2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 04M112
School Name: P.S. 112 JOSE CELSO BARBOSA
Principal: EILEEN REITER
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Jose Celso Barbosa School
School Number (DBN): 04M112
Beds Code: 310669289
Grades Served: Pre-K-2
School Address: 535 East 119th Street
Phone Number: 212-860-5868
Fax: 212-860-6077
School Contact Person: Eileen Reiter
Email Address: ereiter@schools.nyc.gov
Principal: Eileen Reiter
UFT Chapter Leader: Jessica Roach
Parents’ Association President: Tanisha Faber
SLT Chairperson: Dana Khan
Title I Parent Representative (or Parent Advisory Council Chairperson): Fatoumata Barry
Student Representative(s): N/A
CBO Representative: N/A

District Information

Geographical District: 04
Superintendent: Alexandra Estrella
Superintendent’s Office Address: 160 East 120th Street, New York, New York 10035
Superintendent’s Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212-348-2873
Fax: 212-348-2873

Field Support Center (FSC)

FSC: Manhattan
Executive Director: Yuet Chu
Executive Director’s Office Address: 333 7th Avenue, New York, New York

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

Phone Number: 212-356-3893 212-356-7546

Fax:
### Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Eileen Reiter</td>
<td>*Principal or Designee</td>
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<tr>
<td>Jessica Roach</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Tanisha Faber</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Marcos Velasquez</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Fatoumata Barry</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Sakeena Bias</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Melvin Pugh</td>
<td>Member/Parent</td>
<td></td>
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<td></td>
<td>Member/</td>
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<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<tr>
<td>Ayana Hernandez</td>
<td>Member/ Parent</td>
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<tr>
<td>Fabiola Miranda</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Susan Morelli</td>
<td>Member/UFT</td>
<td></td>
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<td>Page Duva</td>
<td>Member/ UFT</td>
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<tr>
<td>Dana Khani</td>
<td>Member/UFT</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td><strong>Mission Statement at PS 112</strong></td>
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The staff and administrators of our school believe …

That each student will be given the opportunity to maximize his/her ability to learn.
That education is fostered through collaboration between the teacher, the student, the parents and the community.

To this endeavor, we commit ourselves to educational excellence, and provide our students with the best opportunities to develop physically, intellectually, emotionally and socially in order to become productive members of an ever-changing society.

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

As our mission statement states, we believe all children have the ability to learn. PS 112 has a fully inclusive model that brings together students of different backgrounds, and abilities. High standards are set in every classroom. We customize instruction to better meet the needs of our diverse early childhood population.

This in tangent with our unique characteristics / features listed below:

We are a highly recognized early childhood school known for our Autism Spectrum Disorder Nest Program (ASD Nest), both Monolingual and Dual Language Program, and our Response to Intervention (RTI) Program. We are a model school for Teachers College Reading Writing Project. We have been recognized for our Inner Resilience Model based on Linda Lantieri’s work on mindfulness social emotional learning. We received the NYCDOE Respect For All Award in 2017. We were the host school for Learning Partners Programs from 2014-2017, and were responsible for supporting the work around oral language development through collaborative conversations. We work closely with Digital Age Learning in providing customized supports for teacher learning to support the intentional planning for technology as a vehicle to promote student’s engagement and access to the curriculum. As of 2017-2018, more than 50 percent of our staff has integrated various forms of technology tools in their core instruction.

In 2018-2019 we will be working with Yale on social emotional learning through the RULER Program to continue to support social emotional learning throughout the school.

In 2018-2019, PS112 will establish an Equity and Access Committee to address disproportionality, expectations, misconceptions and cultural dissonance.

An initiative we have continued to work on for the last four years:

Research shows that children’s vocabulary is correlated with reading comprehension in upper elementary school. (Tabors, 2001) and that vocabulary size is an effective predictor of reading comprehension in middle elementary years. Therefore, we are currently and will continue to foster rigorous and targeted instruction in oral language development and academic literacy through the development of teacher content knowledge and expertise via teacher collaboration (through Professional Learning Communities, (PLC) within our school, along with literacy and language experts in the field (such as Stanford University and Nonie Lesaux), to provide our staff and at risk students and families with the best current research based practices necessary for the development of academic language and literacy skills for all students inclusive of English Language Learners.

Through our collaborative teams, which are comprised of classroom teachers, (inclusive of model teachers, and instructional leads), English as a new language teacher, reading teachers, specialists, and administrators, students engaged in collaborative conversations where they generate ideas and build upon each other’s ideas, throughout the various disciplines. The collaborative teams engaged in a study of student led collaborative conversations, where the team members build their content knowledge and expertise in the planning for and implementing of lessons which develop academic content knowledge and discourse. In this process teams engaged in:
• Analysis of student conversations using the Conversation Analysis Tool (CAT), the Common Core Learning Standards (CCLS) listening and speaking standards, New York State English as Second Language Assessment Test (NYSESLAT speaking rubrics, and Universal Rubrics.
• Lesson planning for academic and language objectives, as well as conversational skills;
• Assessing student work using the Universal Language Rubric
• Studying best current research based practices;
• Applying current instructional practices that support targeted areas;
• Differentiating based on student needs (ELLs and students with language processing delays)
• Evaluating student achievement and impact of professional practice.
• Inter-visitations

As a result, our data (CAT Tool) indicated that all students made gains with Dimension 0 and 1 (sustaining a conversation about the academic content through mutual exchanges and building upon each other’s ideas). In addition, our English language learners demonstrated significant gains in expressing understanding of concepts taught in the discipline areas using appropriate academic language (vocabulary and sentence complexity and variation), as measured by the CAT Tool, formative assessments (using Universal Language Rubric as a measure), and teacher anecdotes. Therefore, this past year, we were successful in the collaborative teacher framework as our collaborative teacher / pedagogues supported rigorous instruction that was customized, inclusive, motivating, and aligned to the NYS Standards.

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

Out of our 340 students, approximately 41% have Individualized Educational Plans (IEP), 21% are classified as English Language Learners (ELLs), and over 97% are below the poverty level. Over a third of our students have language developmental delays, and or language processing delays. 10% of our student population have high functioning Autism. In addition, we have a culturally diverse population comprised of various ethnic groups, with an exponential increase in immigrant groups from various countries such as Yemen, Russia, China, Central America, Dominican Republic, and Mexico.

Our students and their families demonstrate multiple needs in the areas of oral language and literacy development. Many students do not enter our school with the extensive vocabulary and academic language needed to become successful readers and writers. Some students have difficulty with pragmatic language. Many families do not have access to the resources and an understanding of how to support their child’s learning at home to develop oral language and early literacy skills.

As research has correlated a strong relationship between oral language and reading comprehension, we must intentionally plan for all the components of oral language (phonological skills, syntax, morphological skills, pragmatics, and vocabulary/ semantics) to ensure our students development and ultimate success in reading. By doing so, we must also provide extensive opportunities for student application throughout the day, and throughout multiple disciplines, providing appropriate scaffolds to ensure their success.

Providing rigorous yet differentiated instruction using CCLS NYSELA standards (being mindful of the big ideas for the implementation of the NYS New Generations Standards for following school year) aligned curriculum that promote academic literacy, along with special attention paid to oral language development, will allow for our students needs to be met, and ensure all of our students achieve at high levels in all academic areas as well as for some, in a second language.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.
In 2018-2019 we will continue to develop academic literacy through the intentional planning of collaborative conversations and constructed writing responses, using the collaborative team model as well as the effective school leadership framework.

These past few years, we worked closely at developing our model teachers content knowledge and expertise as well as their facilitation skills. As administrators worked closely and collaboratively with various teacher teams (as instructional leaders and thinkers), model teachers developed their facilitation skills and led professional learning communities’ inquiry that led to improved student achievement in listening, speaking, reading, mathematics, and science. Having model teachers support their colleagues through inter-visitations, collaborative lesson design, and implementation of researched based practices as they are being supported by their administrators/ instructional leaders (through weekly planning sessions), and outside collaborations such as consultants, teachers from other schools, and conferences, allowed for the learning to deepen. During inter-visitations, teacher teams and administrators provided constructive feedback using a school-wide protocol (school created). During the final teacher reflection conferences, most teachers reflected that this was a very useful tool that supported their professional growth.

This was pivotal in the school-wide implementation of this instructional focus as these teacher teams led the work. We saw the school-wide growth of student collaborative conversations and use of academic language in these “talks”. More than 80% of our students achieved Domain 0 using the CAT Tool and 75% of teachers were rated effective on DF3b and 25% were High Effective (HE), thus we met our 2017-18 CEP goal. 80 percent of our model teachers were HE. Therefore, we have been able to sustain the work albeit with new teachers, through our school-wide initiative.

In DF3c, we have 69% of our staff rated effective, and 31% as highly effective. We will continue our work with differentiated student instruction, as this has been an area of instruction for our teacher teams (in literacy and math).

We will also continue to strengthen rigorous instruction through the collaborative teams comprised of classroom teachers and the math coach, as this past year we continued to see gains in student achievement in mathematics as evidenced by our end of year Measurement of Student Learning (MOSL) Performance Task and the Metamorphosis Assessment Tool. As teachers analyzed the math data, specific skills were targeted across the grade, and were strategically planned for, implemented, and measured, as part of the daily instruction within the mathematical routines part of the day. Mathematical Reasoning was also planned for in grade teams. Math Instructional Leads supported the development of math lessons that impacted: students number sense with automaticity and problem solving. In addition, the math coach and the consultant from Metamorphosis collaborated with teachers in the analysis of data and the targeting of skills that support student growth.

In conclusion, rigorous instruction as well as collaborative teacher teams will continue to be areas of focus for our school which will help meet the needs of our highly diverse population.
School Demographics and Accountability Snapshot for 04M112

School Configuration (2018-19)

Grade Configuration: PK,0K,01,02
Total Enrollment (2017-18): 309
SIG Recipient (Y/N): No

English Language Learner Programs (2018-19)

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

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

# Special Classes (ELA): 18
# SETSS (ELA): 15
# Integrated Collaborative Teaching (ELA): 91

# Special Classes (Math): 18
# SETSS (Math): 3
# Integrated Collaborative Teaching (Math): 89

# Visual Arts: 17
# Music: 17
# Drama: 17
# CTE: N/A

School Composition (2017-18)

% Title I Population: 80.0%
% Free Lunch: 79.0%
% Limited English Proficient: 20.1%
% Students with Disabilities: N/A
% Attendance Rate: 89.8%
% Reduced Lunch: 0.0%
% Students with Disabilities: 35.0%

Racial/Ethnic Origin (2017-18)

% American Indian or Alaska Native: 0.3%
% Black or African American: 24.3%
% Hispanic or Latino: 64.7%
% Asian or Native Hawaiian/Pacific Islander: 3.2%
% White: 6.1%
% Multi-Racial: 1.6%

Years Principal Assigned to School (2018-19): 17.1
% of Teachers with a Valid Teaching Certificate: 0%
% Teaching Out of Certification: 3%
% of Teachers with Fewer than 3 Years of Experience: 5%
Average Teacher Absences (2014-15): 6.6

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

ELA Performance at levels 3 & 4: N/A
Science Performance at levels 3 & 4 (4th Grade): N/A
Science Performance at levels 3 & 4 (8th Grade): N/A

Student Performance for High Schools (2016-17)

ELA Performance at levels 3 & 4: N/A
Global History Performance at levels 3 & 4: N/A
4 Year Graduation Rate: N/A
Regents Diploma w/ Advanced Designation: N/A

Overall NYSED Accountability Status (2018-19)

Reward: No
Recognition: N/A
In Good Standing: Yes
Local Assistance Plan: No
Focus District: Yes
Focus School Identified by a Focus District: No
Priority School: No
Focus Subgroups: N/A

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

Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA (2016-17):
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: N/A
ALL STUDENTS: N/A

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: N/A
ALL STUDENTS: N/A

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: N/A
Economically Disadvantaged: N/A
ALL STUDENTS: N/A

High 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: N/A
Economically Disadvantaged: N/A
ALL STUDENTS: N/A

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: N/A
ALL STUDENTS: N/A

Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: N/A
ALL STUDENTS: N/A

2018-19 CEP

13
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

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

As part of our CEP Goal 1 (2017-2018) teacher teams (comprised of reading specialists, literacy leads and classroom teachers) collaborated on the administration and analysis of various reading assessments Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Fountas and Pinnell Benchmark Assessment (F&P) to:

- Track student progress across grades
- To make instructional decisions for subgroups and individual students
- And to make adjustments to the curriculum and instruction

This past school year, as per the recommendations of the frameworks for early literacy, we focused on the “integration of a variety of developmentally appropriate practices and evidence-based instructional approaches” via:

- Systematic implementation of phonics program with fidelity and frequency.
- Intentional planning and implementation of shared reading lessons of grade level texts with appropriate scaffolds to develop fluency and comprehension.
- Intentional planning and implementation of interactive writing and shared writing of constructed responses lessons to support the transference of decoding and encoding skills.

By the end of the year, all students were immersed in the reading of texts of varying complexities: grade level texts with teacher and peer support; independent texts; and guided reading texts with teacher supports. They engaged in collaborative conversations about the reading as well as constructed responses to demonstrate their comprehension. We observed many more students taking intellectual risks and engaging in discourse about the texts.

According to our formative data, our second grade met the 20% growth goal (benchmark). First and kindergarten data was below the expected 20% goal.

Below is our analysis of formative assessment.

Reading

In reading, we use Fountas and Pinnell Assessments (F&P) (as both formative and summative end of year) to determine student’s reading progress; implications for whole group instruction; small group instruction; and intervention. We also use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment to gather additional information about code-based skills, as many of our students need support with decoding, and word automaticity.
Teacher teams disaggregated the data of the different sub groups to determine student progress and achievement. Teachers compared baseline data to the summative data and documented growth for all sub-groups: Students with disabilities and English Language learners (ELLs), Hispanic and black, boys, girls. Teacher teams compared students who were performing at various levels, such students who were near, at or above grade level as well as those students who were below grade level and “at risk.”

Our analysis yielded of the 2017-2018 F&P data yielded the following:

In grade 2 F&P:

- 63% of our student are at and above grade level (L/M/ N and above) and 16% approaching (Level K). 22% were below grade level (J and below) with 55% of those students scoring within the I and J levels.
- Of the lowest quartile, (20 students): 10 students (or 50% have IEPs) and 4 of these 10 students are also ELLs with IEPs with speech and language processing delays; and 10 students who have no IEPs, 3 are ELLs. Of the 7 who are not ELLs and do not have IEPs, they made an average of three reading levels.
- 43% of our ELLs are at and above end of year benchmark. 24% are approaching and 33% are below end of year benchmark.
- 54% of students with IEPs are at and above end of year benchmark, 17% are approaching and 29% are below end of year benchmark.

In grade 2 DIBELS:

- Oral reading accuracy 62% at or above; 17% approaching; and 21% far below grade level.
- Oral reading fluency 41% at or above; 27% approaching; and 32% far below grade level.

Both assessments yielded similar results for oral reading.

In grade 1 F&P:

- 36% of our student at and above grade level (Grade 1 benchmark is Level I/J independent). 17% of our students were approaching benchmark (Level G/H), and 41% were below benchmark (A-F levels).
- Of the lowest quartile, (41 students): 13 students (or 32% have IEPs) and 5 of these 11 students are also ELLs with IEPs with speech and language processing delays (three are emergent ELLs, and one in an entering ELLs); and 28 students who have no IEPs, 3 are ELLs. Of the 7 who are not ELLs and do not have IEPs, they made an average of three reading levels.
- 19% of our ELLs are at and above end of year benchmark. 24% are approaching and 33% are below end of year benchmark. In Spanish, the results demonstrate progress of over a year’s worth but it is till below grade level.
- 35% of students with IEPs are at and above end of year benchmark, 19% are approaching and 75% are below end of year benchmark.

In grade 1 DIBELS:

- Oral reading accuracy 39% at or above; 20% approaching; and 41% far below grade level.
- Oral reading fluency 38% at or above; 15% approaching; and 47% far below grade level.
- Nonsense word fluency (CLS) 28% at or above; 10% approaching; and 72% far below grade level.
- Nonsense word fluency whole word reading 23% at or above; 30% approaching; and 47% far below grade level.

Both assessments yielded similar results for oral reading. It is evident that the word attack skills or the phonics is a point of concern.
In grade K F&P:

- 39% of our students are at and above grade level (Grade k benchmark is Level C/ D independent), 23% are approaching and 40% are below the end of year benchmark. Of the lowest quartile, (37 students): 14 students have IEPs (38%) and 5 of these 14 students are also ELLs with IEPs; and 8 students are ELLs who have no IEPs.
- 14% of our ELLs are at grade benchmarking the end of year benchmark and 28% approaching, and 59% are below the end of year benchmark. This is for English only and doesn’t include the Spanish data for our ELLs learning in two languages.
- 38% of students with IEPs benchmarking the end of year benchmark, 28% are approaching, and 36% are below the end of year benchmark.

In grade K DIBELS

- Nonsense Word Fluency (NWF) 38% at or above; 35% approaching; and 24% far below grade level.
- Phoneme Segmentation Fluency 14% at or above; 34% approaching; and 48% far below grade level.

Both assessments identified similar number of students at grade level. It is evident that the word attack skills or the phonics is a point of concern. Segmenting individual sounds is a skill for improvement.

OVERALL Areas of strength

- Second grade made progress throughout the school year. They began with 45% at or above grade level and they ended with 63% at or above grade level, with an increase of 18%. Students with IEPs and ELLs made a 20% increase. This data correlates with DIBELS Oral Reading Fluency (ORF).

Areas of concern

- Grade k and 1 were approximately 40% at or above grade level which is well below the 60% benchmark expected.
- According to DIBELS data, decoding skills are well below grade level, therefore phonics may be a factor for the low number of students meeting the benchmark in the F&P assessment (the average level being benchmarked in grade k is B (2.91) and in 1st is F (6.58).)
- ELLs in grades k and 1st have shown a decrease at or above end of year benchmark. However, our ELLs data is English only, which is a change from previous years as we are expecting progress in both languages.

As a result, areas of priority for our school are

- **Strengthen students decoding skills**- high frequency words, phonogram patterns, and words with complex spelling patterns -through the explicit teaching of decoding and encoding skills through the implementation of word study programs with fidelity, shared reading of complex texts, and interactive writing. Including phonemic awareness not just phonics instruction.
- **Strengthen teachers understanding** of the teaching of word solving actions, having several decoding approaches that effectively support all students inclusive of students who are acquiring a second language and students who have speech language processing disorders.
- **Continued and ongoing data analysis** to support targeted instruction and differentiation, inclusive of progress monitoring and adjustment of instruction based on the immediate analysis.

Part 2 – Annual Goal

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

By June 2019, all students will demonstrate an increase of phonics development through the explicit teaching of decoding and encoding skills through well designed differentiated literacy instruction, as measured by a **20% increase** on the End of Year Fountas and Pinnell Reading Benchmark Assessments and DIBELS Assessment.
Part 3a – Action Plan

Continued ongoing data analysis to support targeted instruction and differentiation.

School wide data collection/Triangulation and analysis:

- Fountas and Pinnell F&P Assessments in two languages three times a year.
- Dynamic indicators of Basic Early Literacy skills (DIBELS) in two languages three times a year.

**Leadership Data Team** will analyse and triangulate school wide literacy data for all grades and sub groups in reading inclusive of word accuracy; fluency; comprehension and will make appropriate instructional decisions; and identify targeted skills for improvement. They will support teacher teams in analysing literacy data and generating action plans to support Tier 1 as well as Tier 2 and Tier 3 instruction.

**Teacher Teams: Grade Wide** data analysis and creation of grade wide literacy action plan resources, materials, and professional learning identified by the above team. The plan will identify targeted skills for whole group, small group and the individual student, therefore addressing the Tier 1 and Tier 2 (providing differentiated instruction as well as intervention). adjustment for instruction based on data.

**Reading Team** will identify the lowest 1/3 and create and implement and monitor an action plan based on data analysis for eight week cycles. They will research various intervention programs that match/support targeted skills for student achievement.

**Teacher Teams for ELLS in Dual Language Programs.** will analyze literacy data in both languages and create language goals as well as literacy goals for the whole group, small group...
and one to one intervention. Teams will identify literacy connections/transference in both languages and adjust instruction to support literacy development in language of dominance for struggling students.

**Monitoring of Literacy action Plan and Student Progress** The administration will confer with teachers two times to review and support literacy action plans (Assessment Conferences) to ensure students are making progress. Administration will generate additional professional learning opportunities to support teachers (adjust and plan.)

| Reading specialists, SETTS teacher, IEP Teacher, Principal, Assistant Principal | September 2018' January 2019, March 2019 |
| Reading specialists, SETTS teacher, IEP Teacher, Principal, Assistant Principal | September 2018' January 2019, March 2019 |
| ENL teacher, classroom teachers | October 2018, January 2019 April 2019 |
| ENL teacher, classroom teachers | October 2018, January 2019 April 2019 |
| Principal, IEP Teacher, SETTS teacher | Principal, assistant Principal, DL Teachers |
| Principal, IEP Teacher, SETTS teacher | Principal, assistant Principal, DL Teachers |
| Assistant Principal, Principal | Assistant Principal, Principal |
Strengthen teachers understanding of the teaching and differentiation of reading

Planning strategically for transference from decoding to encoding: Teachers College Reading and Writing Project (TCRW) consultant will provide five sessions study group/institutes for each grade level that explicitly teach interactive writing and shared writing that support students automaticity with encoding skills.

Differentiated word study to support all learners/ Grades 1 and 2: Reading Specialists and Hunter College Consultant will provide professional learning through explicit workshop, lab-site, and lesson support – six sessions with consultant and study group with reading specialist.

Integrating phonemic awareness throughout the day to build emergent reading skills / Grade k Hunter College Consultant will provide professional learning through explicit workshop, lab-sites, one to one support – eight week sessions.
**Integrating phonics instruction throughout the day to build and strengthen emergent reading skills / Grade K Hunter College** Consultant will provide professional learning through explicit workshop, lab-sites, one to one support – eight week sessions.

**Targeted Small Group Instruction Based on the Response to Intervention Model, teachers** will identify targeted skill for instruction and will create and implement plan of action that supports the needs of the group. (Study Group Format). Literacy Leads will be supported with TCRWP and Classroom Teachers will be supported by Reading Specialists and Hunter College Consultant.

**Targeted interventions: Aligning data with the “right” instruction: Reading Specialists** will work with consultants (s) well versed in various reading interventions to learn about specialized programs so as to provide targeted tier 2 and tier 3 instruction for lowest 1/3rd students.

**New Teacher Study Group/ Teaching for Comprehensive Literacy**

**Literacy:** As part of their mentoring support, various components of Comprehensive Literacy will be provided through explicit workshops on Fundations, Word Study

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<th>Role</th>
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<tr>
<td>teachers, K Reading Team</td>
<td>October 2018- April 2019</td>
</tr>
<tr>
<td>Kindergarten Classroom teachers, K Reading Team</td>
<td>October 2018- April 2019</td>
</tr>
<tr>
<td>Teachers, Literacy Leads</td>
<td>September - October 2018</td>
</tr>
<tr>
<td>Reading Teachers</td>
<td>January - February, 2018</td>
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<td>Reading Teachers</td>
<td>November - May 2018</td>
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<td>Assistant Principal</td>
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<td>Principal</td>
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<td>TCRWP Consultant</td>
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<td>Hunter College Consultant</td>
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<td>Assistant Principal</td>
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<td>Principal</td>
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2018-19 CEP
| Program, Reading / Writing Mini Lesson, Guided Reading, Shared Reading provided by various personnel: Reading Specialists and Consultants. |
|---|---|---|
| Classroom teachers three years and less teaching |
| October – April 2018 |
| Building and Strengthening the Spanish Literacy Instruction to Support Transference to English Literacy: Professional Learning Community: Dual Language Teachers will study, implement, and monitor various approaches to differentiate instruction in Spanish Literacy for lowest 1/3rd students, who are also English Language Learners. |
| Bilingual teachers |
| October – May 2018 |
| Reading Teachers |
| Literacy Leads |
| Assistant Principal |
| Dual Language Model Teacher |
| Assistant Principal |
### 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.

The Reading Specialists will provide monthly parent workshops on reading foundational skills and strategies parents can use at home to support and reinforce what the students are practicing in school. Classroom teachers and specialists will update and revise their PS112 classroom websites so as to provide additional reading opportunities and tasks for parent and students to engage with at home as well as to provide additional resources for parents.

### Part 4 – Budget and Resource Alignment

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

- **Human Resources/ Schedule Adjustments...**
  - All model teachers and instructional leads will receive an additional weekly professional prep to support their colleagues with data analysis and inter-visitations. (work embedded) (schedule adjustment) (human resources)
• All instructional and model teachers meet twice a month after school with administration, through professional learning community structure, so as to build their content knowledge, pedagogy, and facilitation skills. (human resources)
• ASD Nest teachers and service providers to meet weekly to case conference ASD students to ensure that they are progressing academically and socially. During this meeting time, professional development opportunities will be provided by the ASD NEST Coach (human Resource) and NYU consultants (human resource).
• All dual language teachers will be provided with a common prep period to meet and deepen their knowledge about best practices for English Language learners. (schedule adjustment) Two model teachers for Dual Language will facilitate vertical team meetings based on literacy data. (human resource)
• Reading teachers, inclusive of SETSS Teacher and IEP teacher, support best practices for classroom teachers through study groups, data clinics, and in classroom support for at risk students (human resources) (human resources) (work embedded as part of Monday pd time)
• Weekly common grade team meetings to support professional learning and data analysis led by literacy leads (human resources) (Schedule adjustments)
• 90 minute 15 sessions, 3 cycles of learning for professional learning with TCRWP consultant.
• 8 week sessions units of professional learning cycles with Hunter College Reading Consultant (Instructional Resource/ Grant Funded)

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

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<tr>
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<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
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<td>In Kind</td>
<td>Other</td>
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Part 5 – Progress Monitoring

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

Progress monitoring will take place in November 2018, (Mid Year) February 2019 April 2019 and end of May 2019 to ensure that we are making progress towards meeting this goal.

Goal for Mid Year February:

• Kindergarten in February: Level B with 95% accuracy, and satisfactory comprehension (Level 2); High Frequency Words 25 Words; Upper Case & Lower Case ID Letter Mastery / Sound Recognition Mastery of 90% sounds. DIBELS
• First Grade in February: Level G with 95% accuracy, level 2 fluency, and satisfactory comprehension (Level 2); High Frequency Words 80 words; DIBELS
• Second Grade in February: Level K with 95% accuracy, level 2 fluency, and satisfactory comprehension (Level 2); High Frequency Words 125 words; DIBELS

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

Fountas and Pinnell Reading Assessments; DIBELS will be used to make sure students are making progress towards this goal.
Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td>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?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>PS 112 is an Inner Resilience school that not only supports the students’ academic growth, but also their social emotional development. All of our students are taught strategies to calm their body and quiet the mind. Students are taught strategies to self-regulate their behavior and as a result, classrooms are calm. This has had a significant impact on the academic success of our students. Children also participate in yoga to help them to focus and be in control of their bodies. Students who are identified as “at risk” are provided with support to ensure that the student is able to be present to learn. Our teachers participate in mindfulness practices and the development of their own Social Emotional Learning in order to effectively develop these skills in children. In 2018-2019, PS 112 will participate in professional learning with a consultant from Yale's RULER Program on social emotional learning. PS 112 will be provided with a RULER Coach. Ruler is an evidenced based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence. &quot;RULER&quot; applies &quot;hard science&quot; to the teaching of what has been historically been called &quot;soft Skills.&quot; RULER teaches the skills of emotional intelligence----recognizing, understanding, labeling, expressing and regulating emotion. Research shows that these kills are essential to effective teaching and learning, sound decision making, mental and physical health and success in school and beyond. A related benefit is the cultivation of relational trust that is fostered when teachers engage collaboratively supporting their Inner Resilience. PS 112 creates a safe space for students to learn and grow. On the Quality Review, we received a well developed on &quot;How clearly are expectations communicated to students.&quot; On the 2017-2018 School Quality Snapshot, 97% responded positively to the questions about Supportive Environment. 100% of the teachers say that the students are safe in the hallways, bathrooms, and cafeteria. 96% of the teachers say that adults at the school teach students how to advocate for themselves. 97% of the teachers say students feel it is important to come to school everyday. On the Learning Environment Survey, 93% of the teachers stated that the school works on developing students' social skills. This past year, we observed a slight rise in the incident of students who needed additional supports in learning how to self regulate their behaviors, calm their bodies to engage in intellectually demanding tasks, and to foster collaborative relationships with their peers during their coursework. As the demands of the work gets more challenging, we want to...</td>
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ensure our students can focus and be ready to be successful in standards based grade appropriate tasks throughout the various content areas.

This past year and this forthcoming year, we will have approximately 15% staff who have less than three years in the building and therefore we want to ensure that they are successful in the implementation of strategies that foster the mindfulness social emotional learning within their roles. The improvement of school culture is a continuous goal for the success of our school community inclusive of all staff and parents.

PS 112 will have a Social Emotional Learning Team consisting of a social worker, principal; assistant principal; ASD Coach; the school psychologist and one teacher from every grade to support the work of mindfulness social emotional learning in the school.

PS 112 will establish a functioning Equity and Access Committee to address disproportionality, expectations, misconceptions and cultural dissonance which will address this goal.

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, 90% of our students will demonstrate the ability to self regulate their behavior so as to actively participate and engage in their own learning with the support of teachers and all staff as measured by school wide assessments and by the reduction of incidents in OORS.
### 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>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Mindfulness SEL Professional Learning Community will be formed and will meet regularly throughout the year to support teachers in implementing mindfulness SEL strategies and provide professional development on mindfulness SEL strategies. This group will study current best practice to support students to self regulate their behaviors within the classroom setting (challenging demanding tasks) and outside of their classroom setting in public shared places such as the library and cafeteria.</td>
<td>All students K-2</td>
<td>Twice a month from October 2018-May 2019</td>
<td>Teachers, staff, Ruler coach, Mindfulness teacher team</td>
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<td>The PLC will create 4 vertical labsites representative of grades Pre-K-2.</td>
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<td>Principal/AP</td>
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<td>The SEL Team will analyze data (Student self assessments; teacher created checklists, ORRs reports, RULER Meta Moments and RULER Mood Meter) monthly to ensure implementation of the action plan</td>
<td>Lab Sites Teachers</td>
<td>December 2018; January 2019; February 2019; March 2019</td>
<td>SEL Team; Principal, AP</td>
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<tr>
<td>Teachers will create and maintain a peace corner in their classrooms for students to use in the service of their social emotional self-regulation.</td>
<td>All students K-2</td>
<td>Sept-October</td>
<td>Classroom teachers,</td>
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Teachers will provide opportunities for students to engage in daily mindfulness practices, i.e. paying attention to their breath, and yoga periodically throughout the day.

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<tr>
<th>Teachers</th>
<th>2018-19 CEPS</th>
<th>All K-2 Students</th>
<th>November 2018 - June 2019 Daily September 2018-June 2019</th>
<th>Principal/ AP; Mindfulness SEL team</th>
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The administration will conduct learning walks to observe classroom management and the learning environment and provide feedback to teachers.

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<tr>
<th>Teachers</th>
<th>2018-19 CEPS</th>
<th>All teachers</th>
<th>September 2018-February 2019 Twice a month</th>
<th>Administration (Principal; AP)</th>
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Teachers will be provided with differentiated professional development opportunities to deepen their knowledge and understanding of mindful awareness practices and SEL competencies. This will include the use of the Teacher Peace Corner.

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<tr>
<th>Teachers</th>
<th>2018-19 CEPS</th>
<th>All teachers</th>
<th>Monthly Sept. 2018-May 2019</th>
<th>All Teachers;, Mindfulness team, RULER coach ; Principal/ AP.; SEL PLC Team members</th>
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Teachers will be provided with the opportunity to use the online program, Inner Explorer, designed to promote their own growth in the area of mindfulness and SEL.

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<tr>
<th>Teachers</th>
<th>2018-19 CEPS</th>
<th>All teachers</th>
<th>Sept. 2018; October 2018; November 2018</th>
<th>All teachers, staff SEL TEAM, AP/ Principal</th>
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The de-escalation team will engage in professional learning supporting progressive discipline and social emotional well being for students and families in crisis, and provide trainings for teachers.

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<tr>
<th>Teachers</th>
<th>2018-19 CEPS</th>
<th>De-escalation Team</th>
<th>October 2018-December 2018</th>
<th>Principal /AP and School Psychologist, social worker,</th>
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Teachers will learn how to use the Ruler Mood Meter.
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.

Parents will be provided with the opportunity to engage in on-going workshops on social emotional learning. We will provide workshops on stress reduction for parents throughout the year. Parents will be provided with RULER Training in November 2018 and December 2018. Teachers will provide parents with workshops during parent engagement time on Tuesdays on how to support their child in self calming techniques as well as ways to learn how to self regulate their behavior 3 times throughout the year in November 2018; January 2019 and February 2019. The parent coordinator will provide parents with training on mindfulness activities that will help them distress twice during the school year.

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.

New teachers will be provided with the opportunity to participate in a study group before/after school on Social Emotional Learning. (per session) on a bi-monthly basis. SEL coach will support classroom teachers in implementing social emotional learning inside their classrooms through meditation, deep breathing, and other self-regulation activities. (6 sessions) 6 teachers x 6 hours of per session.

$6000 for the RULER COACH and Professional Development. (4 Coaching half days days)

All teachers will be trained in teaching students strategies to calm their bodies by doing deep breathing on a daily basis as a part of our year long professional development during the first fifteen minutes of all Monday professional time and during study groups.

We will hire per diem substitutes for the SEL Team members to attend conferences twice a year.

The De-escalation Team will work with community based organizations such as Association to Benefit Children (ABC) Crisis Team and Union Settlement to improve understanding of supporting students in crisis.

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

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

- By February 2019, there will be a 30% reduction of challenging behaviors of students who are in crisis that impacts on their learning in the classroom as measured by a student self assessment; teacher checklist, RULER Meta Moment and Mood Meter
- Students will be able to self regulate their behaviors through the use of various strategies that promote social-emotional well being, support intellectual risk taking and foster positive relationships, as measured by school-wide teacher created formative assessments and student self assessments, as well as 75% of the teachers being rated highly Effective on informal classroom observations (DF2a Creating an Environment of Respect and DF2b Managing Student Behavior.)
- The RULER Coach will work with the SEL TEAM 4 half days throughout the year.

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

- Teacher and Student Surveys; New York City School Survey results; Formative school-wide assessments, Advance informal observations DF 2a and 2b.

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

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

Part 1 – Needs Assessment

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

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

Providing early and targeted Intervention instruction for our lowest performing students is key to ensuring that all students achieve at high levels in math and make progress. As per the Response to Intervention Model, we will aim for 80% of our students to demonstrate mastery of Tier 1 Math curriculum that is aligned to the Common Core Learning Standards, despite the fact that we have 40% students with disabilities and 21% of English language learners. We will also begin to address the big ideas from the New Generations Standards for Mathematics (in preparation for the 2018-2019 implementation) so as to continue to maintain the rigor through building student’s conceptual understanding, procedure skills and applications.

As a result of implementing Data Driven Instruction, our students made gains across each grade level in operations and algebraic thinking (which was our focus). Analyzing data collaboratively and systematically, allowed grade level teams to make adjustments to the curricula. Teacher teams, alongside the math coach and math consultant, designed, implemented routines and tasks that supported targeted skills needed to improve student outcomes in operations and algebraic thinking, and that promoted problem solving skills and mathematical reasoning. Action plans for the grade were created and the math consultant supported building teachers content knowledge and expertise to create coherent instruction that addressed the needs for the grade. These grade wide action plans (three) created were progress monitored and revised to ensure significant class-wide increases in the targeted math skills. In addition, grade wide math leads served as lab-sites for teachers team to visit, share best practices, serve as models, and provide constructive feedback, so at to support grade wide coherence in best practices for instruction.

2017-2018 MOSL Results:

Kindergarten

- Average score for end of year was 59.4% which had an increase of 34.4 % (from the baseline). The average score for the district was 63.9%, and therefore our average score was slightly lower.
- Student proficiency was 24.7% which had an increase of 24% but was significantly lower than the district proficiency 41.7% evidently an area of concern.

Item analysis of the data, showed:

- K.CC (counting and cardinality) was 88.8%, which was higher than the district average of 82.8%.
- K.OA (operations and algebraic thinking) was 70.4% and 1.OA was 35.5%, both of which were lower than the district averages of 75.6 and 54.1, respectively.
• 1.NBT (number base ten) was 35%, which was lower than the district average of 42.3%

Area of Strength -

• Counting and Cardinality
• Operations and Algebraic Thinking: Solving word problems addition and subtraction within 10 (K.OA.1) - 88.1%

Area of Concern -

• Number and Operations in Base 10

First grade

• Average score for end of year was 66.8.4% which had an increase of 40.5 % (from the baseline). The average score for the district was 68.1%, and therefore our average score was slightly lower than the districts but higher than the city average which was 63.7%
• Student proficiency was 41.5% which had an increase of 40.4% but was lower than the district proficiency 49.6% but similar to the city 42.2%.

Item analysis of the data, showed:

Area of Strength

• 1.NBT.1 and 3 are strengths average of 80% Extend the counting sequence and comparing two digit numbers.
• 1.1 OA 1 and 7, Represent and solve problems involving addition and subtraction, average 89%
• (approaching standard) 1.NBT.5 is 63% - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Area of Concern -

• 2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900., 26.6%
• 2.OA.A.b.2 Add and subtract within 20. , 41.7%

Second Grade

Average score for end of year was 69% which had an increase of 43.3 % (from the baseline). The average score for the district was 63.4%, and therefore our average score was slightly higher than the districts, 63.4% and the city average which was 62.6%

Student proficiency was 47.8% which had an increase of 40.4% and was higher than the district proficiency 40.6% and the city 39.5%.

Item analysis of the data, showed:
Area of strength:

- NBT1.1 and 2 Average of 78%
  - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
  - Count within 1000; skip-count by 5s, 10s, and 100s.
- Approaching 2.OA.4 69.8% Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Area of concern:

- 2.OA.1 61% - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
- 2.OA.3 58% - Determine whether a group of objects (up to 20) has an odd or even number of members

Overall Strength for Grades k-2

- Kindergarten an overall strength is in counting cardinality. Our school-wide implementation of routines using the bead work has been very successful, therefore we will continue that work.
- First and Second grade demonstrate strengths in number and operations and based 10, specifically counting and comparing numbers to 120. Our school-wide implementation of routines using the bead work and other models such as the closed number line and open number line, have been very successful, therefore we will continue that work.

Overall Improvements for Grades K-2:

- In kindergarten and grade 1, an area of focus is number and operations and base 10, as related to understanding numbers in the pattern system, and early ideas of place value (decomposing and composing numbers).
- In second grade, an area of focus in operations and algebraic thinking, specifically in using addition and subtraction to solve one and two word problems.

Area for focus for intervention: Targeting mathematical standards and foundational skills.

- School-wide focus on supporting the development of place value through various structures such a TERC curriculum, Context for Learning Units, and Teacher created routines.
- Grade 2: Standard OA.1 Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

As the collaborative vertical math leads teams and the grade level teams were influential in establishing math routines that were successful and impacted student achievement, (co-planning, inter-visitations, constructed feedback, joint data analysis), then we will use the same structure to support teachers building of content knowledge and pedagogical practices to support the development of place value, which is an area of need, as well as solving two step word problems.

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

By June 2019, all students in K-2, will demonstrate an increase of 20% on grade level (K,1, 2) number and operations and base 10, as related to understanding numbers in the pattern system, and early ideas of place value (NBT), as measured by the Metamorphosis Diagnostic Interview Assessment and the Math End of Year Performance Task (MOSL) through the intentional planning and daily implementation of targeted mathematical routines generated by grade level teacher teams with support from the Math Coach and the Consultant from Metamorphosis.
### 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>Continued ongoing data analysis to support targeted instruction and differentiation.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>October 2018; January 2019, &amp; June 2019</td>
<td>Principal and AP; Math Coach, Grade level teacher teams, Math Instructional Leads</td>
<td></td>
</tr>
</tbody>
</table>

**School-wide Data Collection:** Data Team will generate, implement school-wide data recording sheet to analyze, track, and monitor school-wide math data for all grades-inclusive of big ideas, models, and strategies to develop computational fluency and reasoning.

**Formative Assessments:**

- Baseline, mid line, and end line
  - Metamorphosis Interview for grades k-2.
  - Beginning and Middle
  - Metamorphosis interview for grades k-1 and PS 112 Performance Task for grade 2
- End of unit assessments

**Summative Assessments**

- Baseline/End of Year: MOSL

Math coach and math instructional leads will support new teachers with administration and analysis.

**Data Analysis Teacher Teams**

**Leadership Team:** Math Coach and Math Instructional Leads will analyze their own classroom data (Metamorphosis) to identify patterns and trends for all students as well as the following subgroups:

- Students with IEPs,
- ELLs
- Male/ Female.

Team will collaborate to identify process to support data analysis for their own teacher team grades (Leadership Capacity).

**Teacher Teams:** Classroom teachers (guided by Math Instructional Leads) will analyze their own classroom data (Metamorphosis) to identify patterns and trends for all students as well as the subgroups mentioned above.

**Teacher Teams:** Creation and implementation of grade wide math action plan using resources, materials, and professional learning identified by the above team. The plan will identify targeted skills for whole group, small group, and individual student, therefore addressing the Tier1 and Tier 2 (providing differentiated instruction as well as intervention). (Implemented during Routines Time).

The progress of the students will be monitored monthly using shared assessments tools. The classroom teacher will articulate about student progress towards targeted goal using the data. The instruction the student is receiving will be adjusted as needed to meet the students’ needs.

Teachers will be responsible for progress monitoring and reporting progress to administration and to families.

**Monitoring of Math Action Plans and Student Progress**
**Administration**

Administration will generate report of lowest quartile students with pertinent information regarding previous data, will review and identify the targeted students for possible Tier 2 services in November. Progress monitoring meetings with administration and math team will occur to ensure monitoring of student progress with specific intervention is implemented in six to eight week cycles.

**Strengthen teachers understanding of the teaching and differentiation of mathematical concepts.**

Increasing content knowledge and expertise in math content through attendance to five day institute: Metamorphosis Keys to Mathematical Success:

- Grades K-5: The Development of Algebraic Reasoning
- Grades K-6: Developing Problem-Solving Strategies in Mathematics

Increasing teacher content knowledge and expertise about planning for Operations & Algebraic Thinking provided by Metamorphosis trained consultant.

**Teacher Teams:** The Math coach in collaboration with classroom teachers will identify targeted math interventions for each “at risk” and identify and implement (study) best researched based practices. (PD provided by Math Consultant). Adjusts to instructions are made.

<table>
<thead>
<tr>
<th>Students who are “at risk”; students who are accelerated</th>
<th>September 2018- May 2019 PD Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Instructional Leads, and new teachers</td>
<td>October 2018 – May 2019</td>
</tr>
<tr>
<td>Classroom teachers, math coach, Administration</td>
<td>October 2018- June 2019</td>
</tr>
</tbody>
</table>

**math coach ,AP, Principal**

**Principal, Math Coach**

**Metamorphosis Consultant and Principal**
**Vertical Instructional Leads** will study effective math strategies that will support math targeted skills, problem solving and mathematical reasoning as a staff to build their content knowledge, pedagogy in the teaching of mathematics. (PD provided by Math Consultant).

Instructional Leads will facilitate a professional learning community with classroom teachers that will support best practices in mathematics. ((Study group)

The Academic Intervention Services (AIS) Team & Response to Intervention (RtI) Team meet twice a month to monitor and review the effectiveness of the intervention for “at risk” students. They will review all assessments along with benchmark and end of unit assessments.
PS 112 will implement the Touch Math Program that is aligned to the New Generation Standards in Math as a Tier 2/Tier 3 Intervention for students who are not achieving the grade level benchmarks.

The math Instructional Leads and math coach will support their grade level colleagues in implementing the math pacing calendar, aligning math routines and games with the curriculum, and analyzing their math data. Teachers

<table>
<thead>
<tr>
<th>Students who are “at risk in mathematics</th>
<th>Monthly September 2017–June 2018</th>
<th>Classroom teachers, AP, Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms who are “at risk in mathematics</td>
<td>Twice a month September 2018-June 2019</td>
<td>Instructional leads, math coach, AP, Principal</td>
</tr>
</tbody>
</table>
### 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.

Parents will be provided with monthly progress reports about their child's progress in math. Parents will be provided with monthly curriculum calendars to inform parents about what their child will be learning in math and how to support their child at home. The math coach will provide monthly workshops in math. Teachers will provide workshops for parents in math during parent engagement time.

### Part 4 – Budget and Resource Alignment

#### Part 4a.

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

<table>
<thead>
<tr>
<th>Human resources to be used to support the creation and implementation will be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
| - Principal (structure including additional professional preps for Instructional Leads and Model Teachers  
  - AP (as an instructional coach) supports PLC and one to one coaching with facilitators  
  - Instructional Leads and Model Teachers to learn collectively (during added per session hours) and to facilitate with teacher teams during Monday Professional Learning Days, and grade meetings. This also shows schedule adjustments.  
  - Consultant from Metamorphosis will provide professional learning opportunities for Classrooms teachers and Instructional math leads. |
| Instructional Resources: |
| - Investigations Curriculum  
- Context For Learning Supplemental Curriculum  
- Metamorphosis Interview Assessment  
- End of Unit assessments Investigations  
- MOSL BOY Baseline Math Performance Task/ MOSL End of Year Math Performance task |

#### Part 4b.

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

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

Progress monitoring will take place in November 2018, **(Mid Year) February 2019**, April 2019 and end of May 2019 to ensure that we are making progress towards meeting this goal.

Goal for:

- Kindergarten in February 2019: 60% of the students will score Level 3 on End of Unit Assessment / Metamorphosis Math Interview
- First Grade in February 2019: 60% of the students will score a Level 3 on the End of Unit Assessment / Metamorphosis math Assessment / Metamorphosis Math Interview Assessment
- Second Grade in February 2019: 60% of the students will score a Level 3 on the End of Unit Assessment / Metamorphosis math interview Assessment,

Teacher Informal Observations Using Danielson Framework/ Advance: 80% of the teachers will be rated Effective and Highly Effective on math lessons. in Designing Coherent Instruction; Engaging Students in Learning; Quality Questioning and Discussion..

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

Metamorphosis Interview Assessment End of Unit Assessments; EOY MOSL Performance task

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 Mission Statement at PS 112 emphasizes that, “every student will be given the opportunity to maximize his/her ability to learn”..., and that we, “commit ourselves to build an educational atmosphere for learning ... (so that all students) develop physically, intellectually, emotionally and socially.” As an effective leader, the mission created by the principal and in collaboration with all staff members, clearly allows for a pathway of excellence for all students regardless of their backgrounds and socio-economic status. In fact, on the New York City Survey on Effective Leadership: 98% of the teachers stated that the principal communicates a clear vision for this school.

PS 112 services a very diverse population of early childhood students (40% students with IEPs, which is comprised of students with autism, students with language and processing delays, 21% ELLs, (20% of these ELLs have IEPs), students who come from first generation immigrants, as well as students who have been born to the US, and over 95% students who are entitled to free lunch and therefore whose families are living below the poverty level. We believe all students are able to learn and should have access to high quality rigorous instruction that prepares them for college and career readiness. This being said, we require a highly specialized staff that can support our students and address their social-emotional needs, as well as their linguistic and cognitive needs.

To address the specialization, and to impact student achievement, we believe in building teacher’s content knowledge and pedagogical practices (Danielson Framework 1A) collaboratively through the active participation in and facilitation of professional learning communities (DF4D) with support from school instructional leaders. We have therefore placed building teacher content knowledge and expertise and building leadership capacity at the core of our teacher professional development opportunities.

As per the NYCDOE Leadership Competencies, the principal has shown proficiency in the building of strong teams, development of leadership capacity among staff, and sharing responsibilities appropriately. By creating instructional goals that are based on the school-wide data, and creating teams that support these instructional goals, we have seen an impact on student achievement across content areas - oral and literacy development and math concepts (conversation analysis tool (CAT), math exemplars, and F&P reading assessments, Estrellita assessment) and teacher professional growth (100% of our staff is rated at minimum effective). In addition, on the NYC Environment Survey on Effective Leadership: 97% of the teachers stated that the principal makes clear her expectations for meeting instructional goals.

On our 2014-2015 Quality Review PS 112 received a Well Developed. The reviewer wrote, “The vast majority of teachers are engaged in inquiry -based, structured professional collaborations which increase teacher capacity and the promotion of Common Core Learning Standards. Distributed leadership structures are embedded through effective teacher leaders for decision making on teaching and learning. The impact is school-wide coherence and teacher leadership decisions increased student achievement for all learners...”

For the 2014-2015 and 2015-2016, 2016-2017, 2017-2018, model teachers and instructional leads have been leading the work in the professional learning communities and study groups with the support and guidance of school leaders.
and consultants. In 2017-2018, seven model teachers, and eight instructional leads, were identified to support student achievement by planning intentionally for academic language and content throughout the content areas - for concept development, language development, and literacy development. The following initiatives were undertaken by various leadership teams: students development of content knowledge and academic discourse in math and science; students development of fluency and comprehension to support literacy development; student development of problem solving skills in mathematics; use of appropriate interventions that support struggling readers, inclusive of ELLs through the RTI model; integration of technology to support communication and student accessibility to challenging content;

School-wide structures have been established that promote learning, collaboration, and communication throughout the school. The model teachers and instructional leads are provided with an additional prep to assume their professional learning and in addition are provided with additional monetary compensation for leading their PLCs before and after school. They meet twice a month as a group to discuss their learning as leaders and to plan for professional learning opportunities for their specific grade levels. They meet with consultants, math coach, AP, at least twice a month to review data, enrich content knowledge, and to identify and practice best research based practices.

The model teachers meet on a weekly basis with the assistant principal, to study their facilitation practices and/or build upon their content knowledge and expertise. In addition, the model teachers and instructional leads meet at least 15 times during the year with a consultant to build their specific content knowledge and expertise within their classrooms as well as in teams. All model teachers and instructional leads meet with the principal/AP on a monthly basis to discuss their progress as well as their student progress. Consultants we work with are from Teacher’s College Reading and Writing Project, Metamorphosis, Digital Age Learning and Stanford University coursework, and planning for academic literacy based on the work from Nonie Lesaux.

We have provided structures and supports for our model teachers to implement best researched practices by identifying and studying the work of specialists in their identified area of need, and having them engage in this area first as learners with our administration, coaches, consultants and other peers who share some expertise in this area and then as facilitators with their colleagues. To support their participation as learners, they are demonstrating leadership by facilitating for their own peers. Our Model teachers have opened up their classrooms to other colleagues inside and outside of our school. They have also visited other schools to further develop their own learning.

In the past, we participated in a collaborative process as a lead school with 7 other schools focusing on oral language development and academic discourse of our students in English and Spanish, promoting teacher leadership in collaborations with the teachers from other dual language schools around a common focus of building capacity in our teachers, as well as principals supporting one another. In 2017-2018 we continued to support some of our former partner schools through a Learning Partners Continuation Grant. This year, we are forging relationships with some NYS schools looking critically at writing with ELLs.

The professional development team, reading team, math coach, and PLC leaders support in the identification and facilitation of workshops, data clinics, and study groups teachers on the Monday professional development sessions. Teachers collaborate in grade teams in the area of inquiry: Planning for Academic Literacy; Interactive Writing; Shared Reading, Unpacking of Complex Text Study Group; Fluency; Response to Intervention; Estrellita Word Study; RTI for Struggling Readers: Planning for Intentional Math Routines that support Problem Solving Study group.

PS 112 maintains a strong staff/parent collaboration including, but not limited to the School Leadership Team (There are six parent members; a strong PTA; a Health and Wellness Committee; Inner resilience workshops that help parents learn how to manage stress and take care of themselves. All parents are invited to attend writing celebrations, performances and multicultural celebrations throughout the year. We want to use our instructional leads to work with groups of parent to develop their ability to lead parent workshops.
Using the **NYCDOE Leadership Competencies**, the identified goal for effective leadership is:

- The continuation and expansion of strong teams (PLCs) that impact student achievement through: the effective analysis of data; implementation of research based practices; collaboration amongst various stakeholders; and promotes positive shifts in teacher practices.
- The creation of a leadership team that works with the principal and assistant principal so as to appropriately and effectively engages multiple voices in decision-making and implementation.

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**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–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 80% of all teacher leaders (model and instructional leads) will demonstrate highly effective measures of teacher practice (DF 1A Knowledge of Content and Pedagogy, DF3C Engaging student in learning, DF 4 Participating in Professional Community) and Measures of Student Learning (end of year MOSL) as measured by Advance informal observations which will be recorded in the Advance System.</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>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Model teachers and instructional leads</td>
<td>Sept. 2018-June 2019</td>
<td>Assistant principal and Principal</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>Model Teachers, Instructional leads</td>
<td>Monthly September 2018-June 2019</td>
<td>Principal, Assistant Principal, Principal</td>
</tr>
<tr>
<td>Revise schedules to maximize time for joint planning, collaborative examination of student work, inter-visitations and debriefing, effective practice sharing, and discussions.</td>
<td>Model Teachers</td>
<td>Weekly September 2018-June 2019</td>
<td>Assistant Principal, Principal</td>
</tr>
<tr>
<td>Meetings with Principal (every other month) to assess their own professional growth, student growth and needs, supports, and areas for growth.</td>
<td>Model Teacher</td>
<td>September 2018-May 2019</td>
<td>Leadership Team, Assistant Principal, Assistant Principal, Principal</td>
</tr>
<tr>
<td>Weekly meeting with AP creating learning opportunities for professional learning (content knowledge and expertise), facilitation skills, and assessments.</td>
<td>Teachers</td>
<td>Monthly October 2018-May 2019</td>
<td>Leadership Team, Assistant Principal, Assistant Principal, Principal</td>
</tr>
<tr>
<td>Differentiates professional development based on teachers’ needs. Uses professional development sessions to model quality instructional practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops effective means for staff, students, families, and community members to communicate and share feedback with one another.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creation of professional leadership team that supports the development of school-wide initiatives, professional learning through the analysis of student and teacher data to ensure shared leadership.</strong></td>
<td>Families, Teachers</td>
<td>Model teachers and instructional leads, Math coach, Social Worker</td>
<td>Monthly meetings Sept. 2018-June 2019</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Expansion of participation of staff in professional learning communities led by model teachers.</strong></td>
<td>Families, Teachers</td>
<td>All Staff</td>
<td>Monthly November 2018–May 2019 2019 Six PROSE Half Days</td>
</tr>
<tr>
<td><strong>Instructional Leads will support their grade level colleagues in literacy, math, technology, analysis of data.</strong></td>
<td>All Teachers</td>
<td>Weekly September 2018 through June 2019</td>
<td>Instructional leads, Principal, Assistant principal</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.

There will be six parents on the School leadership team. We will have the parents develop a smart goal based on an identified need by parents and they will lead the implementation of the goal with support from the members of the school leadership team and will engage the full school community around the school's learning goals. (Families and Staff through quarterly newsletters, meetings and school wide website. Progress will be shared through parent teacher conferences and annual meetings. Information about curriculum and school accountability data will be shared with parents. Model teachers and instructional leads will provide interactive literacy programs/workshops for parents. Family literacy activities will help parents support their child's learning at home. Teachers will encourage parents to visit the classroom once a month to observe the teaching of reading. On Tuesdays, during parent engagement time, teachers will invite parents to a workshop once a month to work with their child on a literacy activity to learn how to support their child's learning at home.

**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.

| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |

There will be per session for the Instructional leads to implement the action plan. Model teachers will be provided with an extra prep to meet with teachers, plan lessons and inter-visitations to their classrooms. Model teachers will be provided $7500 added to their salaries.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.
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, 80% the Model Teachers and Instructional leads will have demonstrated highly effective measures of teacher practice as demonstrated by DF3B Quality Questioning and Discussion and Designing Coherent Instruction DF1E and Student Engagement DF3C on their informal observations IN ADVANCE.**

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

Advance/Informal observations; Student data reports in Fountas and Pinnell assessments; DIBELS, Metamorphosis Math assessments; CAT tool

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

Section 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

<table>
<thead>
<tr>
<th>Needs Assessment</th>
<th>Description</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>
<td></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>
<td></td>
</tr>
</tbody>
</table>

Parents are key partners in their child’s education. Continuing to increase parent involvement is crucial to improving student outcomes. While PS 112 has a significant amount of parents that are involved in school activities, we continue to strive for greater participation of parents.

The 2017-2018 New York City School Survey indicated that 97% of the parents were satisfied with the Instructional Core, 97% were satisfied with the Systems for Improvement, and 97% were satisfied with the School Culture.

This 2017-2018 New York City School Survey indicated that 82% of our parents stated that they had been asked or had the opportunity to volunteer time to support the school. Also 92% of the parents had stated that they had been invited to observe instruction. This year the parent coordinator, PTA president, and a teacher committee are looking at ways to improve volunteers participating in varied school functions and events as well as increasing the opportunities for parents observation of classroom instruction during the school day.

PS 112 has a culture of mutual accountability that leads successful family partnerships. The school offers multiple family workshops on the standards and ways to support their children at home. Family workshops allow parents and students to work together on tasks.”

For the 2017-2018 school year, we had 98% for parent/teacher conferences in November and in March 98% of the parents attend the parent/teacher conferences. In May we had parent /teacher conferences for parents of our “at risk” students. 101 parents attended. Throughout the school year we had over 1200 parents attending school events that includes curriculum night, workshops, performances, exhibitions, 7 Ramapo training and PTA meetings.

Our teachers indicated in the 2017-2018 Framework for Great School Report/ New York City School Survey that they believed 82% parents were involved in the school, which is significantly lower to the teachers’ perception of their outreach to parents which was 96%. According to the survey, parent’s teacher trust was rated 97% and parent principal trust was 95%. Therefore, we need to capitalize in the mutual trust our school and parents have, and build upon the collaboration between all stakeholders so that we are working together as equal partners towards the students’ education.

We want to continue to improve home/school communication and engagement. We want to engage more parents in decision making and promote active involvement of parents. We have updated our website to be interactive and to provide parents with information about the homework. In 21018=2019 we plan to provide parents with the content knowledge they need to support their child at home. For our Dual Language parents, we will support them to help their child with the parent's non-dominant language. Parents have requested more support with helping their child with homework. We will be providing workshops to help parents understand how to support their child’s learning at home. This was identified as an area of growth on the Learning Environment Survey.
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, the school will provide opportunities to ensure parent empowerment in supporting their child’s learning at home as measured by a 2% increase on the New York City School Survey, attendance sheets from workshops, surveys.
### 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>
</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). |

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2018-October 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Coordinator, Principal, AP Translator</td>
</tr>
</tbody>
</table>

#### Communication with Parents:

Parents will be provided with copies of the following:


All parents will be provided with the Title I Parent Involvement Plan and Parent Compact in language of preference.

All flyers, letters, curriculum materials, will be translated in language of preference. A survey in the beginning of the year will be sent home for parents to communicate language of preference.

Parents will be provided with monthly curriculum calendars to ensure that parents are informed about what their child will be learning in all content areas each month and how to support their child’s learning at home. This will be provided in Spanish and English.

**Communication Book**: All students will be provided with a communication book for parents and teachers to communicate back and forth with one another. The communication book will be used to provide information to parents about their child’s progress, to regularly inform parents about their child’s achievements or any other

<table>
<thead>
<tr>
<th>All parents</th>
</tr>
</thead>
</table>

| September 2018-October 2018 |

| Parent Coordinator, Principal, AP Translator |

| Principal, classroom teachers, Parent Coordinator, Specialty teachers |

| Classroom teachers, specialty teachers, service providers |
information or issues that might arise. Parents can communicate any information that they want the teacher to know about their child and about any concerns they may have.

- **School Messenger**: School Messenger will be used to call parents to notify them that their child was late or absent, to inform them about meetings, activities, workshops, art exhibitions, performances and celebrations.

- The Principal will meet with parents throughout the year to share the results of the Learning Environment Survey, the Quality Review, School wide reading and math data. The school’s goals and objectives and information about curriculum, assessments and instruction, the schools CEP and the Title I Parent Involvement Plan and Parent Compact.

- PS 112 has a school website where parents can access information about the school’s programs, activities, view student work, podcasts created by the students, receive support with homework, monthly curriculum calendars.

- There will be a parent bulletin board near the entrance of the school yard. A copy of the Learning environment Survey, the Quality Review, the NYSED Accountability report, monthly curriculum calendars, a copy of the monthly activities calendar and the School Leadership Team minutes and any other information that parents need to know about will be placed on the bulletin board.

- Parents will be provided with progress reports December 2018; January 2019; February 2019; April 2019; May 2019.

**Parent Empowerment**

- Parents will be invited to attend meetings with the Principal to discuss the Quality Review, The Learning Environment Survey, the schools goals and objectives for the 2018-2019 school year, the Town Hall Safety Committee meeting.
● Parents will be invited to participate in workshops to inform them about school-wide data. i.e. NYSESLAT, TCRWP/Fountas and Pinnell Benchmark Assessment data, ECAM math Assessment data, MOSL data and how to monitor their child’s progress throughout the school year.

● The Parent Leadership will be continued to support a selected group of parents with the professional learning opportunity to deepen their understanding of the shifts of the New Generation standards and best instructional practices implemented at the school, as a means of supporting other parents through study group.

*Parents will be invited to become Parent Volunteers, participate in training and volunteer at PS 112

*Parents will be invited to attend hands on workshops throughout the year in literacy, math, science, social studies, technology, video-conferencing, music, dance, nutrition and health with their child.

*During Parent Engagement time on Tuesdays, teachers will provide workshops for parents on the New Generation Standards in math and literacy in their classrooms, math, reading, science, social studies and homework to support parents in helping their child at home.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents will be invited to participate in workshops to inform them about school-wide data. i.e. NYSESLAT, TCRWP/Fountas and Pinnell Benchmark Assessment data, ECAM math Assessment data, MOSL data and how to monitor their child’s progress throughout the school year.</td>
<td>All parents</td>
</tr>
<tr>
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<td>All parents</td>
</tr>
<tr>
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<td>All Parents</td>
</tr>
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<td>All Parents</td>
</tr>
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<td>All Parents</td>
</tr>
<tr>
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<td>All Parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Frequency</th>
<th>Committee Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2018, March, 2019</td>
<td>Monthly</td>
<td>Principal, AP, Parent Coordinator</td>
</tr>
<tr>
<td>November 2018</td>
<td>Weekly</td>
<td>Parent Coordinator, Principal, PTA</td>
</tr>
<tr>
<td>October/November 2018</td>
<td>Monthly</td>
<td>Teachers, reading teachers, math coach, technology teacher, music teacher, dance teacher, science teacher, Principal, AP</td>
</tr>
<tr>
<td>October 2018-May 2019</td>
<td>Weekly</td>
<td>Classroom teachers, Science teachers, math coach, Technology teacher, reading teachers</td>
</tr>
</tbody>
</table>

2018-19 CEP
*The Principal, AP, Math Coach, reading teachers, will facilitate workshops for parents on New Generation Standards within their areas of expertise with hands on workshops/implications for home-school connections with their child

*Parents will be invited to visit their child's classroom monthly to understand what their child is learning and how to support their child's learning at home as well as to support homework.

*Specialty teachers will invite parents to observe their classes throughout the year.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Parents</td>
<td>September 2018 through June 2019</td>
<td>Reading teachers; Math coach, literacy coach</td>
</tr>
<tr>
<td>All Parents</td>
<td>October 2018</td>
<td>Principal; AP; Parent Coordinator</td>
</tr>
<tr>
<td>All Parents</td>
<td>December 2018; January 2019 February 2019, April 2019, May 2019</td>
<td>Classroom teachers; Principal; AP; Parent Coordinator</td>
</tr>
<tr>
<td>All Parents</td>
<td>Monthly</td>
<td>Dance, music, drama, science, technology, library teachers; Principal; AP</td>
</tr>
<tr>
<td>All Parents</td>
<td>Monthly</td>
<td>All Parents</td>
</tr>
<tr>
<td>All Parents</td>
<td>November 2018 - May 2019</td>
<td></td>
</tr>
<tr>
<td>All Parents</td>
<td>October 2018- May 2019</td>
<td></td>
</tr>
</tbody>
</table>

- Parents will have the opportunity to participate with their child in Family Literacy/Math/Science Days.

- There will be two Dad's Bring Your Child To School Days

- Parents will have the opportunity to participate with their child in Family Literacy Day

2018-19 CEP
• There will be ASD Parent trainings and an ASD Support Group

• There will be workshops for Parents of English language learners.

• There will be monthly Dual Language Meetings for parents who have students in this program led by alternating teacher teams in the DL to support their child's learning at home in their non-dominant language.

• The speech teachers will conduct a parent workshop for parents on developing oral language.

• The school will ensure that parents are engaged in discussions and decisions regarding the planning, review and evaluation of the effectiveness of the schools Title I Program as outlined in the CEP, including implementation of the School’s Title I Parent Involvement Plan and Parent Compact. The school will hold an annual Title I meeting and will elect a Title 1 representative. PS 112 will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the parent involvement plan.

• There will be six Parent members on the School Leadership team.

• The parent coordinator will reach out to parents throughout the year to support them.

<table>
<thead>
<tr>
<th>Group</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandfathers, etc.</td>
<td>December 2018 and January 2019</td>
</tr>
<tr>
<td>All families</td>
<td></td>
</tr>
<tr>
<td>ASD Parents</td>
<td>Monthly October 2018; June 2019</td>
</tr>
<tr>
<td>ELL Parents</td>
<td></td>
</tr>
<tr>
<td>DL Parents</td>
<td>November 2018; March 2019</td>
</tr>
<tr>
<td>All parents</td>
<td>Monthly November 2018</td>
</tr>
<tr>
<td>6 parents elected to the SLT</td>
<td>November 2018, January 2019</td>
</tr>
<tr>
<td>All parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 2018</td>
</tr>
<tr>
<td></td>
<td>Monthly November 2018- May 2019</td>
</tr>
<tr>
<td></td>
<td>November 2018, January 2019</td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
</tr>
</tbody>
</table>

Reading Team, AP, Principal, Parent Coordinator
Social worker, ASD Coach, ASD Clusters, ASD Teachers, ASD Consultants
ESL Coordinator and AP
DL Teacher Teams, AP, Principal
DL language teachers, ENL teacher; Assistant Principal, principal
Speech providers, Parent Coordinator
AP, Principal, Classrooms teachers, Parent Coordinator, Speech teachers, Parent Coordinator
Principal; Parent Coordinator; PTA
Principal, SLT Chairperson
Parent Coordinator, Principal, AP
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.

There will be six parents on the School leadership team. There will be a series of workshops across all curriculum areas -- literacy, math, science, social emotional learning. The workshops will be with their child. Parents will be invited to writing celebrations, music, dance, drama and art exhibitions throughout the year. We will have partnerships with Union Settlement, Borinken Health Clinic, Association To Benefit Children's Crisis Team.

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.

Translation Team for Spanish and Chinese and Arabic in house will translate flyers, letters and monthly curriculum calendars and other materials Per session will be provided for the teachers doing the translation. We will allot for 20 hours of per session for in house translations of flyers and letters, utilizing bilingual personnel who have experience in translation, and have been identified as qualified for translations of documents. We will outsource French and Arabic documents using the NYCDOE translation unit. A total of $500 will be allotted for this purpose.

The Parent Coordinator will be used to support the parent involvement goal. Funds will be used for Supplies and materials for workshops such as non fiction literature, manipulatives, ipads, and notebooks. $1,500 will be allotted for these resources.

Teachers, reading specialists, Social worker, math coach, science teacher, classroom teachers, speech providers will facilitate workshops for parents, during the parent engagement time. We will use the Tuesday family engagement time as well as times in the morning right after arrival to ensure parent participation. Also, using this time instead of time outside work hours will reduce cost. Parent Coordinator will support all parent involvement activities.

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | X | Title III, Part A | || Title III, Immigrant |
| X | C4E | || 21st Century Grant | || SIG | X | 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.
Progress monitoring will take place in November 2018, January 2019 and March 2019 May 2019 to ensure that we are making progress towards meeting this goal. We will use evaluations to measure the school progress towards this goals. By February, 2019 we want to have an increase in parent attendance to all events- by 25% as measured by attendance sheets, the learning Environment Survey and parent surveys.

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

We will use the NYC Survey results from 2018-2019, as well as agendas, attendance sheets; google surveys, videos, and digital photographs.

**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><strong>English Language Arts (ELA)</strong></td>
<td>Students who have not reached the beginning of the year, middle of the year or end of the year grade level benchmarks in reading will receive a reading intervention. MOSL data is used to identify “at risk” students. The literacy program is aligned to the New Generation Literacy Standards.</td>
<td>Fountas and Posell’s Leveled Literacy Intervention Program will be used to support “at risk” students in reading. Guided Reading, independent reading shared reading, read alouds, shared writing, guided writing will be used to support at risk students in reading. Fundations and Estrellita will be used to support at risk students.</td>
<td>Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers. Reading Recovery” PS 112 has one full time RR teacher; two “F Status RR teacher; an F Status reading teacher that provide small group and one on one reading instruction to students who are “at risk.” SETTSS teacher who works with both mandated and “At risk” students in reading. IEPTeacher will work with mandated and at risk students.</td>
<td>During school Day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>The math program is aligned with the Common Core Math Learning Standards. Investigations TERC and Context for Learning are used to anchor our math program along with other resources. The Metamorphosis Math Assessments, MOSL assessments, pre and post unit assessments and the Exemplars Performance</td>
<td>Students are provided with differentiated tasks to support their needs.</td>
<td>Classroom teachers provide targeted small group or one on one math interventions to “at risk” students. Math instruction is differentiated based on student needs. PS 112 has reduced class size. There are</td>
<td>During the school day</td>
</tr>
<tr>
<td>Subject</td>
<td>Description</td>
<td>Any student identified as “at risk” in science is provided with small group instruction and more opportunities to participate in hands on activities targeted to meet their identified needs.</td>
<td>All “at risk” students are provided with small group differentiated instruction one on one tutoring to target each student’s specific needs.</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>PS 112’s science program is inquiry based and is aligned to the Standards and the NYC Science Scope and Sequence.</td>
<td>End of unit assessments are used to identify students who are “at risk” in social studies.</td>
<td>Ps 112’s Social Studies Program is Standards Based. The NYCDOE Scope and Sequence is used for the social studies inquiry based units of study.</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>End of unit assessments are used to identify students who are “at risk” in social studies.</td>
<td>End of unit assessments are used to identify students who are “at risk” in social studies.</td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>PS 112 has a social worker and a school psychologist. Students who are identified as “at risk” by the School Intervention team are provided with “At Risk” services. Students who are identified as “at risk” by teachers are provided with small group or one on one services. The School Intervention Team monitors the “at risk” intervention to determine its effectiveness. At risk students are provided with small group or individual support by the social worker/psychologist. During the school day.</td>
<td>their identified needs.</td>
<td>differentiated instruction; one on one tutoring to target each student’s specific needs.</td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</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>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

We will provide academic support as needed as well as any other supports such as counseling to ensure that the students are successful. We will provide them with uniforms, backpacks, any books, supplies and materials that they might need as well. We will reach out to parents to provide them with any supports that they might need such as resume writing, PATH to help them find housing, connect them with community based organizations based on their needs.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</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>
</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>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<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.

- We have placed building teacher expertise and leadership at the core of all our teacher professional development opportunities. By developing expertise in a discipline, we see an increase in student achievement in all content areas. We have strategically and systematically maximized the use of our 5 Model Teachers in a unique and innovative way by having them support our school-wide initiatives by specializing in targeted areas of need, provided differentiated instruction, and serve as models for their peers.

- We have empowered teacher teams through the creation of grade level Instructional Leaders that support our school wide initiatives, support student achievement in math and literacy, and address the needs of our dual language and special needs students. We have created structures for our Instructional Leaders to collaborate vertically, deepen their practice of teaching and learning and then facilitate their learning to their grade level colleagues.

- The school is implementing high quality professional development that is aligned with the New Generation Standards in literacy and math. Our professional development is outcome based and directly linked to student outcomes through data analysis. We conduct professional learning through a variety of research based strategies drawn from the New York City Professional Standards and the National Council of Staff Development.

- These strategies include job embedded support for demonstration lessons, modeling of research based strategies. In addition, teachers conduct action research, participate in study groups based on their identified needs and interests and research specific issues or questions that support them in developing best practices. Another research based strategy is intra-visitations where teachers are encouraged to visit one another’s classrooms in order for them to learn and benefit from one another’s expertise and experiences. Teachers are provided with coaching and modeling of lessons by grade level instructional leads, model teachers and the math coach. Teachers meet weekly in grade level teams to study student work, analyze data and plan collaboratively. Teachers are provided with the opportunity to participate in grade level inquiry teams. PS 112 has vertical teams in math, literacy, bilingual and special education. Teachers are provided with the opportunity to attend and present at conferences.

- PS 112 is a Professional Development school in partnership with Hunter College’s School of Education and as a result, if an opening occurs, we are able to hire teachers that are highly qualified, we collaborate with the Steinhardt School of Education at New York University and Teachers College, Columbia University.
- Teachers College Columbia University’s Teachers College Reading Writing Project provides intensive high quality professional development to teachers to deepen their knowledge about the teaching of reading and writing. Teachers attend study groups, leadership groups and calendar days throughout the year. Instructional leads plan with the consultants on school wide goals and implementation.

- Metamorphosis is providing professional develop to teachers in math. The math staff developer works with teachers to deepen their knowledge and pedagogy in the teaching of mathematics. Teachers attend professional development at Metamorphosis throughout the year. Instructional leads plan with the consultants on school wide goals and implementation. Instructional leads plan with the consultants on school wide goals and implementation.

- All new teachers are provided with a Mentor. We meet twice a month with new teachers to ensure that they are supported and learn different strategies to support their student’s learning. New teachers have monthly meetings with administration to best support their needs.

- According to the BEDS data all teachers are highly qualified.

To ensure retention of all teachers including the instructional leads, and model teachers, professional development is differentiated to best meet the needs of all practitioners. During initial goal setting conferences, all teachers are asked to identify their areas of strengths, and areas for growth. Administration and teacher co-construct a plan to support area for growth. In addition, model teachers and instructional are provided with one to one coaching support from administration as well as vertical teacher team meetings on a weekly basis as part of their professional prep.

Model teachers and instructional leads are identified and determined by: teacher choice, program (model teacher LPP) application, and administration interview, work performance review, and Advance ratings.

2b. High Quality and Ongoing Professional Development

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

- The school is implementing high quality professional development that is aligned with the Common Core Standards in literacy and math. Our professional development is outcome based and directly linked to students identifies through data analysis. We conduct professional learning through a variety of research based strategies drawn from the New York City Professional Standards and the national council of Staff development.

- These strategies include job embedded support such as in class demonstrations lessons, modeling of research based strategies provided by the school based literacy and math coaches. In addition, teachers conduct action research, participate in study groups based in their identified needs and interests and discuss and research specific issues or questions that support them in developing best practices. Another research-based strategy is intra –visitations where teachers are encouraged to visit and observe in one another’s classrooms in order to learn and benefit from one another’s expertise and experiences. Teachers are provided with coaching and modeling of lessons by the literacy staff developer from TCRWP and from PS 112’s math coach. Teachers meet weekly in grade level teams to study student work and plan collaboratively. Teachers are provided with the opportunity to attend conferences and present at conferences. All teachers participate in grade level inquiry teams. We also have vertical teams in math, literacy, bilingual and special education.

- PS 112 is a Professional Development School in partnership with Hunter College’s School of Education and as a result, if an opening occurs, we are able to hire teachers that are highly qualified. We collaborate with the Steinhardt School of Education at New York University and Teachers College, Columbia University

- All new teachers are provided with a mentor.
● Literacy Instructional Lead teachers and Math instructional Lead teachers are provided with Professional Development from the Metamorphosis Staff developer and the TCRWP Staff Developer as well as the Math Coach to build their capacity, leadership skills and facilitation skills to support the teachers on their grade level.

● PS 112 has a lead paraprofessional who will be trained through the District to support the para professional learning. All paraprofessionals will attend professional development with their teacher. The school will provide professional development on Mondays designed to support students in reading and mathematics ensure that the students meet the Common Core Standards. The paraprofessionals will be trained in the Reading Rescue Program which is a one on one reading intervention program for "at risk" students.

● Metamorphosis provides professional development to teachers in math. The staff developer works with teachers to deepen their knowledge and build their capacity to provide high quality math instruction.

● Teachers are provided with opportunities to participate in study groups. There is a Dual Language vertical team study group, an ICT study group, RTI study group, Inner Resilience study group, math grade level and vertical team study groups, grade level and vertical team writing study group.

● Teachers meet in grade levels to analyze student data gathered from periodic assessments, benchmark assessments in math, writing and reading and to study student work. PS 112 involves teachers in decisions regarding the use of academic assessments.

● Para professionals are provided with training in the teaching of reading and math throughout the year. They attend Monday Professional learning with the teacher they work with. We have a lead paraprofessional that attends training at the District and then turnkeys her learning to the paraprofessionals at PS 112. Our paraprofessionals are trained in Reading Rescue Intervention Program and then they work one on one with a student that is struggling in reading one on one. The Reading Rescue coach provides them with ongoing learning and provides feedback.

● The principal attends monthly professional development at TCRWP; as well as attends conferences and other professional learning opportunities throughout the year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A
Part 4: SWP Schools Only

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

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

PS 112 reaches out to the local head start programs to transition students to PS 112. We visit Head Start Programs and we conduct tours and meetings to inform parents about our instructional program at Ps 112. The teachers at Head start programs are invited to send their teachers to attend professional learning activities at PS 112 where appropriate and to learn how to align the curriculum and to ensure early intervention services are provided. The Pre-K curriculum is aligned to the Pre-K Common Core learning Standards. The Pre-K teachers articulate the students who are entering Kindergarten at PS 112. Parent Involvement activities are designed to provide parents with activities that will prepare their child for Kindergarten. In May, a parent meeting is held for Pre-K parents whose children are transitioning to Kindergarten. Parents are invited to tour the school and visit Kindergarten classrooms and speak with teachers and to view a power point presentation about Kindergarten and the expectations for Kindergarten. Ant child identified as "at risk" will be provided with intervention that meet the specific needs of each student.

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 meet in grade level teams and across grade levels to examine student data generated from periodic assessments in reading and math, performance tasks, student work products and writing samples and MOSL data using rubrics and checklists. The grade level instructional leads and the reading teachers will facilitate the data meetings.
- Periodic Assessments dates will be: November 2018; January 2019; March 2019; May 2019.
- MOSL Committee will meet and make the decision about what assessments will be used to measure student Local and State outcomes for Math and Literacy.
- Teachers will be provided with training on administering the assessments in reading, math and the NYSESLAT and how to use these assessments to inform their practice of teaching and learning as well as next steps for each student.

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.

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

2018-19 CEP
<table>
<thead>
<tr>
<th>School Program</th>
<th>Source</th>
<th>School Allocation Amounts</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>186,296</td>
<td>X</td>
<td>5A; 5C; 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>89,513</td>
<td>X</td>
<td>5A; 5C; 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366</td>
<td>X</td>
<td>5A; 5C; 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,022,979</td>
<td>X</td>
<td>5A; 5C; 5E</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aim 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. <strong>PS 112</strong>, 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><strong>PS 112</strong> 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

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/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.

- 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;

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**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.

* Parents will be provided with a Parent Handbook to be used as a resource about PS 112, as of the first week of school. This handbooks includes the following information:

- Attendance policy, Homework Policy, Discipline Policy, Safety Plan, Arrival/ Dismissal and Breakfast/ Lunch Procedures, Curriculum Overview, Contact information- at school level and district level, school website (which includes helpful information) , and CBOs such as Boriken Health Center and Union Settlement After school Program.

* Parents will be provided with a monthly calendar of events as well as a monthly curriculum calendar informing them about what their child will be learning that month.
* PS 112 has a school website with information about the school PS112m.org

* There will be Parent Workshops that support social emotional well-being as well as content based learning that supports academic student achievement. In addition in person and telephone/facetime/email conferences with teachers provided on Tuesdays during Parent engagement Time.

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**School-Parent Compact (SPC)**

School-Parent Compact (SPC) Template

**PS 112** in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

---

**I. School Responsibilities: High Quality Curriculum**

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

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

---

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

| I. School Responsibilities: Providing Parents Reasonable Access to Staff |
| Provide parents reasonable access to staff by: |

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

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

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

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

| I. School Responsibilities: Providing General Support to Parents |
| Provide general support to parents by: |

  ● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
• assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

• supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

• participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
● take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

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

### III. Student Responsibilities

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

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

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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.

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**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
- [x] After school
- [ ] Saturday academy

Total # of ELLs to be served: _______

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

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

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

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

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

Begin description here: 

Rationale
Research shows that strong oral language is correlated with strong reading comprehension. Therefore, the Title III Program at PS112 focuses on the development of students’ oral language - specifically academic discourse- to support overall reading comprehension. Given our very diverse population with various needs, (20% population of ELLs and of these 22% approximately have IEPs, and are being serviced for language and processing delays), the focus of the supplemental instruction is to build our student’s academic literacy through integrated content instruction. Our data, as well as the demands of academic language as per the current NYS Common Core Learning Standards, provide a strong rationale for providing supplemental instruction in English oral language and literacy development through the intentional planning and implementation of academic language and concepts development (working across all language domains as opposed to focusing only on one domain).

Our current data shows the importance shows this:
According to NYSESLAT June 2018 data,
- 2nd grade data ) - we made most gains in reading in our dual language program and our Stand Alone ESL. In our Stand Alone ESL, Speaking was an area that showed least amount of progress. In both programs writing made very small positive changes, suggesting an area of growth.
- 1st grade data - with our bilingual special needs population, we saw some significant decreases, particularly in reading. We saw small yet constant increase in writing. With our general ELL population, we saw increases in receptive language and decreases with expressive language. Therefore, we need to strengthen the correlation between listening, speaking, reading, and writing through connected learning activities, using language models for all students.
Therefore, the Title III program at PS112 is designed to provide intensive targeted language instruction to our English Language Learners, through sequenced, tailored instruction that provides students with guided practice, corrective feedback, and multiple media forms to ensure student access to the language of the content and multiple opportunities for application (receptively and expressively) - all four language domains.

About the Program
All students will be engaged in a twelve session supplemental science based inter-disciplinary unit about Animal Diversity and Animals as Living Organisms as per the NYCDOE Science Scope and Sequence.

The goal of this program is to Increase academic language discourse through an inquiry science based learning approach – with a focus on the alignment of content and language objectives that support student access of information and application of learning. Planning for language will include (but not be limited to): vocabulary, syntax, and semantics. The teachers will provide targeted and sequenced language instruction to support the development of:
- Generative vocabulary.
Part B: Direct Instruction Supplemental Program Information

- Discourse (explanation using appropriate syntax, word choice, and varied sentence complexity)
- Constructed written responses with attention played to structure and sentence complexity

With support from teachers, students will research an animal that is either a mammal, amphibian, or reptile, develop a set of data, and then transform the data into a group presentation using technology/ various digital tools. The final presentation will be delivered orally where students speaking / presentation of the content will be assessed with Universal English Language Learners Development Rubric. The written response will be used as a final assessment.

The program will be comprised of three project stages, which will address all four ENL modalities (speaking, listening, reading, and writing). These stages are:

- Stage one: Learning / researching using ebooks, videos, texts, and experts to gather information; cross check; and synthesize new information learned. Discussing new learning with partners.
- Stage two: Developing and organizing informational writing related to their research subject.
- Stage three: Creating oral presentations using technology to inform their listeners on their research.

Technology is being used as a vehicle to access complex content, build background knowledge, and express information in various ways. As an example, use of videos with focused questions support building of background knowledge prior to reading a more complex text about the topic. For the informational writing component, students will have access to information on their subject through various media; videos, articles, images, etc. and will be able to use what they've learned to inform their original writing pieces. In addition, writing tools such a graphic organizers are being used to organize their information cohesively.

All students will listen to podcasts for further information about their topics. This would allow them to listen carefully to academic language, paraphrase their learning in their own words using the appropriate vocabulary, and write the information in their own words.

This program will explicitly teach / front load vocabulary and syntax as part as per the science unit, for the first fifteen minutes of each session, and be closely monitored throughout the sessions. In addition, all students will be engaged in targeted collaborative conversations to ensure application of the language being explicitly taught. Teachers will assess and differentiate as per the data collected.

Subgroup and grade levels of students to be served

This program will be offered to fifty first and second grade ELLs. Using the ELL Data Analysis Tool (EDAT) as a guide, as our analysis of the NYSESLAT data from 2017-2018, we will be servicing all ELLs in all stages - Entering, Emergent, Transitional, Expanding, and Commanding (some in commanding who will benefit from additional support)- as we have significant numbers in each stage as opposed to just in certain stages only. Therefore, we will continue to have our students move proficiency levels as per the NYSESLAT, while also increasing the number of students who reach proficiency or commanding level in English.

In addition, we will also provide additional supports (within the program) for our ELLs who are at risk of becoming long term ELLs as they have been receiving services for over three years. Since we are a k-2 school, these same students are usually hold-overs as well. In addition, as we have a significant number of ELLs with IEPs, 20%, we would also be servicing our ELLs with disabilities, using both their IEP goals as well as data to make instructional decisions that will support their language and literacy development in English.

Students will be serviced in groups no larger than eight students, for a total of six groups. First and second grade students will be mixed together according to their NYSESLAT scores as well as their F&P Reading (English) Assessments and Writing Data– to provide more targeted instruction. The ENL teacher will team with the teacher working with the at risk students to
**Part B: Direct Instruction Supplemental Program Information**

ensure that they are provided with additional language support in a smaller group setting (total 2 out of the 7 groups). A bilingual special education teacher and a bilingual education teacher will be assigned to work with students with IEPS that require more targeted instruction.

Schedule and duration
This is a twelve week after-school program that meets one hour and 30 minutes once a week, commencing on December 12th, 2018 and ending March 27th, 2019 on Wednesday's from 2:40 p.m.-4:10 p.m.
There will be additional 5 session for teachers only for the purposes for professional development which will held beginning the program, December 5th and 6th , 2018 and throughout the program (January 2019 and February 2019) to ensure differentiated instruction is occurring for all students based on data analysis.

Language of Instruction
Instruction for this program will primarily occur in English, with some native language supports as needed. As an example, looking at cognates that cross over in English and Spanish will be used as a scaffold in understanding the academic language and concepts. For emergent and entering ELLs, concepts will be introduced in native language as necessary to support concept development.

Number and types of teachers

- There will be a total of seven teachers and one administrator:
  - 6 certified bilingual teachers and 3/6 will have dual certification with special education,
  - 1 certified TESOL teacher.
  - This supervisor is the only one on site at the time of the program and there are no other programs running at that time.

Types of materials

- Universal English Language Development Rubrics (Speaking and Writing)
- Constructed Responses in Writing as a baseline and endline
- Speaking assessment aligned to the NYSESLAT speaking tasks which measure students’ academic language (same measures as NYSESLAT),
- NatGeo online magazine
- National Geographic Science Inquiry Contents Literacy Units - 1 set per group
- Computer software

Professional Resources

- Teaching Vocabulary to English Language Learners
- Cultivating Knowledge, Building Language, Literacy Instruction for English Learners in Elementary School
- Integrating Literacy and Inquiry for ELLs
### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Part C: Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>- rationale</td>
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<tr>
<td>- teachers to receive training</td>
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<tr>
<td>- schedule and duration</td>
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<tr>
<td>- topics to be covered</td>
</tr>
<tr>
<td>- name of provider</td>
</tr>
</tbody>
</table>

Begin description here: ____

Due to the diverse ELL population we service, and the significant amount of students with language delays in their own native language, it is imperative that our teaching practices demonstrate an effective use of researched based practices/strategies to support oral language development and second language acquisition.

Our Title III program requests that teachers plan for science concepts in the new language (English) as well as for the academic language required to engage in discourse and presentation. Therefore, our professional development for this program supports the intentional planning for content and language objectives as well as for oral and written language assessment and discourse.

Our bilingual and ENL teachers will all be provided professional development. We will provide six professional development sessions (2 hours in duration):

- Planning scaffolded instruction using best research practices and the Bilingual Common Core Progressions (New Language) will occur as part of the second and fourth sessions to best use the data from above. December 5, 2018.
- Intentionally planning for academic language using the work from collaborative conversations from Stanford University (Kenji Hakuta), and Cultivating Knowledge and Building Language will occur December 6, 2018.
- Data analysis using NYSESLAT rubric for speaking and writing (to support targeted instruction). We will have one baseline, and one endline. December 13 and December 21, 2018.

Teachers will integrate language and content objectives to the curriculum using recommended strategies for teaching of vocabulary and content to ELLs. In addition teachers will also focus on using various tools (technology) to make the curriculum accessible to ELLs.

Professional development will be provided by the Assistant Principal, who has bilingual certification and has worked in the NYCDOE Office of ELLs previously and the ENL provider who has extensive knowledge of supporting ELLs, and the ENL Coordinator who also has extensive knowledge of supporting ELLs.

The teachers will present their learnings to their grade teams (during study groups), as well as during the Dual Language Vertical Team Meetings.
**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: 

Many of our parents ask for ways of supporting their children at home, and express feeling challenged by new and unfamiliar content as well as a language that they may not be fluent in. Many already revert to their phones and Ipads as a means of supporting their children with reading. Therefore, we will address unfamiliar science academic content and language with an affordable tool that they have access to- (smartphones) and IPads (from school also that can go home).

The parents will attend five interactive workshops (1.5 hours each) where they will work with the ENL teacher and a bilingual teacher in learning how to support their students in accessing complex text and content through the use of technology, while also building their content knowledge and resources about the unit of study.

These are:

- Families will learn how to use ebooks, and videos to acquire information about a topic. The ENL teacher along with librarian will teach parents how to navigate the library to attain resources to support the students inclusive of online resources and trip to public library. This will support building background knowledge as well as location of various resources. (December 2018)
- Families understanding the demands of academic language / content and stages of language acquisition. Parents will be immersed in tasks that students are expected to engage in so that they are clear about the expectations of these tasks, the demands of these tasks, and resources that assist with these tasks. The ENL teacher and the assistant principal will lead this session (January 2019). Observation in classroom setting (February 2019)
- Families will navigate various technology apps that support background knowledge, concept development, and academic language. This will be led by bilingual special ed teacher and technology teacher. (January 2019)
- Families will engage in ESL Strategies that support students independence of written tasks assignments led by bilingual teacher and ENL provider. (February 2019).

Parent coordinator will create fliers to invite families to these sessions. ENL Title 3 teachers will send reminders home prior to the event dates.

All workshops will have translations provided by our bilingual staff and/ or translation unit.

---

**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>
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</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>____</td>
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</table>

2018-19 CEP 84
### Part E: Budget

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

**Allocation Amount:** $_____

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<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>
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<tr>
<td>1. Per session</td>
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<td>2. Per diem</td>
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<td></td>
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<tr>
<td>Purchased services</td>
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<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
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<tr>
<td>2. Must be supplemental.</td>
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<td>3. Additional curricula, instructional materials.</td>
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<td>4. Must be clearly listed.</td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>2. Must be supplemental.</td>
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<td>3. Additional curricula, instructional materials.</td>
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<td>4. Must be clearly listed.</td>
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<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>Manhattan</td>
<td>112</td>
</tr>
<tr>
<td>School Name</td>
<td>Jose Celso Barbosa, Public School 112</td>
<td></td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

| Principal | Eileen Reiter | Assistant Principal | Yuderquis Santos |
| Coach     | n/a           | School Counselor   | Olga Salazar    |
| ENL/Teacher | Rachel Lindsay | Teacher/Subject Area | Sualithy Rosario |
| Teacher/Subject Area | Teresita Prieto | Teacher/Subject Area | Jacqueline Cinto |
| Related-Service Provider | Verena Valck | Field Support Center Staff Member | fanny Castro |
| Superintendent | Alexandra Estrella | Other (Name and Title) | type here |

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 2 | Number certified bilingual teachers not currently teaching in a bilingual program | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 11 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 1 | 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) | 0 | Number of special education teachers with bilingual extensions | 4 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 302 | Total number of ELLs | 78 | ELLs as share of total student population (%) | 25.83% |
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
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<th>10</th>
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<td>TBE</td>
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<tr>
<td>DL</td>
<td>Spanish</td>
<td>2011-2012</td>
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</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?

   In reading, we use several assessments to measure code and meaning skills. We desegregate the data by subgroups to measure: all student progress, ELL progress, and progress for ELLs with IEPs. In addition, we also measure Spanish literacy growth for all students in our Dual Language Program. For students in dual language we compare literacy development in both the New language and the Home language, to support transference of literacy skills, and for intervention instructional decisions.

   The following formative reading assessments are used:

   The following curriculum embedded reading assessments are used for all students and are additionally reviewed to measure ENL literacy progress:

   In writing, we use TCRWP Writing Development Rubric to assess students end line unit assessments for all students. Students
in the Free Standing ENL program and students receiving standalone ENL in Dual Language Setting are additionally assessed using Teacher Created Constructed Response task measured by the Universal English Language Development Writing Rubric four times a year. The tasks are aligned to the tasks in the NYSESLAT writing section.

We also measure for oral language development for our ENLs using two tools that assess for academic discourse through conversations and individual academic language. The following formative assessments are used: Teacher teams analyze the data and created targeted action plans that support ENL grade-wide progress as well as ENL individual student achievement, three times a year during our Dual Language/ENL vertical team meetings and study groups.

In addition our Dual Language Teachers case study struggling students during their professional learning community - developing Spanish literacy - as a means of receiving collegial feedback based on students literacy data in both Spanish and English. Teachers compare the running records in both languages to determine - strengths in both languages, and literacy transference from one language to another. Teachers also identify areas for support in ENL to strengthen literacy development in English.

2. What structures do you have in place to support this effort?
   The following structures ensure that data is administered and analyzed in a timely manner so that action plans be generated, implemented, and progress monitored systematically, by teachers teams and administration:

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?
   PS 112 in an early childhood school that offers two dual language programs (DL ICT ASD NEST and DL ICT) and Freestanding ESL with an integrated model and standalone ENL as part of the revised part 154.

   We analyze and aggregate our data by subgroups and language. We compare the performance of subgroups to the whole grade and target areas of growth. We used knowledge of second language acquisition to review current student performance, and set targeted instructional goals to improve linguistic and literacy performance. Teams convene regularly, articulate progress towards these goals, and make adjustments to instruction and curriculum as necessary to ensure all four modalities are being explicitly addressed.

   The following summative assessments are being used to identify baselines, progress, and areas of need for our ENL students:
   Universal Screener for code skills: DIBELS grades k-2:
      For students in dual language, these are provided in both languages (Spanish and English) to support transference, determine language of dominance, and language for intervention as needed.
   Baseline and end of year assessment , also MOSL choice:
   District 4 Writing Performance Task:
   Home Language Assessment in Spanish

4. What structures do you have in place to address interventions once the summative data has been gathered?
   The following structures ensure that data is administered and analyzed in a timely manner so that interventions be generated, implemented, and progress monitored systematically, by teachers teams and administration:

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.]
   According to "Creating an RtI Model for ELLs Academic Success,"The foundation for RtI for ELLs is high quality core, or Tier 1 instruction focused on promoting language and literacy development instruction that targets the students population’s needs". Therefore, our assessments are analyzed to determine adjustments to Tier 1, the instructional core, as well as Tier2 and 3 as needed by individual students and groups of students.

   There are several best practices used as part of ELLs Policy Reference Guide and RtI Guide for Teachers of ELLs:
6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) The ENL Data Team (comprised of AP, ENL Coordinator, Bilingual Special Education teacher, and Bilingual Teacher), review the following data source and determine progress across all four modalities, areas for improvements, and areas of strength:

NYSESLAT Assessment: (outcome based assessment)
Since we are in early childhood schools (prek-2), the NYS ELA and the NYS MATH assessments, do not apply to our school.

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

---

**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]).

   - Freestanding ENL program.
     1a: PS 112 offers an integrated and stand-alone ENL model based on student proficiency level and time allotments as per CR Part 154. Currently, our ENL coordinator/teacher provides both a stand-alone and integrated model in grades kindergarten through second.

   - Stand-Alone Model
     As per CR Part 154.2 our ELLs are heterogeneously grouped by NYSESLAT level and homogeneously grouped by grade. Stand-alone ENL instruction for:
     Students who receive stand-alone ENL instruction, convene in the ENL classroom where they receive their ENL services through literacy instruction addressing all four language acquisition modalities (listening, speaking, reading, and writing). All instruction encompasses the rigorous language standards set forth in the Common Core, as well as the New Language Arts Progressions.

   - Integrated Model
     As per CR Part 154.2 ELLs are provided with Integrated ENL instruction, grouped by grade, in the content areas of science and/or social studies keeping within their mandated minutes of instruction. ENL instruction is administered into two classes per grade, with delivery from the ENL teacher as well as the common branch licensed teacher. The ENL teacher pushes into those designated classrooms, working collaboratively with the teacher, designing lessons which meet the needs of the students in terms of language and content objectives. Groups of ELLs in the classrooms who receive Integrated ENL instruction were intentionally programmed for class placement which would allow for optimal delivery of services.
     Students who receive Integrated ENL instruction, receive their ENL services through science and/or social studies instruction addressing all four language acquisition modalities (listening, speaking, reading, and writing). All instruction encompasses the rigorous language standards set forth in the Common Core, the NYCDOE Science Scope & Sequence, NYCDOE Social Studies Scope & Sequence, as well as the New Language Arts Progressions. This allows for best practices with regard to the delivery of appropriate and differentiated ENL strategies so as to ensure students
access the CCLS aligned curriculum. When ever possible, home language is also used to ensure transference to target language.

b. TBE program. **If applicable.**
   Not applicable

c. DL program. **If applicable.**
   1c:
   PS 112 offers three Dual Language Program Models:
   All dual language models offer 50/50 Spanish, English instruction within a five day roller-coaster model. As a result students receive 675 minutes of instruction in both Spanish and English language (inclusive of reading, writing, math, social studies, and science).

As per CR Part 154, all dual language programs offer ELL students integrated and stand-alone ENL instruction based on student proficiency level and mandated time allotments, thus supporting the diverse linguistic needs of all ELLs while also providing and exceeding the mandated minutes expected for English language instruction.

**Stand-Alone Model**
As per CR Part 154.2 our ELLs are heterogeneously grouped by NYSESLAT level and homogeneously grouped by grade. Stand-alone ENL instruction for:

Students who receive stand-alone ENL instruction, are provided this instruction inside their classrooms, by the bilingually certified pedagogue, through literacy instruction that addresses all four language acquisition modalities (listening, speaking, reading, and writing). All instruction encompasses the rigorous language standards set forth in the Common Core, as well as the New Language Arts Progressions.

**Integrated Model**
As per CR Part 154.2 ELLs are provided with Integrated ENL instruction. Students are heterogeneously grouped by NYSESLAT level and homogeneously grouped by grade.

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)?**

   b. **For the Freestanding ENL Program,**
   For the Dual Language Program,

   2a. **Delivery of instructional Minutes**
   Freestanding ENL Program:

   Dual Language Program
   ENL: Integrated ENL within the content taught in all subject areas:
   ELA:
   HLA:
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 both programs, teachers plan intentionally for content, literacy, and language objectives using various curricula, resources, and data. All curriculum is aligned to the NYS CCLS, NYCDOE Science Scope and Sequence, NYCDOE Social Studies Scope and Sequence, and NYS New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP).

Literacy Content/ Curriculum:

We meet in dual language vertical teams, study groups, and professional learning communities to create lessons that support the diverse linguistic needs for our students. As such, we continue to engage in best practices to plan intentionally for highly effective lessons, deliver these, and share these as exemplars to our colleagues. We:

The following instructional strategies are used (from but not limited to):

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

The following assessments are used to evaluate ELLs in their home language development:

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

5a. Not Applicable— as we are a prek-2 school.

5b. For our Newcomers, who are potentially the majority of our students, we ensure to provide differentiated instruction teachers intentionally plan for literacy, content, and language objectives. In addition, targeted language instruction is provided as part of our after school Title 3 program, as students are immersed in rigorous inquiry based/science units of studies that focus on academic language development.

5c: For students who are Developing ELLs, and students who are potential Developing ELLs, additional targeted instruction/intervention is provided by a ENL or Bilingual Certified teacher as part of the RTI for ELLs model—Tier 2 services. Language/literacy support is measured and supported using appropriate interventions.

5d: As a k-2 school, PS 112 only has students receiving services for 4 years or longer in the event that the ELL student is held over. Therefore, long term ELLs (which require seven years of ELL service) would also not be enrolled in our current school year.

5e: For former ELLs, we provide all supports needed as per their data. Teachers use ESL strategies and scaffolds to ensure students have supports needed to access the CCLS aligned units of studies.

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 continue to plan for language and literacy outcome for all students in order to provide differentiated instruction. Through flexible grouping, multiple entry points, and Universal by Design planning, teachers ensure IEP goals are met.
Teachers intentionally plan for scaffolds that allow access to all grade-level curriculum. As an example:

Targeted goals for students include language goals and language of instruction as needed, to ensure 2 n language and literacy progression. Teachers use both grade level texts with appropriate scaffolds for comprehension, and guided texts based on their level of instruction as per running records and F&P benchmark. In addition, teacher teams study and implement strategies for intervention. All students are immersed in rigorous CCLS aligned instruction that is developmentally and grade level appropriate. Texts are never "watered down", rather the scaffolds intentionally planned for and implemented allow for students to access the content.

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?

Scheduling and Instruction:

Supports:

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.

Using guidelines from "Creating an RTI Model for ELLs’ Academic Success", a document written in collaboration with nationally renowned researchers in the field of literacy and language development, we support our ELLs under the RTI structure; design research-based instruction that is linguistically and culturally appropriate for ELLs. Therefore:

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

According to our F&P English Data, 50% of our 1st grade ELLs moving to second grade next year and who are Expanding ELLs, just bench marked at independent level I (benchmark I and J, I being the minimal). With more appropriate materials that support their linguistic as well as their literacy needs, we expect more accelerated growth. Therefore, to best support our expanding students literacy development, particularly in comprehension and vocabulary, we are implementing:

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

Not applicable

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

All ELLs are included in all school programs. They all are programmed to participate in the diverse arts programs we offer such as:

Our ELLs are included in our technology lab once a week. In addition our Title III Program utilizes technology integration as part of the instruction to best supports student's academic language development through engagement, by providing access to curriculum through multi-media forms. All students inclusive of ELLs are scheduled for library/media, and science specials, one period a week, as the rest of the school.

Our Second Grade Dual Language classes, as well as all of our second grade classes, are also scheduled for swimming and soccer, through our collaboration with Asphalt Green.

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.

Technology is integrated into the core curriculum as another vehicle for students to access ccls aligned curriculum. Technology supports differentiated instruction/tasks for students with diverse linguistic needs:

- Interactive lessons using SMART NOTEBOOK
- Use of various media/tools that support background knowledge, oral language development, comprehension (science, social studies, and math)
- Videos (visual and audio)
- Ebooks with audio capacity (in Spanish and English)
- NearPod
- Popplet
- Video conferencing
- Various instructional apps

Technology to support literacy development: Award Reading in both
Spanish and English Pebble books, LEXIA Glossaries, Picture Dictionaries, Thesaurus National Geographic sets of Become an Expert®, "Explore on your Own" were ordered for our Transitioning, Advanced, and Commanding ELLs, as the texts features support concept and language development. Text sets, such as the "Talk Together Wordless and Labels" books, as well as the "Reach library" books were ordered for small group entering and emerging ELLs. English Language Learners Text Sets/ Sun Dance Newbridge for guided instruction, for expanding ELLs.

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

Home Language Support

Free Standing ENL:
Dual Language Programs,

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

We have Language Team, comprised of Administrator who holds bilingual masters, ENL provider/ coordinator, who is a highly effective licensed practitioner, Bilingual Special Education early childhood teacher, and early childhood bilingual teacher, who works collaboratively to ensure all ELLs are provided with developmentally appropriate services and resources. This team meets periodically to review students, services, program, and resources.

In addition, the ENL Coordinator and Assistant principal collaborate with the school secretary, and parent coordinator, upon admission, to ensure that all newly arrived ELLs are provided with appropriate grade, resources, and instruction. Parent interview, student interview (conducted only by licensed pedagogue), and documentation are used to help determine the students’ placement and services.

For ELLs already registered in NYC public schools, the school secretary and administration review student document, ATS, records, and will call previous school as needed to ensure the correct program as well as resources are provided. For ELLs who have IEPs and are transferring to the school, the IEP teacher and the principal review the students' goals and services to ensure the student receives the correct placement and services as required.

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?

Not applicable.

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).

Various activities/personnel that support our new ELLs throughout the school year:

Parent Coordinator
ENL Coordinator
DL Teacher(s)

In classrooms, teachers use communication notebooks with parents.

17. What language electives are offered to ELLs?

Not applicable.

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)?
18.a. We offer three Two-Way Immersion, Dual Language Models that address the diverse linguistic and literacy needs of the students, as well as the various learning disabilities:

Each program has its own unique composition. Dual Language ICT program fosters language development inclusive of students with IEPs- learning disabilities and/ or language impairments. All programs strive for class organizations with a balance of language models as much as possible. However, mandates precede anything else such as ELLs, IEPs and NEST requirements. The program descriptions are as follows:

18.b. and 18.c. Our Two-Way Immersion models intentionally plan for rigorous and yet authentic learning opportunities that promote oracy and literacy development through content area instruction in two languages; while also promoting culturally competency.

18.d. Our dual language programs aim to establish strong foundations for bilingualism and bi-literacy. Many of our students have language and / or literacy delays, therefore we teach explicit literacy instruction (phonics and reading) sequentially for our DL kindergarten students and for our first graders during their first semester. Out first and second graders receive simultaneous literacy instruction.

Professional Development and Support for School Staff

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

   Professional Development for all ELL Personnel:
   (ENL and Dual Language Teachers)

   As a result, of the complexity of our programs, our teachers need to become highly effective in implementing instructional practices that meet the needs of our diverse population, while ensuring language experiences that promote oral language and literacy development in both languages through content rich curriculum.

   Professional Learning Opportunities

   We are engaging in the following learning opportunities this year:

   Professional Development for all Personnel:
   (All Teachers and service providers)

   Professional Development for Specialized Personnel:
   (Reading Teachers and SIT Committee Members)

   Response to Intervention for ELLs Professional Learning Community: This PLC supports school-wide implementation of Response to Intervention (Rti) structure that is responsive to the linguistic and cultural needs of all students, particularly English Language Learners (ELLs). Based on the webinars and institutes delivered by Harvard School of Education in collaboration with the NYCDOE Office of English Language Learners from 2012-2014, and under the guidance of our assistant principal who was trained and presented the Rti for ELLs Institutes city-wide during 2013-2014, our school will continue to offer a PLC that has the same outcomes as these original institutes, where teams will:
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 following professional development time slots have been set for professional development requirements as per CR Part 154.2. All of these professional development opportunities are included in our school-wide PD Plan 2017-2018 and have team members assigned for facilitation. Agendas and attendance are generated and provided to administration, inclusive of next steps and resources requested. Resources inclusive of outside workshops, texts, and consultants are provided as needed and as possible.

ALL Teachers:
PELL Personnel Work embedded:
PELL Personnel Per Session:

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?

All parents of ELLs receive orientation about their program model where we ensure our parents understand our goals, expectations, and services / supports for students for their language development throughout the disciplines.

All parents of ELLs receive ongoing supports understanding of program expectations, curricula, and resources to assist students in language and literacy development:

All parents of ELLs have at least 1 additional data conferences (aside from parent orientation and PTC) to discuss:

The dual language teams have Spanish speaking teachers (which is a great portion of our population). Our ENL provider is a speaker of three languages- French, German, and Chinese- and therefore can provide translations as needed in these languages (she services most of ENL students in Freestanding ESL program) and there are teachers in the building who are fluent Arabic speakers. In addition, translation services are used when we do not have representatives form our school who speak that language.

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

Parent Involvement

We collaborate closely with our parents to create an environment of trust, respect, and mutual support. Therefore, we have on-going discussions and surveys with our families in order to create learning opportunities and meetings which foster student academic achievement and well-being.

Monthly Dual Language Meetings will be led by dual language teacher teams on Tuesday during Parent Involvement Days. Teams will create a school-wide survey for parents of ELLs, offering them a menu of items, issues, and learning opportunities connected to DL & ENL learning, and then this data will be used to inform us about the topics of interest.

There will be workshops for Parents of English language learners regarding:

There will be workshops for Parents of students who are learning Spanish and English: Supporting Spanish Language Development and Supporting English Language Development through:

Spanish Social Afternoon, will be an event offered twice in the year to promote the Spanish Language as well as the Spanish Speaking cultural heritages. Team of teachers and parents will create and host an afternoon of “Celebraciones Latinas” where families immerse themselves in an afternoon of various events that celebrate the Spanish language, the traditions, dances, music, arts, oral stories and foods, from various Latin American countries.
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.

All has been included.
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, Eileen Reiter, Principal, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eileen Reiter</td>
<td>Principal</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Yuderquis Santos</td>
<td>Assistant Principal</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Sualithy Rosario</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Rachel Lindsay</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Sualithy Rosario</td>
<td>Parent</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Teresita Prieto</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Jacqueline Cinto</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Irma Colon</td>
<td>Coach</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Alyssa Hernandez</td>
<td>School Counselor</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Alexandra Estrella</td>
<td>Superintendent</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Fanny Castro</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Verena Valck</td>
<td>Other SETSS</td>
<td></td>
<td>9/25/17</td>
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<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>n/a</td>
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<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>n/a</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 04M112  School Name: Jose Celso Barbosa  Superintendent: A. Estrella

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>Rachel</td>
<td>Lindsay</td>
<td>ENL Coordinator</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Yuderquis</td>
<td>Santos</td>
<td>Assistant principal</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

At the time of registration all parents who are new to NYCDOE are asked when filling out the HLIS in what language do they want to receive information from the school. Based on their response, we compile a list of the languages in our school, and provide information in the languages available in the DOE. Additionally, we have staff members who are fluent in Spanish, Chinese, French, and Arabic. When information needs to be translated we either send it to the translation unit, or call the number at the translation unit so that immediate information can be provided to the families. Every year our parent coordinator sends a survey home to inquire about the needs of the community in order to plan workshops around these needs. In the questionnaire, the language of preference is requested in order for the school to address these needs.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Spanish, Chinese (both Mandarin &amp; Cantonese), Arabic, Wolof, Haitian Creole, French, Mixtec</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

N/A

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>Parent Handbook 2016.2017</td>
<td>September 13, 2017</td>
<td>We will send to the translation unit Thursday August 3rd, filling out appropriate documentation.</td>
</tr>
<tr>
<td>Parent Welcome Packet</td>
<td>September 11, 2017</td>
<td>Some of these forms are already translated either by NYCDOE (blue emergency form, school calendar day, video consent form, and parents bill of rights) and therefore we have already downloaded copies. The parent coordinator letter is translated in Spanish by the parent coordinator.</td>
</tr>
<tr>
<td>• Blue Emergency Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• School Calendar Days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supply List</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Parent Coordinator Welcome Letter</td>
<td></td>
<td></td>
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<tr>
<td>• Video Consent Form</td>
<td></td>
<td></td>
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<tr>
<td>• Bill of Parent Rights and Responsibilities</td>
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<tr>
<td>• Cell phone policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discipline Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Night</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
Monthly school calendars,

HIV Letter to Parents

Report Cards

Promotion in Doubt Letters

newsletters, and events regarding parent workshops, performances, celebrations such as Harvest Festival, and community service such as Penny Harvest. We provide translations for all meetings, events, workshops, and parent teacher conferences as well as Curriculum Night. All information to parents regarding standards of performance, conduct, safety, discipline codes, special education and related services, as well ENL identification, placement, and progress, are also provided in language of preferences.

September 13, 2017
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent teacher conferences, PTA meetings, SLT, and family workshops</td>
<td></td>
<td>A majority of our multilingual parents are speakers of Spanish. We have many trained and licensed bilingual pedagogues who are available to interpret and translate with our Spanish-speaking parents. When a language other than Spanish is requested for a meeting, we use over-the-phone services provided by the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Curriculum night</td>
<td></td>
<td>Letters for Curriculum Night are sent home in the parents’ preferred language using the services provided by Translation &amp; Interpretation Unit. Upon meeting with parents on Curriculum Night, Dual Language pedagogues present information in both languages (English &amp; Spanish),</td>
</tr>
</tbody>
</table>
and for all other classroom personnel, information is presented in English accompanied by related informational materials translated into the parents’ preferred language using the services provided by Translation & Interpretation Unit.

| Teacher meetings with parents (for academic progress and / or at risk, chronic absences, etc) |  |
| IEP meetings (annuals, turning five, evaluation meetings) |  |

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

Trained and licensed bilingual pedagogues will reach out to families in their language of preference in the event of an emergency. If a trained, licensed bilingual pedagogue is unavailable in a given language to translate, over-the-phone services furnished by the Language Interpretation Unit will be utilized. Emergency contact cards in the parents’ preferred language with student info (name, photo, etc) are mandated to be kept with teachers and staff upon exiting the building in the event of an emergency, thereby ensuring all students and their families stay informed and within contact in their preferred language. Securing student information and keeping information up-to-date is a priority.

Part C: Training Staff on Policies and Procedure

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

At the beginning of the school year and throughout, teachers and staff are made aware of the various language and interpretation services available to them via emails, links, personnel meetings, postings, and distribution of fliers outlining translation procedures. Teachers & staff are trained by the ENL Coordinator on protocols necessary to access these services using various methods of communication (email, in-person training sessions, common prep meetings, etc). We use information collected from the HLIS (Home Language Information Survey) to inform teachers of their students' parents' preferred language(s) in order for them to communicate with families most efficiently and effectively.

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..)
In September parents whose primary language is not a covered language within the DOE, nine most popular languages in NYC and who require language assistance services are provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of documents are available for parents who request it. We have posted signs throughout the main entrance, cafeteria, school exits, main office indicating the ability of translation services. Information posters or sent home with the students carry an addendum. That states that the school will provide documents in other languages as needed and requested by the parent.

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?

Our Parent Coordinator in collaboration with our AP, ENL Coordinator, and DL teacher will revise parent survey to include feedback on the quality and availability of the services.

PC with PTA will ask for oral and written feedback via surveys available in the parents' preferred language(s).