2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 30Q112

School Name: P.S. 112 DUTCH KILLS

Principal: DOV WITKES
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S. 112 Q</th>
<th>School Number (DBN):</th>
<th>30Q112</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>343000010112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K, K, 1, 2, 3, 4, 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>25-05 37th Avenue, Long Island City</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-784-5250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td>718-784-5681</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Ergi Saracci</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:esaraci@schools.nyc.gov">esaraci@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Dov Witkes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Ergi Saracci</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Ingrid Estevez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Ergi Saracci</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Alejandra Ramirez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Information

| Geographical District: | 30 |
| Superintendent: | Philip Composto |
| Superintendent’s Office Address: | 28-11 Queens Plaza North, Long Island City, NY 11101 |
| Superintendent’s Email Address: | pcompos@schools.nyc.gov |
| Phone Number: | 718-391-8323 |
| Fax: | 718-391-6147 |

Field Support Center (FSC)

| FSC: | North Queens |
| Executive Director: | Lawrence Pendergast |
Executive Director’s Office Address: 28-11 Queens Plaza North Long Island City, NY 11101
Executive Director’s Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-8320
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DovWitkes</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ergi Saraci</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ingrid Estevez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Theresa Grech</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Alejandra Ramirez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Judy Chen</td>
<td>Member/Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Lara Spencer</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Erika Rivera</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Anne Court</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Stephanie Soto</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

1. **What is your school’s mission statement?**

   The mission of P.S. 112Q is to provide our children with a comprehensive education in a safe and nurturing environment that will enable them to become successful citizens of the 21st century. We believe that all children can learn. We have high expectations of all our students. We will strive to meet the needs of all students and help them meet high standards. High expectations and coherency are important factors in the motivation for student success—both academically and social-emotionally. We recognize and celebrate the diversity of the P.S. 112Q community. As
partners, our students, parents, staff and community will work together to achieve our shared mission of making P.S. 112Q a place of learning, and a model of educational excellence.

As a school community, we reflect to see how shifts in our instruction, planning, communication, and interactions with students can push them to succeed, even with difficult tasks. We also expect every member of the school community to maintain professionalism, and for students, the PBIS Matrix and Behavioral Expectations.

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.

The Dutch Kills School, P.S. 112Q, is located in Long Island City, Queens, as a part of Community District 30. We have approximately 487 students from kindergarten through grade 5, and four PRE-K classes. The school population comprises 23% Black, 35% Hispanic, 8% White, and 31% Asian students. The student body includes 14% English Language Learners and 10% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2017-2018 was 91%. Our diverse community ensures that we communicate with families in a variety of mediums and multiple languages.

Rigorous Instruction always remains a top priority for our school as we want to see our students achieve at high levels in order to be productive members of society. We have set standards for instruction, which serve as the guidelines for the expectations of what should be evident across classrooms. These can be found in the Instructional Handbook, which is developed collaboratively by administration and lead teachers. Some initiatives we have implemented include: revisiting independent reading and targeted small group work, sprints for math fluency, math centers, and close reading protocols of complex texts. Exemplars for mathematical problem solving, and iReady assessments are used to determine student areas of need, as well as have them practice online testing. We will continue to implement programs this year that include a new second grade Spanish Dual Language program, extending from grades K and 1. Sanford Harmony will continue to provide social-emotional growth and self-regulation strategies for our students in conjunction with our PBIS school matrix. We are entering our third year with Teacher’s College Reading and Writing Project to help our students grow academically.

At P.S. 112Q, we have a shared commitment for all students to become agents of their own learning by understanding expectations, having choice, and receiving feedback to monitor their progress. Students have choice in the development of their ideas, materials, and strategies; experience authentic opportunities for independent application; and practice peer and self-assessment. The structures for student independence, choice, and feedback will increase engagement.

In reading, students will read ‘just right’ books independently, while applying reading strategies to prepare them for rigorous texts. In writing, students will be able to choose their topics and support them with strong evidence through the progression of the writing process. Progress will be measured by utilizing running records, conference notes, rubrics, and adaptive assessments.

In math, students will tackle multi-step problems by choosing a strategy, representing their math knowledge, and providing reasoning for their process. Structures for math centers and mathematical fluency are embedded across all classrooms. Progress will be monitored by Exemplar problems and adaptive assessments.

P.S. 112Q exhibits a culture of coherent learning and feedback. With students, this is evident through their discussions, learning, and work products; for teachers, within their planning, practice, and professional learning. To
3. Describe any special student populations and what their specific needs are.

We have a range of students who come from many countries, and whose home language is other than English. Students are on a variety of levels in their commandment of both their native language, as well as English. This impacts our instructional methods and how we communicate with their families. To facilitate a more diverse community, we incorporated a Spanish Dual Language program in the beginning of the 2015-16 school year, which is now in its 3rd year.

We also aim to meet the needs of our Students with Disabilities. We have Integrated Co-Teaching classes, one self contained class, a comprehensive SETSS program, and a variety of services to meet all of our students' needs. We also work to provide flexible programming, so that each child learns, within a subject area, in a classroom that best supports their achievement and growth, while allowing them to be in appropriate classroom settings.

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

Our biggest gain within the Framework for Great Schools this past year was within the Rigorous Instruction element. In classrooms, there was an increase in engagement, with students developing ideas across content areas, and were able to support them with evidence and reasons. There was an increase in students' volume of writing, independent reading time, classroom discussion, and perseverance in solving mathematical problems. There was evidence of this in student work products, feedback in classroom observations, and assessment data.

Also, within the Collaborative Teachers element, we showed we had strengthened our professional development plan, and saw the results within the classroom environment, in teacher planning, and in the culture of the school. We have a partnership with the Teacher's College Reading and Writing Project, in which staff developers worked with grade level teams 10 times throughout the year, and the school had an additional 25 workshops to attend at TC. The administrative and instructional teams were keys to fostering the development and consistent implementation of this work. We also participated in the district-wide Math Solutions professional development series, in which an upper and lower grade teacher learned new strategies to promote higher order thinking and discussion in math. Math Solutions provided professional development to our team of teachers: K-2 - Number Sense and Grade 3-5: Fraction. The AP and Peer Collaborative Teacher attended a series on Advanced Literacy, to help focus our needs in literacy instruction. There was consistency in turn-keying information to teachers, including allowing them time to adapt their instruction to push these initiatives forward. Teachers also were open to inter-classroom visitations, to see this work in action. Our goal is to continue this work and these practices, to continue to improve in rigorous instruction for increased student achievement.

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>0K,01,02,03,04,05</th>
<th>Total Enrollment (2017-18)</th>
<th>485</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>YES</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>16</th>
<th># SETSS (ELA)</th>
<th>14</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>18</td>
<td># SETSS (Math)</td>
<td>14</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>45</td>
</tr>
</tbody>
</table>

### # of Visual Arts

| 19 | # Music | # Drama | # Dance | # CTE |

#### School Demographics and Accountability Snapshot for 30Q112 (2018-19)

**School Configuration (2018-19)**

- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 485
- **SIG Recipient (Y/N)**: No

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

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

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

- **# Special Classes (ELA)**: 16
- **# SETSS (ELA)**: 14
- **# Integrated Collaborative Teaching (ELA)**: 45
- **# Special Classes (Math)**: 18
- **# SETSS (Math)**: 14
- **# Integrated Collaborative Teaching (Math)**: 45

### School Configuration (2017-18)

- **% Title I Population**: 81.0%
- **% Attendance Rate**: 90.9%
- **% Free Lunch**: 79.6%
- **% Reduced Lunch**: 0.8%
- **% Limited English Proficient**: 16.7%
- **% Students with Disabilities**: 13.0%

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

- **% American Indian or Alaska Native**: 0.6%
- **% Black or African American**: 20.2%
- **% Hispanic or Latino**: 39.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 30.5%
- **% White**: 8.9%
- **% Multi-Racial**: 1.0%

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

- 0.59

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

- 0%

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

- 11%

### Average Teacher Absences (2014-15)

- 6.5

### % ELA/Math Aspirational Performance Measures (2015-16)

- N/A

### ELA Performance at levels 3 & 4 (2016-17)

- 85%

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

- N/A

### Science Performance at levels 3 & 4 (8th Grade) (2016-17)

- N/A

### ELA Performance at levels 3 & 4 (2016-17)

- N/A

### Mathematics Performance at levels 3 & 4 (2016-17)

- N/A

### US History Performance at Levels 3 & 4 (2016-17)

- N/A

### 4 Year Graduation Rate (2017)

- 85%

### # Special Education (2016-17)

- 14

### # SETSS (2016-17)

- 14

### # Integrated Collaborative Teaching (2016-17)

- 45

### % Title I Population (2017-18)

- 81.0%

### % Attendance Rate (2017-18)

- 90.9%

### % Reduced Lunch (2017-18)

- 0.8%

### % Limited English Proficient (2017-18)

- 16.7%

### % Students with Disabilities (2017-18)

- 13.0%

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

- American Indian or Alaska Native: 0.6%
- Black or African American: 20.2%
- Hispanic or Latino: 39.4%
- Asian or Native Hawaiian/Pacific Islander: 30.5%
- White: 8.9%
- Multi-Racial: 1.0%

### NYSSED Accountability Status (2018-19)

- Student Performance for Elementary and Middle Schools (2017-18)
  - ELA Performance at levels 3 & 4: 38.0%
  - Science Performance at levels 3 & 4: 41.0%

### School Performance for High Schools (2017-18)

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

### Overall NYSSED 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
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

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

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

#### 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

- 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

- 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
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.

According to the most recent results in the School Quality Guide, PS 112 scored a 3.63 for Rigorous Instruction. More specifically, the school was above the District and City averages in the following areas: Common Core Shifts in Literacy, Common Core Shifts in Math, and Quality of Student Discussion.

To address the area of Rigorous Instruction, we have noticed a need for the development of our students’ reading comprehension strategies. In previous years, we have approximately 70% of students leaving the first grade reading on or above grade level benchmarks. Students tend to struggle as they shift from 'learning to read' and foundational skills to 'reading to learn' and comprehension skills. These are the necessary skills assessed on the NYS ELA Exam for students in grades 3-5 each spring. Below you will find our most recent results for the Fountas and Pinnell Reading Level Benchmarks:

<table>
<thead>
<tr>
<th>May 2018 Level</th>
<th>Level 1 (%)</th>
<th>Level 2 (%)</th>
<th>Level 3 (%)</th>
<th>Level 4 (%)</th>
<th>Level 3 &amp; 4 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K (68)</td>
<td>27.9</td>
<td>8.8</td>
<td>38.2</td>
<td>25</td>
<td>63.2</td>
</tr>
<tr>
<td>Gr. 1 (72)</td>
<td>15.3</td>
<td>13.9</td>
<td>45.8</td>
<td>25</td>
<td>70.8</td>
</tr>
<tr>
<td>Gr. 2 (73)</td>
<td>13.2</td>
<td>32.9</td>
<td>19.7</td>
<td>34.2</td>
<td>53.9</td>
</tr>
<tr>
<td>Gr. 3 (64)</td>
<td>33.8</td>
<td>16.1</td>
<td>19.3</td>
<td>30.6</td>
<td>50.2</td>
</tr>
<tr>
<td>Gr. 4 (63)</td>
<td>36.9</td>
<td>23.0</td>
<td>7.7</td>
<td>32.3</td>
<td>40</td>
</tr>
<tr>
<td>Gr. 5 (92)</td>
<td>51.7</td>
<td>17.2</td>
<td>5.7</td>
<td>25.3</td>
<td>31</td>
</tr>
</tbody>
</table>

In prior years, students end up having an average of 9 minutes of independent reading time. This hinders their ability to build stamina, develop good reading habits, and practice reading skills at their independent level. It became a goal of ours to increase independent reading time to 20-35 minutes per day across grade levels. Also, teachers were not finding the time to pull guided reading and strategy groups that would allow them to address student needs at the instructional level. In order for students to be able to read rigorous texts, they must develop skills at their instructional level. This will then have an impact on the NYS ELA Exam scores. These data sources, as well as the Fountas and Pinnell levels of every student, serve as our needs assessment. Our review of the NYS ELA Exam also shows that our subgroup populations, including ENL, SWD, and Black students need to be addressed to improve their academic achievement.
**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—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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be an increase of at least 5% of students in Tier I as measured by the i-Ready school summary report. The increase in the number of students on or above level based on the i-Ready data will lead to student progress in school based assessments and NYS examinations, resulting in meeting Annual Yearly Progress targets.</td>
</tr>
</tbody>
</table>
### Activities/Strategies

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

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

### Target Group(s)

Who will be targeted?

### Timeline

What is the start and end date?

### Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

| Teachers will have ongoing purposeful professional development focusing on literacy. This includes, but is not limited to: small group/guided reading instruction; the modeling of reading within a workshop, the writing process, and the use of rubrics for students to peer and self-assess. We will also study the progressions of reading and writing across grade levels. The structure of our professional learning will be a strategy and then work time for application. Our partnership with Teacher's College Reading and Writing Project Consultants, as well as opportunities outside the building, will support this work. TCRWP Consultants will visit the school on a monthly basis for grade bands K-2 and 3-5. Classroom teachers will receive two periods of coverage in order to attend the PD and implement strategies in a labsite setting. Teachers will also be sent out of the building to PDs at TC on a rotating basis. |
| Target Group(s) |
| Classroom Teachers |
| Timeline |
| September 2018 - May 2019 |
| Key Personnel |
| APs, ENL Coordinator, TC Consultant |

| The focus of Monday professional development will be on small group instruction: learning progressions, looking at student work, creating toolkits to support small group work, and how read aloud supplements literacy instruction. We will determine how to best utilize iReady assessment data, reading and writing progressions, rubrics, and components of the Units of Study to guide small group work and strategy lessons. All instruction will be aligned to the curriculum and student needs/goals. They also have continued professional learning from turnkeyed sessions at TC and other areas of literacy during PL Mondays. |
| Classroom Teachers |
| October 2018 - June 2019 |
| Classroom Teachers, APs |

| The development of an Advanced Literacy team within the building (which is comprised of members from varying grade levels) is based on the work that began in 2017-2018. This will build teacher knowledge in assessment of their literacy components within the classroom as well as embedding the NGSs (Next Generation Standards) as per the Instructional Shifts. |
| Classroom Teachers |
| September 2018 - June 2019 |
| APs, classroom teachers |

| Teachers will have at least one observation in the area of literacy in the first rounds of observations in order to check-in on instructional practices, as well as provide an |
| Classroom Teachers |
| September 2018 - |
| Administration |
opportunity for feedback, questions, and concerns for further individual development.

<table>
<thead>
<tr>
<th>Teachers have common planning time during 3 common preps in which they may develop coherent instruction, align materials, and plan for differentiation strategies based on assessment data to meet their individual student needs.</th>
<th>Classroom Teachers</th>
<th>September 2018 - May 2019</th>
<th>APs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will collaborate as grade level based Professional Learning Communities, facilitated by the APs. Teachers will analyze Fountas and Pinnell data, share their conference/guided reading notes, and plan for guided reading/strategy groups by utilizing the The Continuum for Literacy Learning and the Teacher’s College Reading and Writing Progressions. This resource and planning time will support teachers by having them plan skills and strategies based on where students are in order to move student reading levels. It will also serve as a way to monitor small group work, differentiation, and support continuous data analysis by the Instructional Cabinet.</td>
<td>Classroom Teachers</td>
<td>October 2018 - June 2019</td>
<td>APs</td>
</tr>
<tr>
<td>All teachers will be supported with guiding practices for inquiry and looking at student work within literacy instruction. All teachers will analyze Fountas and Pinnell and iReady data, while teachers in grades 2-5 will include an additional layer of analysis of the NYS ELA Assessment. The targeted instruction will focus the 3-5 students with the most needs that overlap with our priority subgroup areas. Teachers will meet and debrief on their instructional practices and reflect on effective strategies. Each team will have a culminating presentation to share best practices and new findings within the inquiry process. Endline results will include the impact on Fountas and Pinnell data. The APs will facilitate this process, with additional support from Cabinet Members.</td>
<td>Classroom Teachers, Paraprofessionals, targeted students</td>
<td>October 2018 - May 2019</td>
<td>APs, ENL Coordinator, Instructional Cabinet Team Members</td>
</tr>
<tr>
<td>In June 2018, a list of at-risk students was generated for targeted instruction beginning in September of the upcoming school year. Flexible programming of out of classroom personnel will address areas of need with students in the area of reading comprehension with small group instruction as part of an RTI program. They will also support teachers with strategies to address ENL students and SWDs with professional development sessions focused on differentiation strategies. In addition, there will be a program for students who are new to the English language. This list is updated in between the scheduled Fountas and Pinnell and iReady assessments, to best monitor progress and next steps.</td>
<td>RTI determined students</td>
<td>September 2018 - May 2019</td>
<td>ENL Coordinator, IEP Teacher, ICT Teachers (flex programming)</td>
</tr>
<tr>
<td>To engage families, workshops will be conducted to help parents understand the Reading Benchmarks (reading levels), NYS Next Generation Learning Standards, Workshop Model, the Writing Process, NYS Assessments, and how to help their child at home. The outcomes of student work,</td>
<td>Parents</td>
<td>September 2018 - May 2019</td>
<td>Parent Coordinator, Classroom Teachers</td>
</tr>
</tbody>
</table>
such as published writing pieces and reading artifacts, will be shared with parents during end of unit celebrations.

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Our school will engage families and support their understanding of Rigorous Instruction and the Common Core Learning Standards by having focused parent meetings to demonstrate components of our Flow of the Day and how it addresses these initiatives in the classroom. Parents will be welcomed into classrooms to see student work and learning in action on an ongoing basis, specifically at the end of each unit of study (every 6 weeks). Results of assessments and feedback to students will be shared with parents, as well as the expectation criteria, such as reading progressions, rubrics, and the skills expected of students across their particular reading level. Communication to families will be ongoing, and formally at the end of each unit of study. A learning celebration will also commemorate the end of that unit of study. All classroom teachers will be involved, as well as our Instructional Cabinet and Parent Coordinator, who will host parent workshops and address parent concerns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4 – Budget and Resource Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>To fully implement this action plan, we will fully utilize our resources. The APs will serve as instructional leaders by facilitating the professional development of teachers, as well as reviewing data and working alongside teachers during common preps, PLC Mondays, and Inquiry Team Tuesdays. The ENL Coordinator, and Math Coach will also work with teachers to develop strategic small group work lesson plans to target the specific needs of students. The ICT teacher will be used to develop differentiation strategies for classroom instruction. We will utilize the Fountas and Pinnell Reading Benchmark Assessments, as well as their resources that correlate to the reading levels. Schedule adjustments include: common preps, cycles for data assessment and planning on Monday's PLC time and Tuesday's Inquiry time, after school Literacy Team (vertical), and additional school days for teachers to attend applicable professional development opportunities.</td>
</tr>
<tr>
<td>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</td>
</tr>
<tr>
<td>X Tax Levy</td>
</tr>
<tr>
<td>X C4E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5 – Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>To monitor progress, we will revisit the reading levels of all students in February 2019. By this time, we should see an increase of at least 2% of our students increasing 1 or more reading levels on each grade level as measured by the Fountas and Pinnell Benchmark Level Assessment.</td>
</tr>
<tr>
<td>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</td>
</tr>
<tr>
<td>To monitor progress, we will be use the Fountas and Pinnell Benchmark Assessment System in conjunction with the Teachers College Reading Level Benchmarks.</td>
</tr>
</tbody>
</table>
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

In doing a comprehensive assessment of our school climate by using the PBIS Benchmarks of Quality Assessment, we have found that our strengths lie in the PBIS transparency of the Expectations Developed, Lesson Plans, and the Discipline Procedures that have been set forth in our school. This is evident through protocols and processes for discipline and necessary follow-through, communication of clear expectations, the implementation of a school-wide plan, PBIS Team, and classroom lesson plans and events that support the implementation of PBIS. In the Supportive Environment section of the School Survey, we had 91% positive responses in the area of Safety and 85% positive responses in the area of Social-Emotional.

However, there are some areas that we feel can be improved within the Benchmarks of Quality Assessment, which will improve our results in areas of the School Survey and student achievement. Our areas of need include: Faculty Commitment, Data Entry & Analysis Plan Established, and the Implementation Plan. Within these areas, the more specific components that need to be further developed include: faculty feedback, faculty awareness, data systems (collection, analysis, sharing), orientation for new staff, students, and families, and teaching staff how to teach into expectations.

We want this to have a more positive impact on classroom behavior, which was rated as 79% on the School Survey. We have determined that we need to develop our entire staff’s participation in creating a positive school climate, including buy-in for consistency. We have also found a need for the frequent sharing of data to celebrate successes and improvements, as well as target areas of need to create action plans. Also, we have found the need for teachers to respond to misbehavior as a segue to teach into social-emotional learning, all which will support their College and Career Readiness.

As a result, we need more consistent implementation of PBIS, the ongoing sharing of data as a frequent check-in, as well as a common language for teaching character development and social-emotional health. The PBIS Team will analyze data for areas of celebration and growth, determines the best practices to ensure a positive school climate, and provides incentives for teachers who consistently participate in the PBIS systems. We will continue to utilize a social-emotional program to build classroom culture and provide a norm across behavioral expectations, a common language, and spiraling strategies that all students can incorporate into their interactions.

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, we will increase fidelity towards our positive school climate by applying the PBIS methods to provide behavior support and interventions for individual student needs, including targeted student groups, as evidenced
by a decrease of 5% in SWIS form intake from the previous school year. The improvements in targeted areas will further contribute to our high expectations for learning and academic achievement.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All members of the school community: students, staff, and parents</td>
<td>September 2018 - June 2019</td>
<td>City Year, Guidance Counselor, PBIS Team, SBST, Assistant Principals, Principal</td>
</tr>
<tr>
<td>All students</td>
<td>September 2018; ongoing</td>
<td>Principal, Guidance Counselor, PBIS Team, SBST, Assistant Principals, Principal</td>
</tr>
<tr>
<td>All students and staff</td>
<td>September 2018 - June 2019</td>
<td>Guidance Counselor, Principal, PBIS Team, SBST, Assistant Principals, City Year</td>
</tr>
</tbody>
</table>

**In September, PBIS assemblies lay the groundwork for school-wide Behavioral Expectations for students, staff members, and parents.** This also includes the behavioral systems, consequences, and rewards of the school.

**The PBIS team will meet on a monthly basis, as facilitated by the Guidance Counselor and Principal.** The purpose of this team is to increase fidelity by assessing and monitoring the school wide practices of PBIS. These include: consistent use of “gotcha tickets”, class incentive charts, Think Sheets, SWIS forms, analysis of monthly SWIS data, PBIS week initiatives, anti-bullying initiatives, and holding students accountable to the behavioral matrix. Details will be reviewed and revised as necessary, as well as adding additional positive incentives based on student voice.

**P.S. 112 has adopted the Sanford Harmony curriculum from grades K-5 beginning in the 2016-2017 school year. We plan to continue implementing it for the 2018-2019 school year.** The Sanford Harmony curriculum is designed to teach students strategies to deal with social situations, including: self-regulation, conflict resolution, communication, and collaboration. By facilitating the growth of positive relationships within the classroom, students will have better strategies to prevent and deal with conflict and better understand the differences among all children. The ultimate goal is to improve student cooperation, empathy and mutual respect, which in turn, with have a positive effect on student behavior. We will also implement a Quote of the Week, in which student behavior within that mantra will be celebrated.

**For the 2018-2019 school year, there will be a reorganization of the structure for PBIS support and discipline follow up.** Each grade will have a staff member as their point person, who will check in 2-3 times per week, as well serve as the discipline follow up. All point personnel will be organized by the Guidance Counselor. This will result in consistency in: PBIS implementation, having a staff member (beyond the classroom) as a point for each student, disciplinary actions, and...
communication with parents. Point personnel will come together during PBIS meetings.

Our school has a partnership with a CBO, City Year. Their role in the school is to provide support to those subgroups that have a difficult time adjusting to their various responsibilities throughout the school day, as well as their interpersonal relationships with their peers. Subgroups may involve students who need individual Tier III one-to-one interventions. Members of City Year meet with students through social clubs and after-school programs to help build self-esteem and teach problem solving skills for social-emotional growth, as well as increase their positive attitudes about school.

Some of the activities that build trust through PBIS include: monthly assemblies that celebrate cultural diversity (accompanied by a poster contest), monthly open house Writing Celebrations for parents to appreciate student work, Chess and Basketball Mentoring Program, Urban Voices/Metropolitan Opera Guild, Activity Works, Asphalt Green, and the Microsoft Xbox Program. These programs expand students’ exposure and interest in content areas, the arts, technology, and physical activity. Students also gain self esteem by developing their interests and leadership skills.

To further develop trust amongst parents, we will host monthly family nights, monthly Daddy and Me events, and additional parent workshops based on parent need.

We celebrate student successes, such as: perfect/improved attendance, Student of the Month, PBIS Class Chart completion and award assemblies. The Student Government has input in these rewards to include student choice in maintaining a positive school culture.

After analyzing attendance data, the Attendance Team will target students in grades 3, 4, and 5 who had more than 12% absences in the previous school year. When analyzing the data, and thinking about the students, there was a correlation between their attendance and their attitudes towards school. Therefore, in order to improve their attendance, the students from each grade level will be part of a mentoring group. These groups will meet to encourage students to take some ownership in their attendance, check in on their social-emotional health, discuss strategies to stay organized and be prepared for school, and feel part of a community that they want to be a part of.

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
This goal encompasses the plan for parental engagement for the 2018-2019 school year. Parents will be invited into the school to attend Cultural Assemblies, PBIS Assemblies, participate in Parent Corps. Guidance Counselor and Parent Coordinator will provide parental engagement workshops for families to discuss social/emotional programs and supports for students.

### 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.

In order to reach this goal, we will utilize human resources to motivate and guide the entire school community’s participation. This includes the PBIS Team: Guidance Counselor, School Psychologist, School Social Worker, IEP Coordinator, Parent Coordinator, APs, and Principal. We will utilize: the SWIS system to record and analyze data, Positive Behavior Matrices, the Sanford Harmony curriculum, PBIS lesson plans, and other resource to promote a positive school culture. Scheduling will include meeting times for the PBIS Team, mentoring sessions for targeted students, the scheduling of monthly assemblies and family events, both in the evening and during the school day.

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

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

### Part 5 – Progress Monitoring

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

In February 2019, the PBIS Team will determine the rate at which SWIS forms have been submitted on a monthly basis in accordance with the PBIS Benchmarks of Quality Assessment to assess progress, as well as areas of celebration and need to adjust the yearly action plan as needed. The goal for the midpoint benchmark is a decrease of 2% of SWIS forms from the previous school year.

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

The instrument of measure to determine progress is the PBIS Benchmarks of Quality Assessment and collection of SWIS forms. These will be compared to the collection of SWIS forms from the previous school year.

**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.

In the 2017-18 School Quality Snapshot, we scored 92% in the area of School Commitment and 92% in Innovation within the Collaborative Teachers section. On our 2014-2015 Quality Review, we were rated as Well Developed within 4.2 on the rubric. We want to continue this success and supporting teacher collaboration. However, when observing classrooms, there have been trends within instruction and planning that need to be addressed. Utilizing our strong collaborative systems among teacher teams is a method to bridge these gaps for improved instruction and student achievement.

During classroom observations, administration noticed needs for improvement in areas of instruction, including student discussion and use of academic language and vocabulary development, which would have a greater impact on student learning. Most of the low-inference observation notes indicated that although teachers were asking higher-order questions aligned to their learning objective, students were not given the time to discuss and use a variety of academic and content language, while lacking some tools to engage in rich discussions. While we had a 15% increase in component 3b, we remained stagnant in 1e. We want to continue to strengthen the Instructional Core, in which the impact will be seen in the areas of Domain 1 and 3. The following percentages show teachers’ Effective ratings:

- 1e Designing Coherent Instruction - 55%
- 3b Using Questioning and Discussion Techniques - 45%
- 3d Using Assessment in Instruction - 81%
- Overall Domain 3 Instruction - 79%

When learning more about Advanced Literacies through a District 30 initiative, the Instructional Cabinet found that structures and systems for vocabulary continued to be a gap in our curriculum. We will work to address this gap in order to improve student discussion and articulation of their ideas across content areas, and relate the development in this area to 1e Designing Coherent Instruction.

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, there will be a decrease of at least 5% of students in Tier 3 as measured by i-Ready Needs Analysis Report. An increase in collaboration amongst teacher practice will lead to a decrease in the number of students below-grade level based on i-Ready data. This will further promote teacher learning and by extension, teacher quality. On-going turn-key practices within vertical grades will continue to impact teacher collaboration as well best practices.
### 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)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

- Teachers will receive actionable feedback as per the Danielson rubric after every observation as per coaching conversations and written reports. The focus of these conversations will be centered around promoting student discuss and use of vocabulary—across content areas. We will continue to stress the importance of aligning the components and questions of the lesson during planning.  
  
  **Target Group:** Teachers  
  **Timeline:** September 2018 - June 2019  
  **Key Personnel:** Administration

- APs will conduct professional development in how to analyze low inference observation notes and how to plan to increase student discussion based on interactions in the classroom. Teachers will come away with planning strategies to decrease the amount of teacher talk, while increasing student discussion and engagement.  
  
  **Target Group:** Teachers  
  **Timeline:** September 2018 - June 2019  
  **Key Personnel:** APs

- During Initial Planning Conferences, teachers will set 2 goals, with at least one goal within component 3b from the Danielson rubric. Post-observations conferences will be utilized as the check-in points to reflect on strategies and assess growth, as well as mid-year and end-of-year conversations.  
  
  **Target Group:** Teachers  
  **Timeline:** September 2018 - June 2019  
  **Key Personnel:** Administration

- Teachers and staff members will participate in Professional Learning centered around strategies to build on student discussion across content areas. These groups are facilitated by those staff members taking on a leadership role within the school. Outcomes from these sessions will include: common vocabulary protocols/instruction, vocabulary words aligned to units (including content and academic language), and ways to teach into student self-assessment for use language and discussion in the classroom. APs will also participate and conduct workshops, and delineate follow-ups and next steps for continual improvement.  
  
  **Target Group:** All Staff  
  **Timeline:** October 2018 - June 2019  
  **Key Personnel:** APs, Math Coach, Science Teacher, Classroom teachers, ENL Coordinator

- Teachers will have ongoing professional development focusing on: guided reading instruction, the modeling of reading within a workshop, the writing process, conferring, and small group instruction. This will be in conjunction with a Teacher's College Reading and Writing Project Consultant. All TC calendar days will be followed up with a turnkey session lead by the attending teacher. These are included in our comprehensive PD plan for the year.  
  
  **Target Group:** Classroom Teachers  
  **Timeline:** September 2018 - May 2019  
  **Key Personnel:** APs, ENL Coordinator, TC Consultant
Teachers will have at least one observation in each content area across the school year in order to check-in on instructional practices for student discussion, as well as provide an opportunity for feedback, questions, and concerns for further individual development.

| Classroom Teachers | September 2018 - November 2018 | Administration |

A vocabulary component has been incorporated into the Flow of the Day, in which teachers will put robust vocabulary instruction into practice. This will be supported by inquiry and professional learning around strategies for vocabulary instruction as part of our Advanced Literacy Mission.

| Teachers | September 2018 - June 2019 | APs |

Teachers will be a part of grade level Professional Learning Communities, facilitated by the APs and supported by the Teacher’s College Reading and Writing Project. These meetings will support collaborative planning, cohesive structures across classrooms, and how to engage students in discussing their thoughts and ideas in literacy and as learners.

| Classroom Teachers | September 2018 - June 2019 | APs |

APs will conduct weekly walkthroughs on one grade level at a time. At the conclusion of these walkthroughs teachers will be provided with feedback via email that highlights areas of success while also providing suggested areas for improvement.

| Classroom teachers | September 2018 - June 2019 | APs |

### 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 continue to be invited to learning celebrations, which culminate each unit. Parents will also be provided with sessions on how to help increase the range of their child’s use of vocabulary and increase discussion 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.

The resources used to achieve this goal include: professional development (including in-house, District/Borough Field Support, Teacher’s College, and webinars); Teacher’s College Reading and Writing Project Consultant; school support staff (Peer Collaborative Teacher, ENL Coordinator, Math Coach, APs); Danielson rubric; and professional texts. Schedules will be configured by the APs to allow for common preps, PLCs, Inquiry time, Professional Book Clubs, and post-observation conferences.

**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>X</th>
<th>Title I SWP</th>
<th>X</th>
<th>Title I TA</th>
<th>X</th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th>X</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>X</td>
<td>21st Century Grant</td>
<td>X</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>X</td>
<td>In Kind</td>
<td>Other</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 will be monitored by analyzing Advance reports in December and March to check in on teacher's progress and areas of need within the Danielson Framework. This data will be monitored after each observation to determine the additional support to be provided to the teacher by support staff and additional resources.

As of February 2018, the following percentages of teachers' Effective ratings:

- 1e Designing Coherent Instruction - % (+2%)
- 3b Using Questioning and Discussion Techniques - % (+5%)
- 3d Using Assessment in Instruction - % (+16%)
- Overall Domain 3 Instruction - % (+8%)

We have shifted our work on Monday and Tuesday time to support structures for teacher to improve planning practices. This has included reviewing standards, backwards design based on student work products, and pulling out skills and strategies from curricular calendars. This work is supporting transferable planning tactics for teachers, and lead by APs, the Peer Collaborative Teacher, and Math Coach.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instrument of measure will be the Danielson Framework for Teaching, with reports run within the Advance system to measure teacher practice progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

#### Part 1 – Needs Assessment

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

| 1. When reviewing the results of the Effective School Leadership section of the School Survey, we scored 3.91, which was higher than both the District and City. The areas of Inclusive Leadership and Instructional Leadership are at 91% or higher. We increased 8% in the area of Program Coherence from the previous year (our goal). |
| 2. At this time, our lowest score, at 77%, falls in the area of Teacher Influence. When considering this area and going back to the School Survey, 49% of teachers believed they had a great deal of influence in selecting instructional materials, and 74% of teachers felt they had influence in the development of instructional materials. In order to bridge that gap, the administration will ensure that various stakeholders are included in program decision making, as well as clearly understand the Instructional Focus and our actions to make it live. |

#### 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, there will be an increase of 5% in the area of Teacher Influence, as measured by results in the School Survey. This will result in teacher fidelity and positive impacts in student outcomes on school-based and NYS Assessments.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Instructional cabinet will analyze school data, including areas of success and need, to develop an instructional focus that encompasses our priorities for student achievement for this school year. The cabinet will utilize protocols to develop the focus, use it as a guide for all instructional decisions, and communicate it to the school community.

- **Instructional Cabinet:** September 2018 - June 2019
- **APs**

The Math coach, ENL Coordinator and APs will serve as additional supports to teacher planning and instruction, in order to support the follow through and consistency of new instructional programs, as well as the maintenance of previous initiatives. Teachers will meet with the aforementioned to continue literacy work, including deciding upon vocabulary instructional methods, using tools to support small group work, and making decisions on materials being used in the Unit of Study, including text, student work samples (for formative and summative assessments), and rubrics/checklists. There will also be a teacher resource room, in which teachers will have access to supportive materials to plan instruction.

- **Classroom teachers:** August 2018 - June 2019
- **Administration, Math coach, ENL Coordinator**

Each grade level will have a teacher serve as an 'expert' in the areas of reading, writing, and math. Within that area, the teacher will serve as the classroom labsite, attend targeted professional development, turnkey information, and serve on a vertical team, which will meet during Mondays Professional Learning time.

- **Grade Level Point Personnel:** October 2018 - May 2019
- **APs**

Assistant principals will facilitate professional development sessions to build on new instructional initiatives, while prompting teachers for feedback in areas of success and concern in order to make school wide decisions.

- **All teachers:** October 2018 - May 2019
- **APs**

The Instructional Focus and Advanced Literacy Mission will be communicated to the school community consistently, and all new initiatives will be linked to is content. Vehicles to support this message include: SLT meetings, PTA meetings, Team Meetings (Literacy, Math, Instructional Cabinet), and PLCs.

- **All School Community Members:** October 2018 - June 2019
- **Administration, Instructional Cabinet Members**

---

### 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.

Our Instructional Focus, Advanced Literacies Mission Statement, as well as continuing and new initiatives will be embedded across all that we do at P.S. 112, for strategic coherency and fidelity. This will be communicated during parent workshops and during all SLT meetings. Key personnel responsible for implementation and oversight of these initiatives will include (but not be limited to) the Principal, Assistant Principals, Parent Coordinator, members of the Instructional Cabinet, SLT, PTA and teachers.

Part 4 – Budget and Resource Alignment

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

The resources used to achieve this goal include: professional development (including in-house, District/Borough Field Support, Teacher's College, and webinars); Teacher's College Reading and Writing Project Consultant; Math Solutions PD; school support staff (Peer Collaborative Teacher, ENL Coordinator, Math Coach, APs); Danielson rubric; and professional texts. Funding is utilized to create the Peer Collaborative Teacher position. Schedules will be configured by the APs to allow for common preps, PLCs, Inquiry time, Professional Book Clubs, and post-observation conferences.

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

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

Part 5 – Progress Monitoring

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

In February 2019, progress will be monitored mid-year by conducting a survey that mimics the NYC School Survey for parents and teachers to see if they fully understand the Instructional Focus, as well as see an alignment between programs to reach that vision, as evidenced by an 80% positive response rate. This will provide a vehicle for feedback on the effectiveness and commitment to instructional programs and the coherence to our goals and focus, and guide revisions to our action plan.

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

Progress will be assessed in surveys that provide qualitative feedback, and the endline result will be the impact on the School Survey.

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

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

Part 1 – Needs Assessment

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

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

According to the most recent results in the School Quality Guide, PS 112 scored a 3.59 for Strong Family-Community Ties. The school also scored Well-Developed on the most recent Quality Review in the area of "How effectively does the school partner with families to support student success?"

Parental involvement is a vital component for the success of our students; during the 2017-18 school year, we averaged 27 parents per workshop which illustrated a slight decrease in parental engagement compared to 2016-2017 school year that we averaged 33 parents per workshop. The School hosted a number informative parent workshops with topics including: Getting Ready for Parent Teacher Conferences, Strategies to Develop Your Reader, Monthly family night, Pre-K Program as well as a number of student celebrations and school-wide assembly performances. School staff collaborated to look closely at the data from the workshops, and the teacher hosted weekly parent workshops aiming to promote dialogue among parents and empowers parents to understand and use data to advocate and support their children. By soliciting both formal and informal feedback from parents and teachers as well as using the School Survey Report, which reflected 87% of Parental Involvement, we determined that our parents are more interested in educational and Informative workshops - specifically parental skills and informative workshops that guide and help them understand what the learning standards and what it mean for their children.

The objective or goal for the 2018-2019 school year will include a continued partnership among parents and the community members, to work on developing workshops, family programs as well as volunteer opportunities in our school and community to support parents in their efforts to become active participants in their child’s education. The school staff will continue designing workshops and programs to provide the school’s families with tools they to support their child socially, emotional and academically.

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, there will be an increase of parent involvement by 5% on the Parental Involvement component of the School Survey, as per an increase of opportunities as facilitated by the parent coordinator and parent engagement team in order to support the college and career readiness of all students.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents &amp; Families</td>
<td>September 2018 -- June 2019</td>
<td>Parent Coordinator, Parent Engagement Team, Technology Teacher</td>
</tr>
</tbody>
</table>

We will increase parental involvement in our school by 5% per workshop facilitated by the parent coordinator. Staff will focus on increasing academic workshops for parents, including, but not limited too:

- “Read and Rise,” Common Core Learning Standards, Increasing Students’ Reading Levels, NYS Assessments, Navigating the Middle School Application Process, and NYU ParentCorps.

- To maintain effective communication, we will distribute a monthly calendar in addition to regularly updating our school webpage, Class Dojo, and Twitter.
- The school is hosting a monthly book club in order to engage parents (including the English language learners) and provide them with the knowledge and skills to ensure their children’s academic and personal growth.
- A school District-wide health fair is an annual initiative to provide parents and families with health awareness and disease prevention educational information.

We will continue implementing our Father’s Initiative program that consists of a monthly father’s workshop that allows dads to be more active in the academic growth of their child.

In order to provide the service to our parents we have created a Parent Engagement Team. The Parent Engagement Team consists of the Parent Coordinator, the School Culture Coordinator, the ELL Coordinator, the PTA, and the SLT, as well several teachers and members of the school administration.

Parents want to be informed as to what their child is learning in school, as well as understand the school's methodologies and core beliefs in educating their child. To facilitate this connection for parents, a series of workshops will be organized by the Parent Coordinator. These topics include, but will are not limited to: Common Core Learning Standards, Behavior Management, Reading Level Benchmarks, NYS Assessments, The Middle School Process, Successful Parent Teacher Conferences, Problem Solving in Math, Science Inquiry, and many others topics that parents express interest in. Classroom teachers will also conduct parent...
workshops as part of the Parental Engagement time on Tuesdays. This will relate more specifically to the grade level standards and curriculum.

We have established and continue to build mutually beneficial relationships with various community organizations, such as the Central Astoria Local Development Coalition Inc., The Long Island City Community Library, Empire BlueCross, Food Bank, The Floating Hospital, BlueShield HealthPlus, and New York City Child Savings Account Initiative. The strong partnerships we’ve built with these organizations will help us provide our parents with resources to build a stronger family unit. These collaborative efforts will also help us provide our English language learner parents with helpful resources like ESL classes and other services.

Parent workshops will be held for parents of new ENL students, as well as students already enrolled in the school. This year, we will also extend workshops to parents whose students have entered our new Dual Language Program. These workshops will explain to parents the options for English as a New Language learning within our school, as well as strategies that parents can use at home. Teachers of ENLs and DL learners will also contact parents monthly to provide reports on student progress in their language development.

### Part 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.

We have established and continue to build mutually beneficial relationships with various community organizations, such as the Central Astoria Local Development Coalition Inc., The Long Island City Community Library, Empire BlueCross, Food Bank, The Floating Hospital, BlueShield HealthPlus, and New York City Child Savings Account Initiative.

### 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.

In order to increase our parent attendance by 5% per workshop, we will monitor our monthly progress throughout the school year. We will examine the attendance sheets for all of the school-based events to determine the average number of attendees each month. We will then adjust our workshop topics accordingly and administer parent surveys to increase participation and ensure that our goal is met.

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

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

### Part 5 – Progress Monitoring

2018-19 CEP
**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.

We will monitor progress by completing an in-house survey of parents to gauge their current and future opportunities to be involved. We will also analyze attendance rates of parent workshops and school events to plan for more targeted outreach for increased involvement.

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

The instrument of measure to assess progress will be parent surveys, attendance sign-in sheets, and the Framework for Great Schools Report.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Fountas and Pinnell Benchmark levels</td>
<td>Repeated reading</td>
<td>City Year Support: - small group during the school day</td>
<td>During school hours, after-school, zero hour</td>
</tr>
<tr>
<td></td>
<td>NYS ELA Exam</td>
<td>Interactive writing</td>
<td>RTI: - providers pull out/push in for guided reading to target our lowest third</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Tasks</td>
<td>Close reading</td>
<td>In-class Intervention: - one to one conferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mock Exams</td>
<td>Questions read aloud</td>
<td>Title III After School: - small group work with language objectives embedded within lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level appropriate text and task</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer-work/ Group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of tracker</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Think Aloud</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time modifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment length modifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dictation and scribing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task managing tools (e.g. use of index cards)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **City Year Support:**
  - small group during the school day

- **RTI:**
  - providers pull out/push in for guided reading to target our lowest third

- **In-class Intervention:**
  - one to one conferences

- **Title III After School:**
  - small group work with language objectives embedded within lessons

- **Academy for Success After School:**
  - guided reading and strategy lessons based on students’ data

- **Excel in Excellence:**
  - strategy /enrichment
<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessments</th>
<th>Strategies/Interventions</th>
<th>Support/Activities</th>
<th>Time Frame</th>
</tr>
</thead>
</table>
| **Mathematics** | Problem Solving Performance Tasks – Exemplars  
NYS Math Exam  
Chapter/Unit Tests  
Mock Exams | Close reading of problem solving questions  
Questions read aloud  
Visuals  
Representations  
Manipulatives  
Subitizing Strategies  
Peer-work/ Group work  
Use of tracker  
Think Alouds  
Time modifications  
Assignment length modifications  
Use of technology  
Dictation and scribing  
Task managing tools (e.g. use of index cards) | City Year Support:  
- small group during the school day  
In-class Intervention:  
- one to one conferences  
Title III After School:  
- small group work with language objectives for mathematics embedded within lessons  
Academy for Success After School:  
- strategy lessons based on students’ data  
Excel in Excellence:  
- strategy /enrichment lessons for high achievers | During school hours, after-school, zero hour |
| **Science** | NYS Science Exam  
Chapter/Unit Tests  
Classwork | Use of hands-on tools (e.g. scales)  
Experiments using the scientific processes  
Experiments using real-life problems  
Repeated reading  
Interactive writing | City Year Support:  
- small group during the school day  
In-class Intervention:  
- one to one conferences  
Title III After School:  
- small group work with language | During school hours, after-school |
| Social Studies | Chapter/Unit Tests | Social Studies | | Excel in Excellence: - strategy /enrichment lessons for high achievers | Excel in Excellence: - strategy /enrichment lessons for high achievers |
|----------------|--------------------|----------------|----------------------------------|---------------------------------------------------------------|
|                | Classwork          | Social Studies | Social Studies                   | City Year Support: - small group during the school day        |
|                |                    |                |                                  | In-class Intervention: - one to one conferences                |
|                |                    |                |                                  | Academy for Success After School: - guided reading and strategy lessons based on students’ data |
| Social Studies |                    | Excel in Excellence: - strategy /enrichment |
|                |                    | During school hours, after-school | | - small group | | - small group |
|                |                    |                            | | - one to one conferences | | - one to one conferences |

Close reading of questions and text
Questions read aloud
Level appropriate text and task
Visuals
Peer-work/ Group work
Use of tracker
Think Alouds
Time modifications
Assignment length modifications
Use of technology
Dictation and scribing
Task managing tools (e.g. use of index cards)

Use of hands-on tools (e.g. maps)
Experiments using real-life problems
Repeated reading
Interactive writing
Close reading
Questions read aloud
Level appropriate text and task
Visuals
Peer-work/ Group work

objectives embedded within lessons

City Year Support: - small group during the school day
In-class Intervention: - one to one conferences
Academy for Success After School: - guided reading and strategy lessons based on students’ data
Excel in Excellence: - strategy /enrichment
<table>
<thead>
<tr>
<th>Use of tracker</th>
<th>Time modifications</th>
<th>Assignment length modifications</th>
<th>Use of technology</th>
<th>Dictation and scribing</th>
<th>Task managing tools (e.g. use of index cards)</th>
<th>lessons for high achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Teacher anecdotal request</td>
<td>Use of games</td>
<td>Use of role play</td>
<td>Shared reading</td>
<td>Counseling through art</td>
<td>Counseling services are afforded to all students according to individual needs. Special needs students receive mandated group or individual counseling. The Guidance Counselor also conducts parent consultations by addressing and informing parents of Special Education IEP mandates. Counseling intervention is also provided for those students who have been suspended. Conflict mediation sessions are conducted by the Dean/ Crisis Intervention Specialist. Crisis Interventions, suicidal risk assessment, parent outreach and referrals; one to one behavioral interventions, functional behavioral assessments;</td>
</tr>
<tr>
<td>Parent request</td>
<td>Teacher/Staff request</td>
<td>Shared reading</td>
<td>Counseling through art</td>
<td>Puzzles to improve problem solving skills</td>
<td>Computer programs</td>
<td></td>
</tr>
<tr>
<td>Think Sheets</td>
<td>SWIS referrals</td>
<td>Peer work/ Group work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During school hours, after-school
behavior intervention plans, group discussions, teacher and school staff consultation; student interview, individual sessions

Support services: individual and group counseling, play therapy, verbal therapy, grief counseling, anger management control, socialization skills group, consultation with parents, teachers, and other school personnel geared to helping child improve behavior issues as well as the academic issues; referral services for outside psychiatric services; reading and poetry discussions to enhance values, etc.

Monitor students with asthma, diabetes, and seizures Administer medication.
### Section 7: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)

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

#### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.

   After school, counseling and parent outreach by classroom teacher and parent coordinator. Additionally, on an as-needed basis, these students will be provided with school supplies, social/peer interaction groups, after-school programs, clothing, MetroCards, and contact with outside agencies for additional supports.

#### Part B: FOR NON-TITLE I SCHOOLS

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

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

| 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.

In order to recruit teachers, we have developed partnerships with local colleges, including Hunter College and Columbia University, to be able to attend their talent recruitment fairs. We also host student teachers from LaGuardia Community College. To retain teachers, school leaders create a supportive environment, that includes clear expectations, distributive leadership, structures for collaboration, and opportunities for teacher voice. This is evident through our teams and committees, including: Literacy Team, Math Team, PBIS Team, Instructional Cabinet, MoSL Committee, among others. These teams also provide professional development and work toward determining the areas of need for professional development. The Assistant Principals also participate in professional development through ELI and APLI to further their instructional leadership skills.

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).

We have a variety of professional development activities that are developed through the lens of the Common Core Standards, our Instructional Focus and Expectations, The Danielson Framework, and curriculum. This includes looking at NYS Assessment data, classroom observations, teacher need assessment, teacher surveys, and other data sources to develop our plan. Teachers and paraprofessionals complete feedback surveys at the end of each session or cycle. The PD Team and Instructional Cabinet meet to make adjustments in the Professional Development calendar and topics.

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.).

In order to help assist preschool children into the elementary school program, we offer a variety of programs and opportunities to parents and early childhood programs. We conduct an Open House with parents of potential students in the spring. Once students apply, we have an P.S. 112 Orientation session, in which parents and students can tour the school, meet staff, and receive resources to support their child's transition. Once school begins, we have support staff welcome and assist students as they adjust to their new school day. We also conduct outreach efforts to external preschool programs, so that their students and families can be invited to these events and know what P.S. 112 offers as well. Our school currently serves 5 pre-K classrooms within our building. We ensure that parents are included in the school wide events so that they become familiar with the structures, personnel, resources, and events that will continue to be accessible to their child as they become kindergarten students.

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 are included in the use and selection of assessments to determine the best ways gather information on student learning within a variety of forums. The MoSL Team, which consists of representatives from both upper and lower grades, meet with the administration to make decisions as to the assessments that will be utilized to measure teacher effectiveness. The Instructional Cabinet meets to determine which assessments will provide teachers with the best information to target student instruction, as well as develop the Assessment Calendar and systems for progress monitoring. The Literacy and Math Teams, which are vertical teacher teams, meet monthly to discuss instruction, as well as choose assessments that reflect curriculum and analyze data to guide instruction. During grade level meetings, administration checks in with teacher teams to elicit feedback on assessments, including administration, data, and alignment to curriculum.

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</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$257,870.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$113,978.00</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,642,122.00</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

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

• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

---

**Parent and Family Engagement Policy**

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 112**, 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.

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.

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

P.S. 112 will support parents and families of Title I students by:
Our goal is to give parents the tools needed to work with their children to improve their achievement level in academic areas. A parent resource room, located in the Parent Coordinator’s office, will offer educational materials for parents. Conducting parent workshops in literacy in areas such as close reading, raising a reader, and specific reading skills. We will also introduce them to Fountas and Pinnell so they can have a better understanding of reading levels, benchmarks, and assessment. Our math coach will provide workshops for parents so that they may better support their children in problem solving and fluency. The technology specialist will work with the Parent Coordinator to assist parents in being able to utilize technology resources at home, as well as how to access student data and reports for progress online.

We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. This includes but is not limited to: ELL services, special education options, variety of Response to Intervention supports, as well as after-school programs.

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

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

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

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

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.

Translate all critical school documents and provide interpretation during meetings and events as needed.

Parental Involvement and School Quality

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;

● We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress. This will include inviting parents to writing celebrations, open houses, instruction and assessment based workshops, as well as parenting workshops.

● We will conduct meetings for parents to further understand State and school-based assessments and the Common Core Learning Standards.

● Information about school and parent related programs will be shared in a variety of ways, including: meetings activities, fliers, calendars, phone messages, and additional modes of communication, including the languages parents can understand.

● School staff will participate in professional development opportunities to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of the school community.

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

● 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;

---

**School-Parent Compact (SPC)**

School-Parent Compact (SPC) Template

P.S. 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**

I. School Responsibilities:

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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
<tr>
<td>● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;</td>
</tr>
<tr>
<td>● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;</td>
</tr>
<tr>
<td>● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;</td>
</tr>
<tr>
<td>● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
<tr>
<td>● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
</tr>
<tr>
<td>● 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);</td>
</tr>
</tbody>
</table>
• 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 the Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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

III. 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.

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></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

Part B: Direct Instruction Supplemental Program Information

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

- ☐ Before school
- ☒ After school
- ☐ Saturday academy

Total # of ELLs to be served: _____

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

- ☒ K
- ☒ 1
- ☒ 2
- ☒ 3
- ☒ 4
- ☒ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☒ 11
- ☐ 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____
### 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:** Current analysis of the Spring 2018 N.Y.S.E.S.L.A.T. data reveals that there is a subgroup of ENL students, across the grades, who consistently perform at the Entering, Emerging, and/or Transitioning levels in the writing and listening modalities. The greatest growth in progress is evident among our early childhood ENL students, proficiency levels - Entering, Emerging, and Transitioning. As a result, we will continue to target ELL students in Entering, Emerging, and Transitioning levels of grades K, 1, and 2. Our focus is to develop English language acquisition skills across all four of the language modalities through small group instruction. The E.L.L. students will be specifically targeted using the strategies within the Hallmarks of Advance Literacy. The embedded skills and competencies in Advance Literacy will promote critical thinking, comprehension, and vocabulary needed for student learning. This instructional model of learning will help students to deeply comprehend, retain language skills, and concepts of the content being taught.

Our Title III program will start on January 9, 2019 and will end on March 30, 2019. The targeted subgroups will consist of our E.N.L. students in grades K-5. The schedule days will be Wednesdays and Thursdays, from 2:45 - 4:15 p.m. The language of instruction will be English. The curriculum materials that our 3 E.S.L. certified teachers will use are the "Getting Ready for the N.Y.S.E.S.L.A.T." books, a variety of texts in fiction and non-fiction, and explicit instruction for word-learning strategies to unlock language. The curriculum materials we plan to use are solely for the Title III program.

All pertinent documents will be placed in a binder in the office of the Assistant Principal.

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

**Begin description here:**

**Rationale:** It is through collaboration that teachers will work together, to analyze, to share ideas, and make an impact on student learning. Professional Development for all Title III Program teachers will take place before and during the duration of the program. We will conduct some targeted professional development during school-wide Professional development meeting on Mondays from 2:45 - 4:00pm. In addition, there will be meetings held during common preps to prepare and assess and plan for strategies aligned to the Hallmarks in Advance Literacy that will meet the needs of our ENL students in the Title III program. Professional development will be provided by the Assistant Principal, Math Coach, ENL Coordinator, and other staff members.
Part C: Professional Development
versed in Advance Literacy. The opportunity for greater collaboration, fresher thinking, and a re-articulation of shared goals for teachers and students. By collaborating with each other and with instructional specialists through examining student work, creating hypotheses about how to implement aligned lessons, implementing them, and making adjustments in their practice in real time, teachers can find the best ways to help our E.N.L. students reach higher expectations in reading, writing, listening, and speaking while still maintaining individual styles and flexibility. Pertinent records and documents will be placed in a binder and kept in the Assistant Principal's office.

Topics will include:
- Getting to Know Your Students – Looking at data to identify individual ENL student needs and their appropriate stage of language acquisition according to the Language Progressions and Proficiency Levels
- Hallmarks 1-4: Advance Literacy
- Building and Removing Scaffolds for ENLs
- Technology to Enhance Opportunities for Language Development
- Universal Design for Learning and Depth of Knowledge
- Good Questioning Techniques
- Best Practices of Successful instruction for ENL students
- Title III materials overview and planning (after school)
- Examining the NYSESLAT
- Looking at trends and item analysis of prior year exams to focus on needs of ENLs and Targeted instruction
- Integrating the Arts with Language Development

Part D: Parental Engagement Activities
Describe the parental 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:
P.S. 112 respects and values the participation of parents in all facets of the educational process of our students. We make sure that our ELL parents and Title III parents are well-informed of the educational process, needs and services for their children. Our parent coordinator, which is also our Language Access Coordinator, will assess the language needs of all our students which will enable us to reach out to a broader community of parents. In this way, we attempt to communicate with all constituents in their preferred languages. Specifically, an evaluation of our students' families' preferred languages on our ATS Home Language report, will provide us with exact information needed to notify parents in their preferred language. We have a few of our staff members that are fluent in Spanish, Bengali, Arabic, and Chinese. In addition, all Parental Engagement Activities will be conducted in English, with interpreters for Spanish, Bengali, and Arabic translations when needed. All 65 ELL parents and Title III parents will receive notices about the program and Parental Engagement Activities in their preferred language via letter and/or email. The Parent Workshops will be conducted bi-monthly beginning December 2018, for one hour during both the morning and afternoon time. The parent workshops will occur during the school day, after school, and in the evenings, approximately for one hour, to reach a wider range of parent groups. Workshops will be conducted by the
Part D: Parental Engagement Activities

Assistant Principal, ENL Coordinator, Parent Coordinator, Math Coach, Teachers, Guidance Counselor, and Community Based Organizations. Our PTA will also be part of the parental outreach which will be once a month for the 2018-2019 school year.

All Pertinent documents will be placed in a binder and kept in the Assistant Principals Topics to be covered include:

- School Safety
- &nbsp;Amplify (Science Curriculum)
- Preparing for Parent Teacher Conferences - What to ask?
- NYC&amp;nbsp;Kids&amp;nbsp;Rise Save
- &nbsp;Health and Wellness Fair (Within the District)
- &nbsp;Literacy and the Language Learner
- &nbsp;The Writing Process
- &nbsp;Help your Child Prepare for the State Tests
- &nbsp;Internet Safety
- Teacher's College Reading and Writing Workshop
- Positive Behavior Intervention System
- Fountas and Pinnell Reading Levels
- GoMath!
- 21st Century, Technology, and Support for Parents and their children
- Getting Ready for the NYSESLAT
- How to Deal with Bullying
- Parent – Student Art Workshops; &nbsp;Art Making activities to encourage language development through the arts.
- Conducting the Read Aloud
- Preventing the Summer Slide

PTA
- Immigration and Citizenship (PTA)
- Take Advantage of Your Public Library
- Parents as Partners – Homework Help&amp;nbsp;
- Survival English – Navigating the NYC Public Schools System&amp;nbsp;

Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits) 1. Per session</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services 1. High quality staff and curriculum development contracts.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Queens</td>
<td>112</td>
</tr>
</tbody>
</table>

School Name: Dutch Kills School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dov Witkes</td>
<td>Judy Chen</td>
</tr>
</tbody>
</table>

Coach: Math - Kirsten Humphrey

ENL (English as a New Language)/Bilingual Teacher: Maria Sierra

School Counselor: Iris Manners

Teacher/Subject Area: Parent

Teacher/Subject Area: Ergi Saraci/Technology

Parent Coordinator: Serena Page

Related-Service Provider: Jaclyn Webb

Field Support Center Staff Member: type here

Superintendent: Dr. Philip Composto

Other (Name and Title): type here

C. Teacher Qualifications

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

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>487</td>
<td>82</td>
<td>16.84%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

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

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>2016-2017</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>2017-2018</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>2018-2019</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

   It is imperative that we assess the early literacy skills of our ELLs. P.S. 112 uses the New York City Performance Assessment (MoSL) for grades K - 2, and we assess reading levels through the use of the Fountas and Pinnell Benchmark Assessment System for students in grades K - 5. In addition, teachers use End-of-Unit assessments for content areas and we also use language acquisition checklists to monitor and address language specific needs of our students.

2. What structures do you have in place to support this effort?

   ELL students who are below grade level reading benchmarks receive targeted instruction through small-group strategy instruction and guided reading. This is aligned with our school’s instructional plan in that we need to address the specific areas of need for individual students. School staff is intent on developing instructional goals, methods, materials, and assessments...
that work for each student; not a single, one-size-fits-all solution, rather flexible approaches that can be customized and adjusted for individual needs.

The school uses a vertical data team as well as grade level data teams to examine and analyze current data on student progress. As a result of this examination, practical "Next Steps" are planned out for the student, grade, and school.

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?

We evaluate the success of our programs through a breakdown of our subgroups on our Progress Report. An evaluation of our students' NYSESLAT scores show significant gains from year to year. Data teams look at the subgroup of ELLs to examine progress in school-wide assessments. In regards to State ELA, Math, and Science data, we have seen that the ELL subgroups have made the most progress out of all the subgroups in the school.

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

ELL students who are below grade level reading benchmarks receive targeted instruction through small-group strategy instruction and guided reading. This is aligned with our school's instructional plan in that we need to address the specific areas of need for individual students. School staff is intent on developing instructional goals, methods, materials, and assessments that work for each student; not a single, one-size-fits-all solution, rather flexible approaches that can be customized and adjusted for individual needs.

The school uses a vertical data team as well as grade level data teams to examine and analyze current data on student progress. As a result of this examination, practical "Next Steps" are planned out for the student, grade, and school.

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

P.S. 112 uses data to guide instruction for ELLs within the Response to Intervention framework.

To provide ELLs with rigorous, culturally responsive instruction, a strong Response to Intervention (RtI) model is in place. The interventions used support ELLs under the RtI structure, are designed based on research based instruction that is linguistically and culturally appropriate for ELLs, and use assessments to guide daily instruction (Tier1), as well as instructional routines and interventions in Tiers 2 and 3.

RtI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support—one that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments, the extra supports are removed.

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students’ diverse needs.

Instruction for ELLs in English language development is provided at the Tier 1 instructional level.

Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction is tailored to meet ELLs’ language needs and is incorporated into research-based intervention strategies.

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].)

Data patterns across proficiency levels on the NYSITELL and the NYSESLAT reveal pertinent data that tailors programming and delivery of instruction.

Our largest proficiency level from grades K - S are our Advanced students. They make up more than half of our ELL population.
The largest group of Beginners is in our kindergarten.

There are close to twice the number of ELLs in grades K - 2 as there are in grades 3 - 5.

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

Students in the upper grades are receiving additional support in Reading and Writing, since it is within those modalities that they need the most language development. Overall, examination of data patterns enables teachers and support staff to target specific areas of need. Specifically, students in grades K - 2 are receiving more targeted instruction to address Listening and Speaking skills while students in grades 3 - 5 are receiving more targeted instruction to address Reading and Writing.

Part IV: ELL Programming

Programming and Scheduling Information

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

      All our English Language Learners (ELLs) receive language instruction through Freestanding English as a New Language (ENL) program models. Freestanding ENL programs provide instruction in English, emphasizing English language acquisition. Students in the ENL program come from many different native language backgrounds, and English is the common language among students. In grades K-5 ELLs are grouped together in one class for the entire school day and for all content instruction. The ENL program in the classes are implemented as 360 total ENL minutes for students in Entering and Emerging Levels and 180 total ENL minutes for students in Transitioning and Expanding Levels and 90 total ENL minutes for students in Commanding levels. These students receive instruction to develop English Language Skills delivered by a dually certified ENL teacher, in addition to instruction to build English language skills through content area curriculum. delivered by a dually certified teacher.

      The program models used at P.S. 112 is Heterogeneous. Students are grouped in mixed proficiency levels.

   b. TBE program. If applicable.

      N/A

   c. DL program. If applicable.

      We currently have Dual Language in K-2, one class per grade. The classroom teacher is ENL certified to service students within the classroom. In our Kindergarten classroom, the ENL coordinator services the DL classrooms. The ENL program in the classes are implemented as 360 total ENL minutes for students in Entering and Emerging Levels and 180 total ENL minutes for students in Transitioning and Expanding Levels and 90 total ENL minutes for students in Commanding levels. These students receive instruction to develop English Language Skills delivered by a dually certified ENL teacher, in addition to instruction to build English language skills through content area curriculum. delivered by a dually certified teacher.

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)?

      Organization of school staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ENL program model. ELLs in the ENL program receive all instruction in English. In accordance with the individual student’s results of the NYSITELL and New York State English as a Second Language Achievement Test, students receive the
mandated minutes of Stand-alone ENL instruction and Integrated ENL instruction. Entering and Emerging students receive 360 minutes a week of the designated Stand-Alone/Integrated ENL instruction. Transitioning and Expanding students receive 180 minutes a week of integrated ENL/ELA instruction.

ESL students in grades K-5 are placed in self-contained ENL classes whereby instruction is delivered by teachers who possess a Common Branch license as well as certification in ESL. ELL students are provided with ENL instruction by a Push-in, fully certified ESL teacher. These highly qualified, dual certified teachers along with the ELL Coordinator ensure that P.S. 112 meets the mandated hours of ESL services for all ELLs.

In order to maximize English acquisition for ELLs, the ENL classroom teachers together with the ELL Coordinator will devote adequate time for collaborative planning. The teachers will have one articulation period per week with each of the classroom teachers to discuss individual needs of ESL students and plan lessons/curriculum together using Best Practices and Strategies of ELL methods.

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

Content area instruction is a critical component of language acquisition. Research shows that language proficiencies are closely related to academic language. Much of the academic language, or Tier 2 and Tier 3 words are low-frequency words that are found mostly in content area lessons. Students in all grade levels have bilingual dictionaries available in the classroom. It is an easy reference and clarification tool. When reading texts on their own, students can look up unknown words and ensure their own comprehension. The lessons for ELLs are scaffolded as individual students’ language levels are taken into consideration. Instruction is delivered in English with multiple means of entry points for varied language levels of students. Teachers make use of visuals and increase student engagement through partner and group work. All lessons are centered around the Common Core Learning Standards.

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

English Language Learners need to be appropriately evaluated in their native language. Students who are proficient in their native language oftentimes develop proficient levels of English as well. There are a few tools the school uses in order to determine a student’s native language proficiency. A student whose home language is Spanish is given the Spanish LAB when they first enter a New York City public school. The score of the Spanish LAB paints a clearer picture of language dominance. Students who speak a home language other than Spanish are interviewed by bilingual staff members to determine speaking abilities. Students who speak Bengali or Arabic, for example, are interviewed by teachers and staff who are proficient in those languages. Those students’ verbal responses alongside the parent responses on the HLIS regarding previous schooling provide pertinent information regarding native language proficiencies.

English Language Arts will be taught explicitly in our ESL classes through Word Study, Shared Reading and Writing, Reader’s & Writer’s Workshop, and in the Science and Social Studies content areas through carefully planned lessons using various ESL strategies. ESL teachers and classroom teachers will work together to scaffold the lessons to meet the language needs of our ESL students. P.S. 112 follows the workshop model to allow for the gradual release of responsibility within student learning. This model of teaching and learning takes place during Reader’s and Writer’s workshop as well as within the Go Math lessons.

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
Differentiated instruction is a critical component of ELL instruction. Students arrive at our school with diverse backgrounds and experiences. It is necessary to effectively assess students’ prior knowledge in order to move forward in an appropriate level and manner to make language and academic progress.

a. Students with Interrupted Formal Education are students in grade 3 or higher who are at least two grade levels behind their age appropriate grade. These students need scaffolded instruction in order to help them bridge the academic gap between themselves and their peers. In order to best support the special needs of these students (in addition to the mandated 360 minutes of ENL), fully certified ELL teachers will provide intensive small group intervention 3 periods a week using Imagine Learning English. ELL-AIS providers will support SIFE through an accelerated and explicit teaching of academic language. They will use the Word Study Methodologies to support them in small group settings with individualized attention to meet their special needs. Title III ELL Academy After School for SIFE and Saturday Academy. During the day and in Title III After School programs, SIFE students receive supplemental services to target specific language and literacy needs. There will be on-going assessments being administered to SIFE by all service providers so that targeted educational plan can be continuously modified to fit the students’ special needs. The AIS team will have monthly meetings to discuss the needs of these students. The Parent Coordinator, as a member of the AIS team, will collaborate with the team members to reach out to parents of our SIFE.

b. ELLs in US schools for less than three years (Newcomers) are still navigating their way through a new environment and culture. Whenever possible, these students should be paired with school staff and resource people who know something about the students’ languages, cultures, and school systems in the various countries of origin. An invitation to open discussions with the newcomer allows for focus on appropriate instructional approaches to be used with students or how to interpret student behaviors or customs that are unfamiliar to the teacher. A support network for newcomer students is complete when all students are included and allowed to help in some way. Teachers should initially establish buddy systems in their own classrooms, but school-wide groups can also help. A "buddy system" pairs new students with students not new to the system. Where possible, newcomer ELLs will be paired with responsible students who speak their native language or with native English-speaking peers. These "buddy teams" go through the school day together so that the newcomers may learn school routines from experienced peers who have gone through the adjustment period themselves. In this way, ELL students begin to learn survival English at the same time that they are getting to know other students in the school. As tutors, student buddies may help newcomers with academic work, especially in classes where extra teacher help is not consistently available. In order to facilitate academic development, newcomer ELLs will be offered Title III After School classes. Highly qualified ESL teachers will provide an accelerated and explicit teaching of academic language in all content areas during after school and Saturday Academy. Newcomers who are on levels 1&2 will also be eligible for ENL AIS.

c. ELLs receiving service for 4 to 6 years need additional academic support. These 7 students require individualized academic interventions. The Developing ELLs will be monitored closely by the AIS Team to ensure academic progress. NYSESLAT, along with other formal assessments such as the, ELA, Math, and Science will be analyzed by the team to formulate an appropriate educational plan for long-term ELLs. The data from these assessments will drive instruction in class, AIS group, and After-school. Informal assessments such as teacher observations and writing samples will also be utilized for continuous evaluation. A fully dual certified ELL teacher will support the long-term ELLs in the content areas.

d. We currently do not have any ELL Long-term students.

e. Our former ELLs continue to receive support services for two years after attaining English language proficiency. Data shows that there is a population of Former ELLs who are identified as being part of the bottom one-third of our tested students. As a result, we are providing small-group instruction for those students to target specific literacy and math skills.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers of ELL Students with Disabilities (SWDs) need to provide access to academic content areas and accelerate English language development. Teachers of ELL-SWDs use grade-level Go Math, FOSS Science, and Harcourt Social Studies materials. Lessons are scaffolded and differentiated to address specific needs of students. Instruction is further driven by IEPs that mandate ENL instruction. ENL is often delivered through content area instruction. Students are given precise scaffolds to enrich their understanding of content while developing language acquisition skills. ELL-SWDs whose IEP mandates bilingual instruction receive bilingual support services through contracted providers. Daily classroom instruction is aided by a bilingual para. It is imperative that ENL teachers maintain on-going dialogue and articulation with Special Education teachers. The students’ IEPs will be reviewed carefully by the ELL teacher, ELL Coordinator, IEP teacher, and the Academic Intervention Services (AIS) team in order to best meet the educational goals stated on the IEP. Formal and informal assessments will also be reviewed and analyzed by the AIS team. The AIS team, along with the classroom Special Ed. teacher will identify the stumbling blocks of progress: disability versus challenge caused by linguistic needs. When appropriate, teachers will provide the support of native language as well. Students will have accessible to them books in their native language, content-area specific bilingual glossaries, and electronic translators. ENL teachers will work hand in hand with the IEP teacher to bridge resources between the two areas. Such teachers will attend professional development to learn best co-teaching methods. ELL-SWDs will be eligible for all academic intervention opportunities.

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?
   P.S. 112 Q The Dutch Kills School, is committed to meeting the needs of all our students, including our ELL-SWDs. The focus for these students is to access curricular, instructional, and scheduling flexibility in order to meet needs within the least restrictive environment. As a result, services are provided by fully certified teachers, both ENL and Special Education, within the classroom environment. Through professional collaboration between service providers, ELL-SWDs receive the benefit of focused instruction that is tailored to individual students' academic, emotional, social, and language needs. ELL-SWDs who demonstrate progress and strength in a particular content area are mainstreamed into General Education classes for given periods of instruction.

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.
   Targeting intervention programs for ELLs is necessary to meet the specific needs of this population of students. Upon examination of standardized testing data, P.S. 112 is intent on providing abundant academic supports to our ELLs in all content areas. In ELA, classroom teachers and service providers are using Focus Reading and Guided Reading for ELLs. School staff is closely looking at the Common Core Learning Standards, with special attention given to College and Career Readiness anchor standards. With a clear framework of what our students need to be able to be part of our productive future, we are able to take a closer look at grade-level goals with an overarching goal in mind. Here, we can pay close attention to Reading, Writing, Speaking and Listening, and Language standard. This is done with a language specific goal imbedded within Language Arts and ESL lessons. In Math, there is a separate ESL component that provides language-rich scaffolds with math lessons as part of the Go Math program. Special attention is given to content specific vocabulary and Tier II language that data reveals our students are lacking. We have targeted small-group instruction for Intermediate and Advanced ELLs in grades 3 - 5 to specifically address language demands of the ELA.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   For the upcoming school year, supplemental services will be offered to Former ELLs. We will have targeted instruction through small groups for High Achieving ELLs. Within the RtI Framework, we will have ESL certified teachers designated to support our struggling ELLs in need of Tier 2 and Tier 3 Interventions.

   We will continue to enhance instruction through technology specifically for ELLs to develop language, literacy, and math.

10. If you had a bilingual program, what was the reason you closed it?
   N/A
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. Invitations for Extended Day, After School, Enrichment programs, etc., are distributed to all students, regardless of ELL status. If there is a limit on the number of spaces available, students are selected on a first come, first served basis. As a result, many of our ELLs are involved in Extended Day, Basketball, Chess Club, City Year After-School, Metropolitan Opera Guild, and Story Studio.

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.

ELL students need various instructional materials to reach the wide range of learners. One of the more widely used tools is the Smart Board. This interactive tool enables teachers to not only model, but allows students to have integral participation within the lesson. Smart-boards are used across content area instruction. In addition, teachers use laptops, visuals, listening centers, and print rich environments to enhance language learning for all subgroups. ELL students have access to content specific bilingual glossaries. They also have access to electronic translators to assist with Tier II and Tier III vocabulary. Classrooms are also supplied with baskets of books written in languages other than English to support literacy skills, transferring from students’ NL to EL. Our school community is committed to developing all our students literacy skills, including our ELLs. Teachers are equipped with knowledge of the Common Core Learning Standards and the overarching College and Career Readiness anchor standards provide a framework for driving grade appropriate lessons. Literacy instruction is closely aligned with New York’s Common Core State Standards. In math, the Go Math program differentiates within each lesson for English Language Learners. The FOSS Science program allows for language scaffolds as the science inquiry process is woven throughout content instruction, experience, and language development. Our Social Studies curriculum pays close attention to necessary grade appropriate content and also allows for rich multicultural lesson that celebrate the diversity of our school community. Overall, our school community believes that we can not deliver instruction through a “cookie cutter” model. Rather, specific needs of individual students are carefully examined in order to ensure access to quality education for all students.

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

Native language support is delivered by certified teachers and school staff who can communicate in a language other than English. Instruction is delivered through the ENL model. Students are also given training and opportunities to use bilingual resources to aid in their acquisition of content and language.

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

All required services support and correspond to each of our English Language Learner’s age and grade level. Teachers use developmentally appropriate materials and content to deliver instruction. ELLs’ ages and grade levels are considered as teachers use materials that may be of lower level, yet of high interest, depending on the grade level.

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?

ELL students need various instructional materials to reach the wide range of learners. One of the more widely used tools is the Smart Board. This interactive tool enables teachers to not only model, but allows students to have integral participation within the lesson. Smart-boards are used across content area instruction. In addition, teachers use laptops, visuals, listening centers, and print rich environments to enhance language learning for all subgroups. ELL students have access to content specific bilingual glossaries. They also have access to electronic translators to assist with Tier II and Tier III vocabulary. Classrooms are also supplied with baskets of books written in languages other than English to support literacy skills, transferring from students’ NL to EL. Our school community is committed to developing all our students literacy skills, including our ELLs. Teachers are equipped with knowledge of the Next Generation Standards and the overarching College and Career Readiness anchor standards provide a framework for driving grade appropriate lessons. Literacy instruction is closely aligned with Next Generation Standards. In math, the Go Math program differentiates within each lesson for English Language Learners. The Amplify Science program allows for language scaffolds as the science inquiry process is woven throughout...
content instruction, experience, and language development. Our Passport Social Studies curriculum pays close attention to necessary grade appropriate content and also allows for rich multicultural lesson that celebrate the diversity of our school community. Overall, our school community believes that we can not deliver instruction through a “cookie cutter” model. Rather, specific needs of individual students are carefully examined in order to ensure access to quality education for all students.

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).

Before the beginning of the school year, newly enrolled ELL students are invited to a school tour. In an effort to have newcomers feel more comfortable, they and their families are invited to a Newcomer Walk-Through. Here they will visit different locations within the school such as the lunchroom, gymnasium, restrooms, classrooms, and offices. Being able to physically navigate your way through a building is an essential component of a student’s learning.

17. What language electives are offered to ELLs?
N/A

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

N/A

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 is critical for our community of educators. We believe it is necessary to stay in touch with the most up-to-date research as well as learning about best practices. Assistant principals, common branch teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators all contribute to the education of the whole child. As a result, we have a firm belief that we must be equipped with the current necessary tools to achieve that goal. To achieve that goal, P.S. 112 is committed to attending and providing professional development for our community of educators. School staff will attend related and relevant professional development sessions throughout the city. Within our school environment, there will be a minimum of 5 staff development workshops provided for the whole school staff during Professional Development, grade conferences, bimonthly ESL Vertical Team meetings and Lunch & Learn. Sessions will be provided by the ESL Coordinator, ESL teachers, Math Coach, and the Assistant Principal.

--September: Informative workshop on the NEW Changes within CR-Part 154
--October: Implementing Effective ELL Methods in our Stand-Alone and Integrated ENL programs
--November: Literacy differentiated instruction and scaffolding techniques for ELLs aligned with Common Core State Standards.
--January: Math differentiated instruction and scaffolding techniques for ELLs.
--February: using data, including midterm assessment and language checklists, to focus instruction and prepare ELLs for the NYSESLAT.
--March: Best Practices for ELLs Study Groups.
Teachers of ELLs are offered year-round professional development in supporting ELLs as they engage in the Next Generation Standards:

Professional Development Topics include:
* Creating CCLS Aligned Reading Workshop Lessons using Ready Gen
* Subitizing for Mathematical Fluency
* Analysis of Fountas and Pinnel Reading Assessments
* Creating CCLS Aligned Writing Workshop Lessons using Traits Writing
* Creating CCLS Aligned Math Workshop Lessons using Go Math
* Aligning CCLS Listening, Speaking, and Language Standards with current Units of Study

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.

Transitioning from Elementary school to Middle or Intermediate School can be challenging and intimidating, especially for ELLs. As a result, we will provide workshops where both students and parents are acquainted with the options available for middle school. We will have assemblies with presentations from the middle school about what they offer.

It is necessary for all staff (including non-ELL teachers) to receive a minimum of 15% of the required professional development hours for all teachers hours of ELL training. This will be done in the form of two sessions that will be led by the ELL Coordinator. There will be a sign-in sheet as well as a completion certificate after the completion of the closely monitored 7.5 hours of ELL training. A copy of the ELL certificate will be placed in each of the participating staff member’s file.

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?

P.S.112 has a strong belief in parents as partners. We believe that there must be open communication between student, school, and parent and a student’s success is facilitated by the combined efforts of all three parties. As a result, we strongly encourage parents to be involved in their child’s education. Starting in September with Parent Orientations, Meet the Teacher, and Meet the Administrators, parents are encouraged to ask questions, explore, and immerse themselves in the various aspects of their child’s academic development.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents needs are evaluated through open communication. There are forums to address questions and concerns during the Parent Teacher Association meetings. Further, there are parent workshops where parents provide feedback on the usefulness of the material covered. The most beneficial tool are the parent surveys that allow for anonymity and honesty.
<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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, Dov Witkes, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** P.S. 112  
**School DBN:** 30Q

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dov Witkes</td>
<td>Principal</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Judy Chen</td>
<td>Assistant Principal</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Serena Page</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Maria Sierra</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Jaclyn Webb</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Ergi Saraci</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Kirsten Humphrey</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Iris Manners</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 30Q112 School Name: Dutch Kills Superintendent: Dr. Composto

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>Yocasta</td>
<td>Polanco</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Maria</td>
<td>Sierra</td>
<td>ELL Coordinator</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.

P.S. 112 both respects and values the involvement of parents in all facets of the educational process. We therefore make sure that our parents are well informed of the educational needs and services for their children. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) during registration. In Part 3, the Parent Information section of the survey, there are two questions that specifically ask parents about their preferred language for written information as well as oral communication. An evaluation of these responses enable us to reach out to a broader community of parents by making an attempt to communicate with them in their preferred language. Specifically, an evaluation of our student’s families’ preferred languages revealed that Spanish and Bengali were most common. As a result, written notices are translated into Spanish and Bengali. Further more, we gather information about language preferences during our ELL Orientation Meeting when parents complete the Parent survey & Selection Form. We utilize the Department of Education Translation Unit and in-house school staff to have documents translated in the preferred languages.
so our parents are able to read and understand the information being sent home. In addition, we make an attempt to provide interpretation services for parents who need assistance communicating with school staff. We have designated interpreters who are fluent in Spanish, Bengali, Arabic, Cantonese, and Chinese.

We want all our parents to be provided with a meaningful opportunity to participate in our school community and have access to programs and services critical to their child’s education.

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</td>
<td>370</td>
<td>73.27</td>
<td>364</td>
<td>72.08</td>
</tr>
<tr>
<td>Spanish</td>
<td>68</td>
<td>13.47</td>
<td>69</td>
<td>13.66</td>
</tr>
<tr>
<td>Bengali</td>
<td>50</td>
<td>9.9</td>
<td>55</td>
<td>10.89</td>
</tr>
<tr>
<td>Arabic</td>
<td>14</td>
<td>2.77</td>
<td>14</td>
<td>2.77</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>0.59</td>
<td>2</td>
<td>0.40</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.20</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>School Calendar</td>
<td>Monthly</td>
<td>Calendar is created two weeks prior to distribution, which allows appropriate amount of time designated staff to translate via email.</td>
</tr>
<tr>
<td>School Community News</td>
<td>Monthly</td>
<td>Letters and/or flyers are created up to one month prior to release date allowing time for designated personnel to translate via email.</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<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>Sneak Peek</td>
<td>September 30, 2018</td>
<td>P.S. 112Q is well equipped to provide interpretation services during a face-to-face meeting with parents. We have staff members and an array of parents that are proficient in the preferred languages.</td>
</tr>
<tr>
<td>Kindergarten Open-House</td>
<td>January 2019</td>
<td></td>
</tr>
<tr>
<td>ELL Orientation</td>
<td>May 2019</td>
<td></td>
</tr>
<tr>
<td>Parent/Teacher conferences</td>
<td>September 17, 2018</td>
<td>Parents are notified by letter in their preferred language. Teachers, administration, and parents work together to set-up translators on each floor in the preferred languages.</td>
</tr>
<tr>
<td></td>
<td>November 14-15, 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 13-14, 2019</td>
<td></td>
</tr>
<tr>
<td>Parent Engagement Tuesdays at 2:45 - 3:15</td>
<td>Weekly</td>
<td>Teachers set-up meetings with parents by letter, email, or phone call. Communication is conducted in the preferred language with the help of other staff members as needed.</td>
</tr>
<tr>
<td>Curriculum Celebrations</td>
<td>Monthly</td>
<td>Letters and/or flyers are created on month in advance, allowing sufficient amount of time for translation via email.</td>
</tr>
</tbody>
</table>

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

The Principal, the Assistant Principals, Parent Coordinator, and School Safety Team members, will have immediate access to all pertinent information in order to communicate with parents or guardians during an emergency via Black Board Connect, mobile phone, and/or email.

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.

The Principal and Assistant Principal ensure that Staff members are aware of the goal of Chancellor’s Regulation A-663 and the available resources to meet compliance during professional development meetings on Monday afternoons and on the designated Chancellor’s Regulation Days.

**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 compliance with Section VII of Chancellor’s Regulations A-663, P.S. 112Q will

* Provide each parent whose primary language is a language other than English with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. They will receive this information in their home language where available.

* Post a sign indicating the availability of interpretation services in each of the covered languages in a conspicuous location near the main entrance.

* Include in the school's safety plan procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

* Ensure that if there are parents of more than 10% of children who speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

* Inform parents of the Department’s website that provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services

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

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

Ensuring the quality of our language services is critical to communicating effectively with our parents. Therefore, all teachers, staff members, and parent volunteers work in collaboration to rollout the evaluation mechanisms to ensure the successful implementation of the language access initiatives made possible by the Translation & Interpretation Unit. The following surveys are used to gather feedback from parents ...

- Principal Satisfaction Survey – Survey distributed to all school principals to assess the central supports provided to schools, including the provision of language services by the T & I Unit and external language service providers.
• T & I Customer Satisfaction Survey – Survey distributed to all T & I customers to assess provision of language services by the T & I Unit.

• School Survey for Parents – Survey made available to all school-aged parents to assess their child’s school, including whether or not the school is communicating with the parent in their native language.

• Monitoring of Multilingual Welcome Poster – Constant monitoring of parents’ usage of the multilingual welcome poster visibly posted at the entrance of the facility to gain access of information.

In addition, the Parent Coordinator maintains records of all service requests received for written translation services, on-site interpretation services, and over-the-phone interpretation services from all parents.