The parents will be notified by letters in their preferred languages distributed by the ENL teachers. Parents who attend will sign in and receive an agenda, both of which will be kept in the ENL compliance binder. 

Our parent engagement funds will be used to pay a teacher to teach parents English. On curriculum night and during ELL parent orientation meetings we surveyed parents about their needs and many wanted a class to learn English. Therefore, we opted to commit our funds in this way. The parent classes will be offered every Wednesday from 1:00 to 2:30p.m beginning on Wednesday, December 5, 2018 and continuing every week barring school holidays through March 27th, 2019 for a total of 14 sessions (21 direct instruction hours) at a cost of $1,273.65 to Title III. The topics to be covered will include functional English such as "how to fill out applications", "how to describe health issues", and "meeting new people", as well as basic English vocabulary and grammar development. The learning materials for the parents were purchased last year and therefore will be of no cost to Title III. The teacher of the parent class is, Maria Gagnay, a fully certified ENL teacher. Ms. Gagnay will take attendance at every class session which will be placed right after class in the mailbox of our ENL teacher, Ms. Singer, who will keep it in the school's ENL compliance binder. Our parent coordinator, Zaida Cosme, will send written invitations to the parents of all ELLs in the school in parents' preferred languages based on their HLIS. Additionally, multi-language flyers will be posted in the lobby of the school. |
Part D: Parental Engagement Activities

We have identified these two focal points as important concerns, and they fit in with city initiatives. While instructing students and helping them to acquire the English language is critical, it is also important to help students maintain their native language. People at home and in school should work together to ensure both languages are mastered. The parent textbooks are already owned by the school and the summer practice materials will be made by the ENL teachers. Therefore, the only cost to Title III for parent engagement will be the $1,273.65 in per session for the teacher of the parent English class.

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>
</table>
| Professional salaries (schools must account for fringe benefits)                | $10,007.25      | PER SESSION FOR DIRECT INSTRUCTION TO ELL STUDENTS
1. 3 teachers x 28 sessions x 1.5 hours x $60.65 = $7,641.90
2. PROFESSIONAL DEVELOPMENT (STUDY GROUP) PER SESSION
3. 3 teachers x 4 sessions x 1.5 hours x $60.65 = $1,091.70
3. PARENTAL ENGAGEMENT PARENT CLASS TEACHER PER SESSION
4. 1 teacher x 14 sessions x 1.5 hours x $60.65 = $1,273.65
TOTAL
$10,007.25 |
| Purchased services                                                             | ____            | ____                                                                                           |
| • High quality staff and curriculum development contracts.                    | ____            | ____                                                                                           |
| Supplies and materials                                                         | $2,358.75       | DIRECT INSTRUCTION SUPPLIES
Califone 3068AV Headphones $308.98                                            |
### 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>Instructional Materials</td>
<td>$746.24</td>
<td>Ink and differentiated writing journals $746.24 High Interest Assorted level Fiction Books $1,303.33 TOTAL $2,358.75</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>——</td>
<td>——</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><strong>$12,388.00</strong></td>
<td>——</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>111</td>
</tr>
</tbody>
</table>

School Name: Alfred S. Ochs School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Edward Gilligan</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Clara Harvey</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL/ Bilingual Teacher</td>
<td>Jennifer Singer</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Darice Scholl</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Elizabeth Hannigan</td>
</tr>
<tr>
<td>Parent</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Zaida Cosme</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>type here</td>
</tr>
<tr>
<td>Other (Name and Title)</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>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>363</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>61</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>16.80%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

   Our school utilizes the Teachers College Reading and Writing Project (TCRWP) and the Fountas & Pinnell (F&P) reading levels to assess the early literacy skills of all our students including our second language learners. Running records are administered by teachers throughout the school year to get more information about how a child is reading. These running records are extremely important in helping the ENL and common branch teachers to target a student’s needs in reading and language. If ELLs are leaving off the third person S in their reading, for example, then a strategy lesson in reading through the whole word would be appropriate, as well as a grammar lesson on when we use the third person S.

   Spelling and phonics levels are measured by the Words Their Way spelling inventory and with Wilson Fundations assessments. Students are leveled from “beginning consonants” to “inflected endings” and grouped for instruction accordingly. This allows spelling instruction to be aimed just right, rather than assuming a whole class needs to study the same words or spelling patterns.
“Writing on Demand” pieces are also given periodically throughout the school year. These writing pieces assess students’ independent writing abilities and inform instructional decisions. They also measure growth in writing conventions, elaboration, grammar, sequence, and other general writing skills. For students still in the initial stages of language acquisition, modified writing assignments and assessments are provided, such as “label this picture” or draw the beginning, middle, and end of a story.

2. **What structures do you have in place to support this effort?**
   Teachers are periodically provided coverage in order to analyze test data meaningfully, so as to properly target instruction and effectively group students for small group work. This work is done in grade teams which include the classroom teachers as well as the ENL and special ed service providers whenever possible.
   The school has also begun using one drive on outlook in order to facilitate communication among administration, classroom teachers and service providers with regards to student needs.
   As a TC school, all teachers are provided checklists with each reading and writing unit to help students assess their own reading and writing habits and techniques in order to set tangible goals for improvement. These goals are usually short term attainable goals agreed upon by the student and teacher and grounded firmly in the curriculum. Additionally, the school has two staff developers from TC who come in to work with staff on implementing quality instruction.
   The assistant principal has fostered relationships with many institutions of higher learning in order to insure a steady flow of student teachers to the school. This has proved invaluable in Terms of allowing for more frequent small group instruction based on student need.

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?**
   The NYSITELL is administered to any non-English speaking or bilingual student new to the NYC public school system is used to identify students’ strengths or weaknesses in the four language modalities: listening, speaking, reading, and writing and determines whether a child is commanding, expanding, transitioning, emerging, or entering. In addition, native Spanish speakers who score below commanding on the NYSITELL are administered the Spanish LAB to measure native language fluency and literacy skills. SLAB results help us see whether students are having ENL issues or whether their issues may be more overall academic issues or environmental ones.
   Every spring ELLs are administered the NYSESLAT exam and students are scored as commanding, expanding, transitioning, emerging, or entering. NYSESLAT data is reported in terms of student skills in listening, reading, writing, and speaking, and the data is used to determine teaching focus as well as mandated service hours. These results also help us measure students’ growth or lack of growth across the years which allows us to see the efficacy of our ENL program overall and for particular students.
   In addition to the NYSESLAT, the state ELA and math exams are the standardized assessments that are used to evaluate the efficacy of the ENL program by measuring ENL students’ growth over the course of years as it compares to the rest of the school population. We also use the EDAT to determine risk factors for individual students, so we can be sure to have additional supports in place where needed. This tool helps to highlight overarching areas of strength in our program as well as areas in need of improvement.
   To measure growth over the course of a single school year other criterion based assessments in decoding, vocabulary, spelling, reading, and fiction and informational genre writing are used, some created by grade groups and others by TCRWP. The ENL teachers take into account the progress of individual English language learners as well as the group as a whole to determine which instructional strategies are working and what content needs to be reviewed in a different way.
IEP modifications applied for standardized testing are used in the administration of all assessments which come with the curricula, as well as all teacher-made assessments. Whenever possible, math and other content assessments are provided in the students’ native language.

4. What structures do you have in place to address interventions once the summative data has been gathered?
First of all, the administration organizes the staff and scheduling of assessments to insure that support staff is available to aid in the testing efforts. This insures that all students with modifications, including ELLs, are tested in the correct way. They also provide bilingual glossaries, translated tests or oral translators when appropriate. All benchmark assessments given to other students are given to the ELLs with the mandated ELL modifications. The only exception to this is that although first year ELLs are exempt from taking the ELA, we do have some of our first year ELLs participate in ELA benchmark assessments when the classroom teacher and the ENL teacher agree that a particular student has sufficient English skills such that the assessment will yield useful data.

The administration uses data from summative assessments to set the professional development goals for the school.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
Data is used to guide instruction for ELLs within the Response to Intervention (RtI) framework to differentiate the needs of ELLs at the various proficiency levels. Student growth in the 4 modalities is used to guide instruction based on identified needs either on the Listening/Speaking strands or the Reading/Writing continuum based on studying the EDAT and NYSESLAT scores. Additionally, baseline universal assessments are given in math and the results help to determine which students may need more intensive and tailored instruction. This instruction is provided by the ENL teachers during integrated ENL instruction, by the classroom teachers during independent reading, and/or by SETTS teachers providing at-risk support. RtI activities for ELLs include, but are not limited to: using math manipulatives, previewing texts that will be read in class and frontloading difficult and/or useful vocabulary from the text, short problem solving activities which require conversation and critical thinking skills, and co-writing of texts to serve as a model for independent work. Progress is regularly monitored using running records and on-demand writing and paraphrasing assessments. ELLs who do not show improvement in a reasonable amount of time are referred to the Academic Intervention Team for further support.

Additionally, in the Go Math Curricula for grades 3-5, there are RtI manuals that provide targeted practice in specific sub-skills which correspond directly to the Go Math assessments. This has been an invaluable resource for providing extra instruction and practice in small groups during the school day and in the Title III after school program.

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 RLA from ATS].)
Kindergarten NYSITELL scores reveal that the majority of our kindergarten ELLs are advanced (3 transitioning, 5 expanding, ). There are only 2 kindergarten ELLs at the entering level and none at the emerging level. As all these students have just begun their academic career here, there is no comparison data available for them at this time.

Of the 8 first graders who scored at the beginning or intermediate levels on the NYSITELL in kindergarten, 5 went up at least a level, 1 was not here during the NYSESLAT window last year and therefore does not have a current score that is valid, 1 came very late in kindergarten and therefore took the NYSESLAT shortly after taking the NYSITELL, and 1 does not talk to adults and therefore has a speaking score of 2 which brought his whole score down. Three of the first graders who scored advanced on the NYSITELL in kindergarten, scored expanding on the NYSESLAT and one scored transitioning. Although it is difficult to compare “Advanced” grades to “transitioning” and “expanding” grades, there appears to be no or little growth for these higher level ELLs.

Of the 6 second grade ELLs, 2 are new to the school/country. Of the 4 students who were here last year, 3 have IEPs for ICT as well as related services. In some cases, learning issues likely impacted the academic development as well as the test scores of these students. One student went from the intermediate to the expanding level. One went from the intermediate to the transitioning level. The third went down from the intermediate to the emerging level. One second grader was advanced in
kindergarten and became proficient in first and now is in her last year of receiving ELL support.

In third grade, two ELLs are new to the school/country. Two ELLs have gone up from true beginners in second grade to intermediate/emerging this year. One ELL went up from intermediate to commanding. One ELL was advanced for two years and then went to expanding this year. She is currently being evaluated for a reading/writing disability as these are the areas in which she is not showing growth.

In fourth grade, 1 student went from advanced to commanding, 2 students went from intermediate to transitioning, one went from advanced to expanding, representing no or negative growth, 1 went from advanced to emerging, representing negative growth, and one went from beginner to entering showing no growth. One student went from advanced in second grade to proficient in third and is now in his last year of receiving ELL support.

In fifth grade, one student is new to the school/country, one student went from intermediate to expanding, one student went from advanced to expanding, one student went from advanced to commanding, one student has stayed at low intermediate/emerging for three years. He has an IEP for ICT, multiple related services and has been recommended for 12-1-1. Three students went from advanced in third grade to proficient in fourth grade, and are now in their last year of receiving ELL support.

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

ELL teachers, and administrators, present data to staff several times per year. Data analysis meetings are held periodically to determine a course of action.

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.

   ELL and former ELL students are placed in one general education classroom on a grade whenever possible to facilitate scheduling of ENL services. If the student is mandated for ICT or G&T, he or she is placed in the required setting. All classes in this school at this time are monolingual English. The whole class travels together as a group to all specials and to lunch. All classes in this school are single grade except for one Gifted and Talented class which is a 3/4 bridge. In the case of the bridge class, the fourth graders are pulled out as a group for math instruction with a fully certified math teacher while the third graders stay in their classroom for math instruction with their teacher. All classes in this school are heterogeneous in terms of proficiency levels, however small group instruction is provided throughout the day at which times, students are often grouped homogeneously by their academic needs. All students in the Gifted and Talented classes must pass the G&T test; however, this does not create classes that are homogeneous. There is wide variation in levels among the students in the G&T as well as in the general education and ICT classrooms. Third, Fourth, and Fifth grade classes travel as a group to science where they are taught grade level science by a science teacher. Fourth and Fifth grade classes are further departmentalized. ELA and Social Studies are taught by fully certified common branch teachers, and math by fully certified math teachers. All other grades (pre-k - 3) are taught all academic subjects by their common branch teachers. ELL students at the entering and emerging levels are pulled out for standalone ENL class for 45 minutes four times a
week to get targeted instruction in English. There are 3 pullout ENL groups (grades K-1, grades 2-3, and grades 4-5). While the proficiency levels are mixed, all the students in the pullout group have many of the same needs and instruction is differentiated to ensure that all students are moving forward in their English studies. Lessons incorporate all four modalities, listening, speaking, reading, and writing. A new lexical set is studied each week as well and practiced until it is mastered. All pullout groups include students from only one or two contiguous grades. These students also receive four 45 minute sessions of integrated ENL in their own classrooms in which the ENL teacher works with them on the core curriculum in a modified form. Even when the ENL teacher is not in their classroom, the content area/common branch teachers are expected to have scaffolds in place (through planning with the ENL teacher and grade planning sessions) so their ELLs have age-appropriate and challenging work to do in the classroom. Whenever available native language materials are provided to help the ELLs with content comprehension. Google translate is also used to translate relevant documents that are not available in a student’s language. Additionally, the "Imagine Learning" program is purchased through Title III each year as targeted intervention with native language supports that entering (sometimes emerging) students use for thirty minutes a day in their classroom.

Students at the transitioning and expanding levels receive all their ENL support in their classroom. The ENL teacher works closely with the common branch teachers to create appropriate scaffolds to make sure the class content is comprehensible to the ELLs. In addition to coplanning, the ENL teacher is in the general education classroom four 45 minute periods a week assisting with small group instruction of the target material. The ENL teacher attends the common planning grade meeting for all the grades that she teaches to help teachers create appropriate scaffolds to bolster the comprehension of the ELLs in their classes. As with less advanced ELLs, native language materials are provided whenever possible to help the ELLs with content comprehension. We are always actively looking for ways to provide more native language support. Currently, Ms. Singer, one fully-certified ESL teacher, pushes in to one general education third grade and one G&T third grade, one ICT fourth grade and one gen ed fourth grade, and one general education fifth grade. Our other fully certified ENL teacher, Elizabeth Hannigan, pushes in to one general ed Kindergarten, one ICT kindergarten, one ICT first grade and one G&T first grade, and one ICT second grade.

b. TBE program. If applicable.
Paste response to questions here:

c. DL program. If applicable.
Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Explicit ENL instructional minutes are delivered according to the new mandates in grades 2,3,4, and 5 by Ms. Singer, a fully certified ENL teacher. More specifically, all the entering and emerging ELLs in grades two and three are pulled out together for one unit of standalone ENL per week by Ms. Singer. The same is true for all the entering and emerging ELLs in grades four and five. Additionally, Ms. Singer pushes into all the third, fourth, and fifth grade classrooms to provide integrated ENL. She is scheduled for 4 periods a week in the classrooms with entering, emerging, transitioning and or expanding ELLs. She is scheduled 2 periods a week in the classrooms which contain former ELLs, but no current ELLs. Additionally, she is scheduled to attend all grade meetings for the grades she services. Explicit ENL instructional minutes are delivered according to the new mandates in grades K,1 and 2 by Ms. Hannigan, a fully certified ENL teacher. More specifically, she is scheduled for 1 unit per week of standalone ENL instruction with all the entering and emerging ELLs in grades one and two. She is scheduled to push into the ICT and general education kindergartens for one unit of integrated ENL services each, and one unit each of integrated ENL in the ICT, G&T, and general ed first grades, and one unit of integrated ENL in the second grade ICT.

The ENL team along with the administration carefully looks over the NYSITELL and NYSESLAT results and uses them to determine a schedule for the ENL teachers that covers the mandated instructional minutes. Coplanning among the ENL teachers and the ELA and math instructors aids in making sure the ELA and Math content is comprehensible to ELLs. Also, the presence of ENL teachers in the classrooms during ELA instruction allows for work in small groups giving the ELLs more
opportunity to work directly with a teacher to understand and practice new content. HLA instruction is not provided at this school, however, whenever possible translated versions of key texts and assignments are provided.

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.

In Standalone ENL, content is presented at the students' current levels and a little above (input is i+1). Shared learning activities are the basis of reading and writing instruction. In the younger grades repeated readings of big books are used to teach features of literature and basic reading strategies as well as vocabulary. With older students, multiple copies of high interest, lower-level books are supplied to the students and used as the basis for shared reading lessons. In all grades word study poems and chants are used to teach word families and other phonetic skills. Explicit listening activities are commonplace, such as listening to a song to hear which colors the singer is singing about or listening to clues to determine which picture the teacher is describing. The silent period is respected in the ENL classroom, however, speaking activities are modelled and practiced. Turn and talk partnerships are utilized after the teacher provides a spoken model of appropriate answers and a written speaking prompt. Development of skills in all four modalities are assessed regularly. Reading skills are assessed through running records and sight word assessment lists. Writing skills are assessed through periodic dictations and picture description writing. Listening skills are assessed through listening activities that come from Authentic Assessment for ELLs or Spotlight English. Speaking is informally assessed throughout class, and formally assessed through transcripts of students' retells about books.

In integrated ENL, grade level content is presented in alternate ways to make it more comprehensible to ELLs. These ways may include translated versions of the class text, native language texts to provide background information on a topic, the explicit pre-teaching of key vocabulary, visual aids to help with comprehension, and/or manipulatives to provide a visual model with math content. During coplanning time, the ENL teachers work with the classroom teachers on ways to present the content of the grade in more visual and accessible ways. We find short videos that explain the target content through images as well as simplified explanations, such as “brainpop” and “Sheppherds software”. We find simpler texts that teach the same content as those recommended in the curriculum and schedule time for the ELLs to work with the simpler texts prior to taking on the more difficult ones. We pick out the key vocabulary for the unit and determine how it will be taught explicitly and whether it should be part of a whole-class lesson by the classroom teachers, or a small group lesson by the ENL teacher.

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

Newly arrived Spanish-speaking ELLs are evaluated using the Spanish LAB for a standardized assessment of their Native Language skills. The EL-SOL early literacy skills assessment is used to identify the strengths and weaknesses of Spanish-speaking ELLs who may encounter difficulty in academic work. Students from other language cultures are usually are not assessed formally using standardized exams. However, the administration may ask bilingual staff members who speak various languages to translate orally for a student taking an assessment. This is in the hopes that more useful information will be garnered as to what content the student is understanding versus what English the student is understanding. For standardized math and science exams, ELLs all receive a translated version of the exact same test that their grade peers take in English. If these are not available in a child's native language, a translator is hired by the school. All class work and assessments in the Go Math curriculum come in a Spanish version which is provided to students as a matter of course throughout the year. Additionally, glossaries for math, science and social studies are given to students who can read in their native language, to help them with key vocabulary in their classes.

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

Now there are currently 5 ELLs who are officially SIFE students. Instruction for these students includes remedial small group work...
with the ENL teacher, the ELA teacher, and student teachers. When ATRs are in the building, they are often tasked to provide remedial instruction to these students. Additionally, SIFE students are routinely invited to the Title III supplementary programs. These students are also monitored by the AIS as they are at risk academically.

b. Newcomer
There are 44 newcomer ELLs comprising 72% of the ELL population. As these ELLs are new to the country, in addition to differentiating instruction, there is an increased outreach to the families. The parent coordinator notifies these parents of DOE and DELL workshops and opportunities for them and sometimes accompanies new families to these events. Additionally, parents are informed in their preferred language of the major themes of their child’s grade and encouraged to talk and read with them about these themes in their native language, so they don’t fall behind in content while they are learning English as a new language.

Instruction for entering and emerging newcomer ELLs consists of developing phonemic awareness, vocabulary and a knowledge of English language structures. The activities to develop these skills are embedded in themes which relate to daily life as well as the content areas. For example, the third grade entering and emerging pullout group is learning vocabulary (body parts, descriptive words, scientific concepts of adaptation and hibernation, etc) and fun facts about frogs in anticipation of the third grade unit “Freaky Frogs” in the Expeditionary Learning curriculum for third grade. Activities respect a student’s silent period and the ENL teachers encourage students to participate by pointing, drawing, acting, writing, or listening. Leveled books, bilingual materials (including dictionaries and glossaries), listening centers with books on tape and computer programs, such as imagine learning, are also used to support these ELLs. Adapted materials and strategies which support the new curricula are also developed by the ENL teachers in conjunction with common branch and content area teachers to foster comprehension of grade level classroom studies. The ENL teacher and the classroom teachers adapt the classwork according to the needs of their students communicating with each other via email. One of the school’s goals for math this year is incorporating more hands on thinking tasks using manipulatives. These types of activities are beneficial for all students, and provide a visual, hands-on component to the math curriculum that is more accessible to beginner ELLs.

Instruction for transitioning and expanding newcomer ELLs takes place in their gen ed classroom. In the case of these students, the same instructional modifications and supports are used as we use for developing ELLs at the transitioning and expanding levels. See below.

c. Developing
There are 16 developing ELLs comprising 26% of the ELL population.

Instruction for transitioning and expanding ELLs takes place in their gen ed classroom. A key part of their instruction is the ongoing collaboration among all their teachers including the ENL teacher. Together the team adapts and enhances the school curriculum to meet the needs of the ELLs by providing explicit vocabulary instruction, previewing challenging readings or concepts, providing visuals for class content through books with heavy picture support and short videos, and using small group instruction as much as possible. As often as scheduling permits, when the ENL teacher is in the general ed classroom, the whole class is working on target content in designated small groups. This provides the ELLs with the opportunity to ask more questions and the ENL teacher to use more teaching strategies particularly important for ELLs, such as enabling the pronunciation, repetition and meaningful practice of new vocabulary, and the use of sentence prompts and frames to promote the use of more sophisticated language. Additionally, ELLs are prepared for the ELA state test by providing practice materials which reflect the test format as well as the various skills measured. However, these ELLs are initially given simpler texts which reflect the type of activities presented on the ELA but at a lower reading level. These mini lessons incorporate such activities as underlining important points and circling key words, responding to short answer questions, the reading of various genres, and the use of graphic organizers to respond to text. After working a few weeks with lower level materials, grade level test preparation materials are utilized and emphasis is placed on finding gist, chunking information, and first answering the prompts you know before going back and trying out the ones you do not. Students as well as parents are informed of modified promotion criteria for newcomers and developing ELLs to alleviate test anxiety.

d. Long Term ELLs (7+ years)

e. Former ELLs (1-2 years after proficiency)
There are 11 former ELLs comprising 18% of the ELL population.

ELLs who achieve a commanding level on the NYSESLAT continue to receive two periods a week of integrated ENL and all
ELL test accommodations on all standardized tests: extended time, bilingual glossaries and/or dictionaries, or translated versions of the specific test. ENL support at this level is targeted to specific areas of language weakness as shown on the NYSESLAT and on grade level assessments, such as running records, on demands and unit tests in Go Math. The ENL teacher often works one-on-one with the students at this level as they generally have different needs from each other. However, if more than one former ELL has the same need as other former ELLs, or even developing ELLs, in the same classroom, they can be grouped together for a strategy group. One example of support provided for former ELLs is in the fifth grade classroom is when the ENL teacher pushes into math and works with a group of three former ELLs on word problems which incorporate the math concepts of the current unit. These word problems are created ahead of time by the classroom teacher and the ENL teacher based on data from prior assessments. Another example of support provided for a former ELL is one fourth grader who continues to have spelling and decoding issues even though her reading comprehension as well as the content of her writing are on grade level. After looking over her most recent writing pieces, the classroom teacher, together with the ENL teacher, identified certain spelling patterns and basic sight words that she was still misspelling. Together they created a pile of flashcards which are reviewed daily with the student. A schedule was created for who would review the words with her each day (either the classroom teacher, the ENL teacher, or a student teacher). The teachers use a variety of memorization strategies such as, look, spell, say, cover, write, check to help her review. Six words are studied at a time. When one is mastered, it is replaced by a new word. These are some types of support provided to former ELLs. Others include guided or strategy groups, one-on-one conferring, reteaching of a lesson that the student didn't understand, and providing native language versions of the homework assignments using google translate or trade book translations, so families can help at home.

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

Teachers of ELLs with Special Needs develop and adapt grade level strategies and materials to support literacy and content area knowledge. Most scaffolding strategies used for ELLs are also appropriate for ELL SWDs. These strategies include explicit vocabulary instruction, the repetition of directions, shared reading, clear visuals, hands on activities or manipulatives to enhance understanding of new concepts, and chunking information/text into coherent but brief segments. ELL SWDs with processing delays are given more time and a heads up in advance of being called on. ELLs with special needs usually have IEPs indicating the areas of need associated with their learning disabilities. The needs of ELLs in this subgroup are met by the ENL and general education teachers in conjunction with the special education teachers and related service providers, including speech, as well as occupational and physical therapists. Students with fine motor delays may be provided with pencil grips and when appropriate the ENL teacher will scribe for the student. Students who have trouble organizing information will get graphic organizers with transition words already filled in, such as first, next, then, etc and if necessary a key word or picture next to each step. Modifications made for ELLs with special needs are very individualized depending on their specific disabilities. For entering and emerging students, the presentation and practice of content is already so scaffolded that ELLs with disabilities may not need to have many additional scaffolds in place. However, as the ELLs with special needs become more fluent in English and move to the transitioning and expanding levels, they often require more or different adaptation than the other ELLs at their English acquisition level. Often the speech and ENL teachers work together to target the same vocabulary, so the SWD-ELLS with word retrieval issues get more opportunities for practice. SWD ELLs may continue to use graphic organizers that focus on organization after other ELLs no longer need them. SWD ELLs with memory issues are allowed to re-watch content videos or re-read content texts more times than the rest of the class.

Many of the ELLs in this category are invited to participate in Title III programs to give further support in their specified area of academic need. Additionally, there are two extensive libraries in the ESL classroom, one with leveled texts and the other with thematic book baskets. Books for these libraries have been chosen because they are grade appropriate and high interest, but are written specifically for ELLs and/or students below grade level in reading. All ELLs are encouraged to borrow books from these libraries.

Subscriptions to the computer program "Imagine learning" are provided to ELLs with special needs who struggle with reading and vocabulary. This computer program is designed to support language development as well as struggling learners. It adjusts to the student’s current reading and language levels and provides native language support as well. Additionally, books on CD and ebooks are used to promote fluency and decoding skills for struggling readers. ELLs with IEPs are also entitled to register on "Bookshare" for free, an audio library that they can log into from any computer with internet and choose the
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?

ENL teachers confer with classroom teachers and related service providers for scheduling as well as instructional planning. ENL and related service providers make sure that every student gets his or her mandated units without being pulled from another mandated service. Depending on English acquisition level and IEP goals, providers either scaffold the work of the child’s classroom or work on more basic skills that a student may need. Entering and emerging ELLs-SWDs are included in standalone and integrated ENL groups of general education ELLs when receiving ENL services. Transitioning and expanding ELLs-SWDs get their integrated ENL support along with the general education ELLs at the same language acquisition level. All ELLs-SWDs are included in all special programs and activities conducted by the school during the day as well as after school. Such activities include but are not limited to sports teams, band, chorus, musical/theatrical performances, class trips, middle school electives and advisory groups and many other activities which are conducted throughout the school year. Activities such as Middle School Electives and Sports Teams capitalize on the interests and talents of all ELLs.

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.

Targeted intervention programs for ELLs work differently in different grade spans. Grades 5 and 8 have specific period in their schedule designated for remedial small-group instruction of math and reading skills. These groups are formed based on need and changed throughout the year as students grow and change. Need is determined by running record results and skill-specific teacher made math assessments. Out of classroom, as well as grade level teachers are involved in teaching these small intervention groups. ELLs are grouped along with their non ELL peers based on targeted specific needs determined by assessment. In the case of math, native language translation is used when there is a question about whether difficulty with a math assessment is the result of limited math skills or developing English skills. This targeted intervention takes place twice a week for 50 minutes. In grades k-4 each grade has a 50-minute period daily dedicated for small group reading or reading related skills. The groups are determined by independent reading level based on running record results and taught by the grade level teachers as well as the out of classroom teachers including the ENL teacher. This synchronizing of schedules allows ELLs of all proficiency levels to get reading instruction at their current reading level (whether with the ENL teacher or with a different teacher according to their needs) without missing out on whole-group classroom instruction time. For struggling ELLs in all grades, at-risk SETTS and/or speech is offered if the respective teachers have room in an appropriate group targeting the specific area in which the ELL student is struggling. In some cases, placement in an ICT class as a gen ed student is considered as a possible academic intervention because the classwork is generally more scaffolded and there are two teachers in the classroom.

Through Title III funding, an ESL after school program is offered for newcomer ELLs in most grades. ELLs are invited to participate in a 10-week intensive after school program from 2:40-4:00 two days a week. An ENL and math teacher deliver targeted instruction to improve second language acquisition, literacy and math skills. In math, word problems are analysed carefully by the teacher and students together, slowly breaking down the language involved in math problems. For language and literacy, shared readings on a theme are presented and practiced and accompanied by hand-on follow up activities related to the current theme. Last year, for example, the younger groups studied the five senses as their theme.

Struggling ELLs are referred to the Academic Intervention Team (AIT). Teachers may present the case of their student to a panel of teachers and administrators on AIT, who suggest targeted tier I or tier II interventions. After a teacher has exhausted all interventions, a formal process of referral may be considered. Based on a review of the student’s independent work, a review of any work/assessments given in the child’s native language, anecdotes from teachers and input from the student’s parent, AIT sometimes opens an initial referral in SESIS requesting a bilingual special education evaluation.

Advisory groups are held with 5 th grade ELLs to provide support in choosing appropriate middle schools and filling out an effective application. Multilingual informational materials are provided and ELLs are guided to choose those middle schools with appropriate bilingual and/or ESL programs that will address their needs. Although this is not an academic intervention, it is an important support for their academic futures.
"Imagine learning" and "Raz kids" are two computer interventions which the school subscribes to in order to provide academic and language development support to struggling ELLs. Imagine learning provides native language support in over 20 languages and Raz kids provides native language support for Spanish and French speakers. Both programs include their own pre and post assessments which are viewed by the ENL teacher to inform instruction and provide more information about the progress of the students.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? In the past ENL services at this school have been primarily pullout. The new emphasis on coplanning and integrated ENL instruction represents a new approach to supporting our ELLs and this change will hopefully result in greater academic success for our ELL population.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs are afforded equal access to all school programs. Read Ahead is a program in which local professionals come in to the school once a week to read with a student during his or her lunch period. It is an excellent opportunity for ELLs to develop all their English language skills areas. All emerging, transitioning, and expanding ELLs are invited to participate. Letters of explanation and permission slips are sent home in the preferred language of the parents. Students who do not return the permission slips are sent another. All students in grade 3 are taught chess by a professional chess teacher who comes into the school once a week. All students in third grade participate including the ELLs. Sports and Arts is a free after school program for grades k-5 on the premises from 2:40 to 6:00 daily. The parent coordinator helps families with the application. Any parents who request an after school program are directed to Maria Galimide, who is the attendance school aid who also helps run the after school program. Space is limited, so new families often have to be on the waiting list until a space opens for their children. It is a first come, first serve program. A professional violin teacher comes to the school to work with fourth and fifth grade students who sign up for lunch period lessons. Informational letters and permission slips are sent home in the parents preferred languages and resent if no response is received. ELLs are also included on the basketball, baseball, boxing and soccer teams coached by the Physical Education teachers after school. All students who want to participate are allowed to do so. Information letters and permission slips are given out and collected by the Physical Education teachers in parents' preferred languages. The Title III after school program is offered yearly to selected ELLs (usually the all the newcomers) throughout the grades to support growth in literacy and math. Invitations are sent by the ENL teacher in parents' preferred languages and follow up calls are made by the ENL teacher.

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. Big books are widely used in the primary grades to teach basic reading skills and vocabulary. There is a full leveled library in the ENL classroom and students are encouraged to borrow books at their level regularly. Teachers use laptaps in their classrooms to give students access to educational programs, such as starfall, imagine learning, and Raz Kids. There are smart boards in every classroom, which allow teachers to make lessons more visual. The science teacher uses hands on experiments to make the science content comprehensible and memorable. He also uses BrainPop science which provides entertaining visual aids to explain science concepts.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? ENL is our only program. Home language supports are provided as much as possible. Imagine Learning is a software program designed specifically for ELLs which provides native language support. All entering and emerging ELLs in grades 2-8 are provided with accounts. The math program, Go Math, has Spanish language books which are provided for all Spanish speaking ELLs along with the English version. Google translate is used to translate reading passages about key content. Fully bilingual students are sometimes called upon to translate for their non-English speaking peers. If done in moderation, this bolsters the confidence of students acting as teachers and highlights the usefulness of bilingualism.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Teachers on each grade level meet weekly with service providers including the ENL teacher to discuss the current units of study and how the material may need to be adapted or scaffolded. Also, the administrators regularly observe classes and take learning walks throughout the school to ensure that teachers are effective and instruction is on point.

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?

Big books are widely used in the primary grades to teach basic reading skills and vocabulary. There is a full leveled library in the ENL classroom and students are encouraged to borrow books at their level regularly. Teachers use laptops in their classrooms to give students access to educational programs, such as starfall, imagine learning, and Raz Kids. There are smart boards in every classroom, which allow teachers to make lessons more visual. The science teacher uses hands on experiments to make the science content comprehensible and memorable. He also uses BrainPop science which provides entertaining visual aids to explain science concepts.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs are assigned buddies by their classroom teachers to keep track of them when the class goes to specials and lunch. Whenever possible, they are sat at a table in the classroom with someone who speaks their native language, at least until they get comfortable. If they are truly non-English speaking, we provide alternative homework so they can feel successful rather than overwhelmed. At the mandated parent orientation, the ENL teacher makes sure to reassure parents that newly arrived students are exempt from all promotional standards, meaning that while we expect them to do their best, we know that in many cases they won't be functioning on grade level in English for a while and they won't be held back because of it. If a student is particularly traumatized by their situation, the guidance counselor, Darice Scholl, usually gets involved by giving some extra attention and time to the student and contacting the families.

17. What language electives are offered to ELLs?

There are no language electives offered at this school.

18. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

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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?

Every Monday from 2:40 -4:00 the whole staff gathers for a professional development session. All teachers of ELLs are included in these PDs. The first four week PD cycle focused on small group work, especially on running records, both how to administer them and how to use the data to inform instruction. ENL teachers worked closely with the grade level ELA teachers who have ELLs in their classrooms reviewing running record data and using it to form groups and plan instruction. The second four week PD cycle focused on conferring, especially on setting specific goals during a reading, writing, or math conference with a student and keeping a record in order to check back on the student’s progress. The third four week PD cycle is focussing...
on questioning techniques, especially on changing the current norm of teachers asking most of the questions to a more student-centered model of students asking questions and piggybacking on other students questions. Also, PD highlights the need for more open ended and higher order thinking questions in the classrooms at all ages. Once this cycle of PD is complete, the PDs will spiral around again, looking at small group work, conferring and questioning again, but expanding on our previous learning. Although these PDs are generalized, it is extremely important for ENL teachers to be present to provide input about how these topics can be approached with ELLs at all levels as well as to learn from colleagues and staff developers. Each ESL teacher has the opportunity to attend professional development sessions offered by the Division of ELL support throughout the year. It is up to the ENL teachers to identify training sessions that would help them develop as a teacher and ask permission from the principal to attend. Information about available professional development opportunities for ENL teachers is emailed directly to ENL teachers from the DOELLS bimonthly facilitating the process of insuring access to quality, relevant PD options for ENL teachers. Also intervisitations among staff at 111 as well as the opportunity to visit ENL classrooms in other schools is allowed. When staff developers come in to the school to work with common branch teachers, ENL teachers are encouraged to be a part of that learning as scheduling permits. Classroom teachers and/or ENL teachers sometimes attend workshops at Teachers College and turnkey their learning at grade meetings. Throughout the year ESL teachers attend workshops provided by Teacher’s College and OELL which address aligning the curriculum for ELLs with the Common Core Standards. Some of these workshops include planning sessions wherein ENL Teachers plan lesson/units based on the Common Core. One such workshop focused on close reading with ELLs and explored the technique of highlighting referents and looking at what they refer back to as one close reading strategy that can be helpful with transitioning and expanding ELLs. Another workshop highlighted techniques for choosing which words to pre-teach and how to do so, before a reading comprehension activity. One workshop was for ENL teachers and math teachers to attend together and focused on math vocabulary and language and strategies to make it more comprehensible to ELLs. Another opportunity which will be explored for the first time this year, is partnering up with the nearby P.S. 51 to adapt lessons from the Expeditionary Learning curriculum used by both schools. During full PD days, such as election day, grade groups meet to break down upcoming units and then the ENL teacher meets with the classroom teachers who have ELLs in their classes to further plan how the unit can be scaffolded for ELLs at different stages of language acquisition.

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.

The Guidance Counselors, Darice Scholl and Stephanie Wilds respectively, support ELLs in conjunction with the ENL teacher as they transition to Middle School and High School by having meetings with parents to review procedures and requirements. Although they are not trained specifically in working with ELLs, they are the most knowledgeable staff members about the application process as they have been specifically trained in it and have many years of experience. When it comes to working with the ELLs on this process, they work in conjunction with the ENL teachers and utilize the translation services of other staff members as well. The Guidance staff in the Middle School also organizes weekly advisorys for ELLs in Middle school who participate in small groups directed by individual teachers. The fifth grade ESL teacher, Ms. Singer, works with the fifth grade ELLs in a small group helping them understand what to look for in a middle school and how the application process works. Parents and students are encouraged to visit the Borough-wide middle school or high school fairs as well as informational sessions at various schools to obtain additional information. All ELLs are provided with guides to the various middle or high schools in their native language to bring home to their families.

Every Monday, professional development is provided for the staff from 2:40 to 4:00. Some of this PD will directly address how teachers can best address the needs of their ELLs. This focus on ELL instruction is noted on the agenda for the PD and staff who attend sign an attendance sheet. It is up to individual teachers to keep track of these hours for themselves. Additionally, common branch teachers are encouraged to attend OELL and TC workshops which focus on meeting the needs of ELLs in the gen-ed classroom. Certificates of attendance are given out at these trainings and individual teachers are expected to keep them as proof of their ELL-related training.
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?

Annual meetings are scheduled during the mandated parent communication times on Tuesday afternoons. If parents cannot come at this time, a more convenient time is scheduled. As a last resort, a phone meeting is conducted in lieu of a face to face meeting. These annual meetings begin in January and continue through June. As the whole staff is required to be here at that time anyway, bilingual employees are asked to attend as translators where appropriate. Otherwise, the translation unit is utilized.

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

We have parent volunteers (formerly through Learning Leaders) in our school which we have expanded to include 17 new parents this year. Once they finish the training they will be assigned to classrooms throughout the school (not their own child's classroom) and one of their roles will be assisting the ELLs as directed by the classroom teacher.

P.S.111 also has an active PTA that holds monthly parent meetings and has a Parent Room in the school. The following is an overview of the activities sponsored by the PTA:

- The PTA provides information to parents regarding school activities and develops fund-raising activities to support the school.
- The PTA regularly provides information from the District Office about changes and on-going events that occur in the DOE.
- The PTA distributes and posts flyers about on-going family events happening in the school.

The PTA also serves as a forum for parents to vocalize their needs.

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:
### Part V: ELL Identification Attestation

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s **ELL Policy and Reference Guide**, I, **Edward Gilligan**, 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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Edward Gilligan</td>
<td>Principal</td>
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<tr>
<td>Clara Harvey</td>
<td>Assistant Principal</td>
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<tr>
<td>Zaida Cosme</td>
<td>Parent Coordinator</td>
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<tr>
<td>Jennifer Singer</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Trevor Richardson</td>
<td>Parent</td>
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<td>1/1/01</td>
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<tr>
<td>Elizabeth Hannigan ENL</td>
<td>Teacher/Subject Area</td>
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<td>1/1/01</td>
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<td>Teacher/Subject Area</td>
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<td>School Counselor</td>
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<td>.</td>
<td>Superintendent</td>
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<td>1/1/01</td>
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<tr>
<td>.</td>
<td>Field Support Center Staff Member</td>
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</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

The administration, parent coordinator and staff were surveyed verbally to assess written translation and oral interpretation needs for the school community. Additionally, parent responses to preferred language of contact included on the Home Language Survey is also used to address the linguistic needs of the parent community when preparing communications about school activities. The Home Language Surveys are on file and information is collected from these documents and is also available on the RPOB report on ATS. The Pupil Accounting Secretary also sends a Parents Preferred Language Form home which surveys parent language preferences for written and oral communication with the school. This information is placed in ATS for easy access and retrieval. The major findings revealed a need for written translation and oral interpretation in Spanish, Arabic and Chinese. The school has 17 languages in addition to English. The largest numbers in descending order: Spanish 87, Arabic 28, Japanese 12, Chinese 8, Bengali 6. These findings are shared with the school community by formulating lists of students including the home language of parents and their translation/interpretation needs. The lists are distributed to each staff member with a master list to be maintained in the main office.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian, Arabic, Bengali, Cantonese, Chinese, English, French, Haitian Creole, Hindi, Japanese, Korean, Philipino, Russian, Sidamo, Spanish, Thai, Tibetan, and Urdu.</td>
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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>The primary letters that occur with repetition are PTA announcements, parent-teacher conferences, after-school programs, extended-day instruction, testing dates, class newsletters, and curriculum information. We identify these at the start of the school year.</td>
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</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>Parent-teacher conferences and back to school nights are the primary times that we have face to face conversations that require translation services. There are times when an unforeseen meeting takes place (i.e. guidance) for which we require translation.</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

Signs will be posted in all languages with language translation information at the front desk, and in the Parent Coordinator’s office. Parents were also provided their Bill of Rights in their native language or with instructions for accessing translation services.

Part E: Monitoring Provision of Language Services

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

We will work with our Parent Coordinator and PTA to periodically assess the effectiveness of our communication by surveying families.