2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 09X110
School Name: P.S. 110 THEODORE SCHOENFELD
Principal: DAISY PEREZ
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

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- 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

Theodore Schoenfeld School - PS 110

School Name: THEODORE SCHOFIELD SCHOOL

School Number (DBN): 09X110

BEDS Code: 320900010110

Grades Served: Pre K, K, 1, 2, 3, 4, and 5

School Address: 580 Crotona Park South, Bronx, NY 10456

Phone Number: 718-861-0759

Fax: 718-861-2750

School Contact Person: Daisy Perez

Email Address: dperez@schools.nyc.gov

Principal: Daisy Perez

UFT Chapter Leader: Deborah Plunkett

Parents’ Association President: Maria Caro

SLT Chairperson: Deborah Plunkett

Title I Parent Representative (or Parent Advisory Council Chairperson): TayshaTuesca

Student Representative(s): Elizabeth Ward

CBO Representative:

District Information

Geographical District: 09

Superintendent: Leticia Rodriguez-Rosario

Superintendent’s Office Address: 1245 Washington Ave, Bronx, NY 10456

Superintendent’s Email Address: leticia.rodriguez-rosario@schools.nyc.gov

Phone Number: 718-579-7140

Fax: 718-410-7017

Field Support Center (FSC)
FSC: Bronx

Executive Director: Jose Ruiz

Executive Director’s Office Address: One Fordham Plaza, Bronx, NY 10458

Executive Director’s Email Address: JRUIZ2@schools.nyc.gov

Phone Number: 718-828-7776

Fax: 718-828-6395
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>Daisy Perez</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Deborah Plunkett</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Maria Caro</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Lilliam Jimenez</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>TayshaTuesca</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<td></td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>David Mackler</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Alanna Ryan</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Tameka Adams</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Norma Jackson</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Martinez</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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</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**

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>At our school, we strive to provide a rigorous curriculum and instruction that engages students in cognitively challenging learning activities in order to develop the conceptual understanding of complex materials and opportunities for all learners to prepare for college and career.</td>
</tr>
</tbody>
</table>

We will continue striving to accomplish our school- wide mission:
Our school community is committed to providing our students with a rigorous educational program responsive to the needs of individual students in order to ensure career and college readiness.

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.

Context:

PS 110 is a PreK-5 school located in the South Bronx with a population of 445 students. The school population includes 17.75% English language learners and 22.5% students with disabilities. Ninety five percent of the students qualify for free lunch and 1% of the student population is in Student Temporary Housing.

Teachers work in collaboration with one another to improve instruction and pedagogy to meet the needs of our diverse students. Intervention plans are in place to ensure that all students, including students with special needs and English language learners are provided with quality instruction. English language learners (ELLs) are serviced mostly following the push-in model. Teachers work cooperatively to help the students succeed. This model supports the successful integration of ELLs into the general education class and strengthens alignment between ENL and general course work. Lessons are differentiated by providing multiple opportunities to acquire content subject matter, to process ideas, and to accommodate students’ individual needs.

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

The school population includes 12.6% English language learners and 28% students with disabilities. Ninety-one percent of the students qualify for free lunch and 18% of the student population is in Student Temporary Housing.

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.

Accomplishments:

- Our school survey results indicate the following that 90% of teachers and parents are satisfied with our instructional core. Eighty-three percent of the parents and teachers are satisfied with the systems for improvement, and 85% of teachers and parents are satisfied with our school culture. In addition, 96% of the teachers agree that the principal communicates a clear vision for the school. One hundred percent of the teachers agree that the school has clear measures of progress for student achievement throughout the year.

- Our School Quality Review results indicate a well-developed rating in the area of engaging rigorous and coherent curricula, in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. It also indicated a well-developed rating in the area of aligning curricula, using on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust decisions at the team and classroom levels.

- A comprehensive professional development plan and clear specific feedback further developed our teacher’s effectiveness. Collaborative work on looking at student work supported the academic achievement of all students.

Challenges:
● We will continue striving for a school of academic excellence in a school community that has many challenges including our families living in temporary housing, students with emotional problems, students with disabilities, and immigrant students learning a second language.

● More emphasis will be placed on developing teaching practices in order to ensure that all students are immersed in productive struggles with tasks that maximize their opportunities to demonstrate higher order thinking in their work.
### School Demographics and Accountability Snapshot for 09X110

#### School Configuration (2018-19)

| Grade Configuration | PK, K, 01, 02, 03, 04, 05 | Total Enrollment (2017-18) | 458 | SIG Recipient (Y/N) | No |

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

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

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

| # Special Classes (ELA) | 43 | # SETSS (ELA) | 27 | # Integrated Collaborative Teaching (ELA) | 1 |
| # Special Classes (Math) | 41 | # SETSS (Math) | 12 | # Integrated Collaborative Teaching (Math) | 1 |

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

| # Visual Arts | # Music | # Drama | # CTE |

#### School Configuration (2017-18)

| % Title I Population | 97.0% | % Attendance Rate | 91.9% |
| % Free Lunch | 95.2% | % Reduced Lunch | 1.7% |
| % Limited English Proficient | 15.7% | % Students with Disabilities | 23.1% |

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

| % American Indian or Alaska Native | 0.0% | % Black or African American | 38.4% |
| % Hispanic or Latino | 54.1% | % Asian or Native Hawaiian/Pacific Islander | 0.2% |
| % White | 7.0% | % Multi-Racial | 0.2% |

#### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 12.17 | # of Assistant Principals (2016-17) | 4 |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 0% |
| % Teaching with Fewer Than 3 Years of Experience | 13% | Average Teacher Absences (2014-15) | 6.9 |

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

| ELA Performance at levels 3 & 4 | 29.3% | Mathematics Performance at levels 3 & 4 | 27.1% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 91% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

#### Student Performance for High Schools (2017-17)

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

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

| Reward | N/A | 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 | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

| Met Adequate Yearly Progress (AYP) in Science (2016-17) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

#### High School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

| Met Adequate Yearly Progress (AYP) in Graduation (2016-17) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |
### 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.

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tbody>
<tr>
<td>29%</td>
<td>9%</td>
<td>24%</td>
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</table>

There was an increase of 8% of students obtaining levels 3 and 4 on the NYS ELA State Test in grades 3, 4, and 5.

Grad 3 - 29%
Grad 4 - 9%
Grad 5 - 24%

There was a decrease of 1% of students obtaining levels 3 and 4 on the NYS Math State Test in grades 3, 4, and 5.

Grad 3 - 20%
Grad 4 - 25%
Grad 5 - 20%

There was 1 student with disability obtaining a level 3 or 4 on the NYS ELA State Test. There were 2 students with obtaining levels 3 and 4 on the NYS Math State Test.

Ninety-three percent of our students obtain levels 3 and 4 on the NYS Science Grade 4 Exam.

### Part 2 – Annual Goal

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

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<tr>
<td>By the end of June 2019, students in grade 3, 4, and 5 will engage in cognitively challenging literacy and Math activities in order to increase ELA and Math proficiency levels by 3% as measured by the NYS ELA and Math state assessments.</td>
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</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</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). | All Teachers  Students | September 2018-June 2019 | Administration Staff Coaches |

**ELA and Math Curriculum**

The reading Units of Study will be implemented in grades Kinder thru Grade 5 during the reading period of the two hour literacy block per day. The Core Knowledge Curriculum will be used as a resource to plan the units of study in graded Kinder thru 2. The Expeditionary Learning Curriculum will be used as a resource to plan the units of study in grades 3 thru 5. The reading units of study will be fully aligned with the Common Core Learning Standards and the instructional shifts including building knowledge through content-rich non-fiction and informational text; reading and writing grounded in evidence from text; regular practice with complex text and its academic vocabulary.

* The engageny-Math will be implemented in grades K thru 5. This program includes problem-based situations in order to build on more abstract problems. The engageny-Math incorporates the Common Core Learning
Standards with an emphasis on the Math Instructional Shifts, the mathematical practices, and The 5 Practices for Orchestrating Mathematical Discussion.

* In reading, a balanced literacy approach including read aloud, shared, guided, and independent reading will be used during the literacy block. Research-based teaching practices and suitable protocols will be used promoting cognitive thinking and classroom discussions.

* Guided reading and skills groups will be conducted during the literacy block and during the content area periods.

* Individual conferences will be conducted during the Reading period on designated days.

* High order thinking skills will be incorporated into the units of study using Hess’ Cognitive Rigor Matrix & All Teachers Students September 2018-June 2019 Administration Staff Coaches

Curricular Examples, and applying Webb’s Depth of Knowledge Levels to Bloom’s Cognitive Process.

<table>
<thead>
<tr>
<th>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).</th>
<th>All Teachers Students</th>
<th>September 2018-June 2019</th>
<th>Administration Staff Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Knowledge of pedagogical strategies appropriate for students with disabilities and for English Language Learners will ensure equal access to the curriculum for all learners.</td>
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<tr>
<td>* Teaching practices will be aligned to the Instructional</td>
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</table>
Shifts in ELA and Math.

* Teaching strategies such as questioning and scaffolds provide multiple entry points so that all learners including students with disabilities and English language learners have access to challenging tasks.

* Classroom discussions will provide students with opportunities to think critically and make their thinking visible.

* Use of effective questioning skills such as asking specific, guiding, and open-ended questions will be used in order to support critical thinking skills.

* Differentiation of the quantity of work while maintaining the same curricular outcomes will be used in lesson planning.

* Especially Designed Instruction responsive to student’s individual needs will be used in planning instruction for students with disabilities.

Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

- Parents will be involved in decision-making during School Leadership Team meetings.

- Goals, instructional focus, and grade level curriculum maps will be shared with all parents at the beginning of
the school year.

* Parent workshops will be conducted by lead teachers and materials will be provided to support student achievement.

* Parents will be provided with the information and training needed to understand the rigorous curriculum and instruction expected in all classrooms.

* Parents will be invited to participate in classroom observation.

* Progress reports will be sent home three times a year informing parents of the reading level and progress of each student.

  o Grade level teams will design a monthly newsletter informing parents of the units of study and concepts that they will be learning in each subject area.
  o Teachers will meet with parents four times a year in formal meetings to discuss curriculum and expectations for the year, share report cards and student progress, and provide information on preparing students for the next level.

### 3b – Parent and Family Engagement

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

- Parents will be invited to Parent Curriculum Night and open school events.
- Teachers will share student goals and curriculum with parents.
- Parents will receive monthly calendars and grade level newsletter to keep them informed about school activities, workshops, and instructional events.
- Parents will be provided with opportunities to visit classrooms and observe lessons aligned with Common Core Standards.
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.

- Our school-wide program supports weekly teacher meetings to support grade level planning and curriculum cohesiveness.
- Funds are allocated to purchase instructional materials to supplement our ELA and Math curriculum.
- Educational consultants collaborate with teachers in designing and refining ELA and Math curriculum.
- Teacher per session funds is allocated to support curriculum writing, intervention programs, and a data specialist.
- Our Monday professional development time is strategically designed to support teachers in planning curriculum based on student achievement data, and differentiate professional development based on teachers’ professional needs.
- Response to Intervention teachers support the reduction of student-teacher ratio for reading, writing, and math.

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

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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title II, Part A</th>
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<th>Title III, Immigrant</th>
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<td>X</td>
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<td>In Kind</td>
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<td>Other</td>
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</table>

Part 5 – Progress Monitoring

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

Simulation ELA/Math State tests will be administered in December and February in order to determine progress towards meeting grade level benchmarks. Reading, Math, and Writing mid-lines will be administered in February. Reading progress will be measured through the administration of Reading Running Records every 8 weeks. The Fountas and Pinnell evaluation benchmarks will be used to monitor student growth. Reading end of module tests will be used at the end of each module to assess the mastery of the Common Core Learning Standards for each particular module. EngageNY-Math mid/end of module assessments will be used to monitor the mastery of the Common Core Learning Standards.

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

Simulation ELA/Math State tests, Math, and Writing midlines will be administered in February in order to determine progress towards meeting grade level benchmarks.
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?

PS110x provides our students with a nurturing and challenging learning environment where high expectations are communicated to all students, including students with special needs and English Language Learners. Students feel safe and supported by all our school staff. At PS 110, we believe in the importance of the school environment as the context for learning. This goal was established while keeping in mind the following:

- Measures of Teacher Practice, summative conferences, and teacher self-reflections
- School Quality Review report -2016-17
- Parent surveys, parent feedback, Parents Association feedback, meeting minutes, School Leadership Team reflections

Our Strengths:

- Maintaining a positive and supportive school culture where students achieve academically and build positive relationships with each other and with all the adults in our learning community
- Supporting students’ development of social emotional skills.
- Incorporating the 3Rs: Respect, Responsibility and Self-Regulation into our daily routines
- Providing guidance and intervention to students at-risk
- Creating a safe and positive learning environment where students’ contributions are valued and respected
- Providing guidance and intervention to students at-risk through small group instruction and response to intervention strategies
- Rewarding students following our core values of Respect, Responsibility, and Self-Regulation
- A strong school-wide team implementing our Positive Behavior Intervention Support (PBIS) Program.

Part 2 – Annual Goal

2018-19 CEP
<table>
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<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—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.</th>
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<tr>
<td>By the end of June 2019, all teachers will receive professional development in effective instructional practices to support English Language Learners and Students with Disabilities, as measured by 80% of teachers obtaining an effective rating in engaging students in learning on the Teacher Effectiveness Framework for Teaching.</td>
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</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>
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<tr>
<th>Professional development, and/or systems and structures needed to impact change.</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tr>
<td>Establishing a culture for learning that communicates high expectations to staff, students, and families and provide support to achieve those expectations</td>
<td>Parents and students</td>
<td>Sept. 2018-June 2019</td>
<td>Administrative Staff, Classroom teachers, Attendance Committee (formed by: Guidance Counselors, school and administrative staff)</td>
</tr>
</tbody>
</table>

- Analysis of state and city expectations linked to the targeted components of the Teacher Effectiveness Framework.
- Collaborative planning and preparation in peer support for academic work to ensure academic rigor and active student engagement.
- Professional development sessions promoting academic rigor and student engagement through meaningful discussions that promote critical thinking and problem solving.
- Formal/informal observations post conferences focusing on focusing on the Teacher Effectiveness Framework components 1e, 3b, and 3c.

- Collaborative planning and preparation in peer support for academic work
- Professional development sessions promoting autonomy within students
- Inquiry- based teacher team sessions
- Formal/informal observations post conferences focusing on focusing on the Teacher Effectiveness Framework components 1e, 2b, and 3c.
- Use of tools such as differentiated instruction and individual conferences binders to record intervention, administrative and instructional memorandum, data collection sheets, and templates for analyzing student work.
- Coaching sessions facilitated by literacy/math coaches, English as a New Language Teacher, IEP Teacher and Special Education Liaison.
- Classroom Teachers will implement Specially Designed Instruction as indicated in students’ IEP in order to support student learning and equal access to the curriculum.

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<tr>
<th>Students and teachers</th>
<th>Sept. 2018-June 2019</th>
<th>Staff, Students, and Families</th>
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</table>

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students.

- Teachers will establish and maintain a safe and orderly environment following school-wide core values.
- The teacher makes the standards of high-quality work clear to all students.
- Teachers will maintain high instructional expectations as measured by conference notes, review of unit plans, and analysis of student work.
- Teachers will modify units of study in order to make the curriculum accessible to all our English Language Learners and Students with disabilities.
- Teachers will implement Specially Designed Instruction as indicated in students’ IEP in order to support management and student learning while making the curriculum accessible to SWD.
- Response to Intervention teachers will support subgroups: SWDs, ELLs, at risk and struggling students in a small group pull out model during the literacy and math periods in grades 3, 4, and 5.
- Classroom Teachers and IEP Teacher will provide academic intervention to struggling students in small groups in grades 1 and 2.
• Students’ performance will be monitored through the use of data spreadsheets and folder system in all core curriculum components.

• In order to decrease the number of incidents among students and enhance peer interactions, we will continue with Positive Behavior Interventions and Supports (PBIS). This framework will be used to support a positive culture as well as the social-emotional behavior of all our students by creating a culture that will encourage positive behavior and interactions, while discouraging problem behaviors. In addition to PBIS, Cloud 9 World, a social emotional learning program, will be introduced to further support student positive behavior by enabling students to experience and embrace positive character strengths.

• Teachers and school staff will support the implementation of the PBIS framework and Cloud9World through planning and instruction.

• Students’ learning and class engagement will increase as students follow classroom structures and routines.

• The number of incidents among students will decrease as evidence by the OORS Management System and/or school incident referrals.

• A Professional development series on the social-emotional skills will be provided to all teachers throughout the year as Cloud9World social emotional program is implemented.

• Teachers will conduct lessons on Respect for All during the second week of school to establish a clear code of conduct.

• Positive Behavior Interventions Support lessons will be conducted every Friday during the content area period.

• Cloud 9 World Social Emotional Learning program will be used to further promote our school core values: Respect, Responsibility and Self-Regulation.

• PBIS team members will adopt a “student buddy” and will monitor the students’ academically and behavior progress.

• PBIS Team members and teachers maintain records of students’ rewards for positive behavior

• “Happy Fridays” and student clubs will be used as incentives to promote the PBIS core values.

• A PBIS store will continue to provide incentives to promote the three Rs for students in grades K and 1st.

Parents, students and teachers
Sept. 2018-June 2019
Administrative Staff, Classroom teachers, Attendance Committee (formed by: Guidance Counselors, school and administrative staff)
- PBIS Fridays Clubs will be used as incentives to promote the PBIS core values for students in grades 2-5.

| Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | Parents, students and teachers | Sept. 2018-June 2019 | Parents
Teachers
Administrative staff |
|---|---|---|---|

The school provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner.

- Parents will be invited to Parent Curriculum Night and open school events.
- Parents will be provided with written and verbal progress reports periodically to keep them informed of their children’s progress.
- Teachers will share student goals and curriculum with parents.
- Parents will receive monthly calendars and grade level newsletter to keep them informed about school activities, workshops, and instructional events.
- Parents will be provided with opportunities to visit classrooms and observe lessons aligned with Common Core Standards.
- Parents will be invited to Principal’s Honors Award Ceremony where students’ academic achievement is celebrated.
- Parents will also receive Cloud9World home-connection and resources that will allow parents build literacy skills at home.
- Students will take their Cloud9World book home to share with their families as a means of promoting parent – student conversations about character.
3b – Parent and Family Engagement

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

- Parent surveys will be used to learn more about individual students.
- Teachers will collaboratively design monthly grade level newsletters.
- Grade level teachers will offer parent workshops, once a month, to introduce the monthly curriculum and provide them with instructional materials.
- Teachers will schedule informal and formal meetings with parents on Tuesdays Parent Involvement to further discuss academic progress and how to best support their children.

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.

- PBIS core team members will meet on a monthly basis to evaluate the impact of the program.
- PBIS core team will provide “Respect for All” curriculum for all classroom teachers.
- ENL teachers will participate in city-wide professional development sessions in order to support the professional development of all teachers and the design of lesson plans targeted to English language learners.
- IEP Teacher and Special Education Liaison will participate in special education district meetings in order to support the professional development of teachers in effective teaching practices for students with disabilities.
- Student progress will be closely monitored in teacher meeting in order to determine professional development and student intervention.
- Advance tools will be used to further support teachers of students with disabilities and English language learners.
- Learning walks will be conducted by administrative staff and lead teachers to assess the implementation of effective strategies.

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

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</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.

- Formal and informal observation reports using the Teachers Effectiveness Framework Rubric
- Initial Teacher Conference, Mid-Year Conference, and Summative Teacher Conference
- Mid-year benchmark results for English language learners and students with special needs
Performance task assessments and student samples in portfolios.

F&P Reading Running Records data reports

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |
| Simulation tests will be administered in February in order to determine progress towards meeting grade level benchmarks. |

| 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.

**Strengths**

- Grade level team teachers collaboratively planning aligned with the common Core Standards.
- Looking at student work is a practice that supports in getting to know students' needs and plan accordingly.
- Lead teachers facilitate collaborative planning.
- Teacher led professional development sharing effective teaching practices.

**Needs**

Our latest MOTP indicate that the following areas are in need of improvement:

- Engaging students in rigorous academic activities
- Differentiated instruction for diverse students
- Engaging students in meaningful discussions to promote higher order thinking skills
- Using data to drive 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 the end of June 2019, all teachers will participate in professional collaborations on teacher teams using an inquiry-based approach in order to provide equal access to the curriculum and improved student learning, as measured by an 80% effective rating in using assessment in instruction on the Teacher Effectiveness Framework for Teaching.
### 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).

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<table>
<thead>
<tr>
<th>Research, professional development, and/or systems and structures needed to impact change.</th>
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<tbody>
<tr>
<td>- Professional development is informed by need assessment and ongoing data analysis to improve teacher practice across classrooms.</td>
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<tr>
<td>- Literacy/Math consultant will provide guidance and support to all teachers through teacher workshops, curriculum planning, model lessons, and co-teaching.</td>
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<tr>
<td>- City and District-wide professional development supports capacity building and sustainability throughout the school.</td>
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<td>- Two coaches (literacy and mathematics) provide in school support to teachers through differentiated professional development and cycles of learning.</td>
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<td>- One ULI Coach provides support to teachers in grades K-2 through, planning, co-teaching, model lessons, and differentiated professional development sessions.</td>
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<td>- Administrative staff models professional development sessions in order to build capacity and support distributive leadership.</td>
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<td>- The school-wide schedule is designed to support collaborative planning and teacher team meetings.</td>
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<td>- A professional development team designs a yearly professional development plan based on teacher professional needs.</td>
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<td>- IEP Teacher and Special Education Liaison will support teachers with the development of Quality IEP by using IEP Review Tool.</td>
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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Administrative Staff Coaches Teachers</td>
</tr>
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</table>
IEP Teacher and Special Education Liaison will continue to provide professional development of Specially Designed Instruction.

- Distributive leadership and teacher capacity will be promoted through teacher-led teacher teams
- Deepen professional learning through a Teacher Round approach
- Data wise protocols will be used to deepen teacher's ability to engage in teacher inquiry work.

Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.

- Teachers will use tools such as curriculum and professional development binders, instructional memorandum, data collection sheets, and templates for analyzing student work.
- Teachers will engage in data wise protocols in teacher team meetings to enhance their teaching practices and address students’ need through differentiated instruction.
- State and city expectations linked to the targeted components of the Teacher Effectiveness Framework will be used to inform collaboration and teacher feedback.
- Collaborative planning will be used as a model to promote a rigorous curriculum and maintain peer support for academic work.
- Teachers will focus on improving their instruction in order to engage all students in meaningful discussions and challenging academic tasks.
- Professional development led by teachers in sharing best practices to support coherence and cross-team practices.

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).
- Teachers will be accountable for maintaining high instructional expectations as measured by conference notes, review of unit plans, and analysis of student work.

- The teacher will make the standards of high-quality work clear to students.

- Teachers will establish and maintain a safe and academically rigorous learning environment for all students.

- Teachers will refer to IEPs of students with special needs to accommodate students’ learning styles and students’ management needs by implementing specially designed instruction as per IEPs.

- Teachers will modify units of study in order to make the curriculum accessible to all our English as a New Language and Students with disabilities.

- Students’ performance will be monitored through the use of data spreadsheets, student folder system, and benchmark results.

- Teachers will meet during professional development sessions and will collectively review students’ Individualized Educational Plan using the IEP Review Tool.

Teachers will participate in professional development sessions to ensure the implementation of Specially Designed Instruction.

**Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).**

- Teachers will review the Present Level of Performance section of their students’ IEPs and will adjust their unit of study in order to support their students’ learning.

- Teachers will refer to IEPs of students with special needs to accommodate students’ learning styles through the use of specially designed instruction and students’ management needs in grade level teacher meetings.

- In grade level teacher meetings, teachers will analyze grade and class level data and student work, and all subgroups achievement data using grade level rubrics to ensure consistency.

- Teachers will analyze student work for ELLs and SWD using Data Wise protocols.

- Teachers will adjust units of study to meet students’ needs including ELLs and SWD.

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<thead>
<tr>
<th>All Teachers</th>
<th>September 2018-June 2019</th>
<th>Administrative Staff</th>
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<tbody>
<tr>
<td>Students</td>
<td></td>
<td>Parent Coordinator</td>
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<tr>
<td>Parents</td>
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<td>Teachers</td>
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2018-19 CEP
• Specific Considerations for Teachers of Students with Disabilities and English Language Learners (Advance Tool).
• Teachers capitalize on diversity to enhance the learning experience while designing curriculum.

Strategies to promote teacher-parent collaborations to improve student achievement.

• Parent meetings will be held at different times of the day to honor parent’s schedules.
• Parent surveys will be used to learn more about individual students.
• Parents will receive academic progress reports twice a year, in between report cards.
• Teachers will collaboratively design monthly grade level newsletters.
• Grade level teachers will offer parent workshops, once a month, to introduce the monthly curriculum and provide them with instructional materials.
• Parent coordinator will collaborate with teachers in the planning of Common Core Learning Standards workshops.

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.

• Teachers will collaboratively design monthly grade level newsletters.
• Grade level teachers will offer parent workshops, once a month, to introduce the monthly curriculum and provide them with instructional materials
• Teachers will schedule informal and formal meetings with parents on Tuesdays Parent Involvement to further discuss academic progress and how to best support their children.

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.

• Monday’s professional development time will be used to strengthen teacher’s pedagogy.
• A professional development needs assessment tool was designed in June 2018 to inform our yearly professional development plan.
• A professional development team will use data from the professional development needs assessment to design the professional development plan.
• Our school-wide schedule will support teacher team meetings on grade and across all grade levels to facilitate horizontal and vertical planning.

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

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**Part 5 – Progress Monitoring**

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

- Lesson plans that include content as well as language objective
- Mid-year assessments and performance tasks
- In February, teachers will engage in a mid-year conference with school administrators to monitor the progress of professional and student learning goals.
- ELA/ mock tests benchmarks (Grade 3 thru 5)

- The Advance Observation Cycle and student achievement will be used to adjust our professional development plan.
- In June, teachers will engage in a summative end-year conference with school administrators to assess the progress of professional and student learning goals.

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

Teacher Effectiveness Framework rubric, teachers surveys, and student data

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

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

Part 1 – Needs Assessment

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

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

Administrative team promotes distributive leadership by providing the support of a literacy and a Math consultants as we build capacity throughout the school.

* Lead teachers and coaches facilitate weekly teacher meetings for planning and analyzing student data.

* Data, patterns, and trends will be used in analyzing each assessment.

* Data Wise protocols will be used in looking at student work at all grade levels providing consistency and coherence across all grade levels.

* Organizational decision are shared at the school made to support school goals.

PS 110x has a population of 445 students. The school population includes 17.75% English language learners an increase of 3% and 22.5% students with special needs.

Overall ENL progress as per Student Achievement Scoring data indicates that 31.6% of our ENL students scored at the bottom target range and 44.8% are approaching target.

The ELA student achievement report indicate that 12.7% of our ENL students scored at the bottom range and 26% are approaching target.

The Math student achievement report indicate that 7.8% of our ENL students scored at the bottom range and 22.3% are approaching target.

The ELA student achievement report indicates that 22% of our SWD scored at the bottom range and 34.9% are approaching target.
The Math student achievement report indicate that 15.4% of our SWD students scored at the bottom range and 29.5% are approaching target.

**Part 2 – Annual Goal**

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

By the end of June 2019, lead teachers will engage all pedagogues in professional inquiry teacher team meetings using protocols for looking at student work to differentiate instruction, as measured by 90% of teachers obtaining an effective rating on the Danielson Teaching Framework 3b, c, and d.
### 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, SIF, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies: Research, professional development, and/or systems and structures needed to impact change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Literacy and Math consultants will provide guidance and support to all teachers through teacher workshops, curriculum planning, model lessons, and co-teaching.</td>
</tr>
<tr>
<td>- City and District-wide professional development supports capacity building and sustainability throughout the school.</td>
</tr>
<tr>
<td>- Two coaches (literacy and mathematics) provide in school support to teachers through differentiated professional development and cycles of learning.</td>
</tr>
<tr>
<td>- Administrative staff models professional development sessions in order to build capacity and support distributive leadership.</td>
</tr>
<tr>
<td>- The school-wide schedule is designed to support collaborative planning and weekly teacher team meetings.</td>
</tr>
<tr>
<td>- A professional development team designs a comprehensive professional development plan based</td>
</tr>
</tbody>
</table>

**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?
on teacher a professional development needs assessment.

The school community uses school-wide data and the Framework for Great Schools to measure school effectiveness.

- School leaders support all teachers in the observation cycle (using the Danielson Framework for Teaching) providing teachers with specific feedback and next steps for further development.
- Inter-class and inter-school visitation support teacher peer mediation.
- Teacher Inquiry meetings and Data Wise protocols are used to evaluate student work and adjust intervention plans.
- Weekly Grade level planning sessions are scheduled to plan/adjust units of study.

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).

- Teachers review the Present Levels of Performance section of their students’ IEPs and adjust their units of study to support students’ learning.

* Two ENL teachers provide supports and scaffolding instruction to all English Language Learners.

* Two Special Education Teachers Support Service (SETSS) supports students in small groups and with scaffolding techniques.
* Related service personnel provide students with special services that will enable students to make a quick transition into the general education setting.

* Four self-contained bridge classes support students in need of a smaller learning environment.

* Response to Intervention is provided to targeted students three times a week during content area instruction.

- Supplementary programs such as After-School and Saturday Programs support targeted students in Response to Intervention activities.

- Two full time counselors will provide behavior intervention and support the social emotional well-being of targeted students.

- Response to Intervention is incorporated within the content area instruction.

- English as a New Language students are supported in pull-out/push-in and in After-School Program to support language acquisition.

- Positive Behavior Intervention Support promotes a positive learning environment and the social-emotional needs of all students. The core values of Respect, Responsibility, and Self-Regulation are implemented through the school. Positive incentives are determined based on tickets earned.

### Strategies to promote parent leadership and engagement as a key lever for school improvement.

- A parent handbook provides information to parents regarding school policies and procedures.

- There is an effective system to address parent concerns and suggestions.

- A full time parent coordinator supports parents with any concerns and facilitates meetings with school personnel.

- Monthly calendars are designed to inform parents of all monthly school functions.

- A School Leadership Team meets monthly to support the school in important decision-making.

- A Parent-Teacher Association supports the school community with additional parental involvement

| Strategies to promote parent leadership and engagement as a key lever for school improvement. | Parents | September 2018-June 2019 | School Leadership Team |
| | | | All Staff |
| | | | Parent Coordinator |
### 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.

- A parent handbook provides information to parents regarding school policies and procedures.
  - There is an effective system to address parent concerns and suggestions.
  - A full time parent coordinator supports parents with any concerns and facilitates meetings with school personnel.
  - A School Leadership Team meets monthly to support the school in important decision-making.
  - A Parent-Teacher Association supports the school community with additional parental involvement activities including fundraisers to support school activities.

Strategies to promote parent leadership and engagement as a key lever for school improvement.

- A parent handbook provides information to parents regarding school policies and procedures.

* An effective system is used to address parent concerns and suggestions. Parents September 2018-June 2019 School Leadership Team All Staff Parent Coordinator

* A full time parent coordinator supports parents with concerns and coordinates meetings with school personnel.

* Monthly calendars inform parents of all monthly school functions.

* A School Leadership Team conducts monthly meetings to support the school in important decision-making.

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<table>
<thead>
<tr>
<th>Activities including fundraisers to support school activities.</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Part 4 – Budget and Resource Alignment

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

- A school-wide schedule allows grade level teachers to meet in teacher meetings.
  - A literacy and a Math coach support teachers in curriculum, assessment, instruction, and in designing instructional materials.
  - Intervention programs are incorporated into our school-wide schedule.
  - Teacher per session funds are allocated for our after-school and Saturday Program.
  - A research-based curriculum and technology devices supports the academic rigor and the depth of knowledge to support student achievement.

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>
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<td>X</td>
<td></td>
<td></td>
<td></td>
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<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.

The administrative team will monitor the progress of the following:

- Teacher team meeting
- Data analysis reports
- Action plans
Formal and informal observation reports

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
MOTP, student achievement data, teacher and parent surveys

**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.

Data from School Survey revealed the following:

- Parental involvement was rated at 72%, teacher outreach to parents is 91%, and parent-teacher trust is 91%.
- 89% of parents (strongly agree or agree) that the school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.
- 88% of the parents feel that the school offers a wide variety of courses, extracurricular activities, and services to keep their child interested in school.
- 93% of the parents feel that they are kept informed about their child’s academic progress and 88% of them feel that the school gives their child extra help when he or she needs it.

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 the end of June 2019, at least 75% of our parents will participate in parent involvement activities, including the social-emotional strategies, as measured by attendance records and parent surveys.
## Part 3a – Action Plan

### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Information about school and parent related programs, meetings and other activities will be in different languages.</th>
<th>All Parents,</th>
<th>September 2018-June 2019</th>
<th>School Leadership Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, teachers and parent coordinator will offer workshops on various topics to provide parents the opportunity to better support their students.</td>
<td>All Parents</td>
<td>September 2018-June 2019</td>
<td>School Leadership Team and school personnel</td>
</tr>
<tr>
<td>Parent surveys will be conducted once a year to assess and plan parental involvement activities.</td>
<td>All Parents</td>
<td>September 2018-June 2019</td>
<td>School Leadership Team and school personnel</td>
</tr>
<tr>
<td>School-wide goals and curriculum will be shared with parents through grade level newsletters, curriculum nights, and workshops.</td>
<td>All Parents</td>
<td>September 2018-June 2019</td>
<td>School Leadership Team and school personnel</td>
</tr>
<tr>
<td>Parents will be trained on the ELA and Math Common Core Learning Standards in order to become familiar with ways to support their children home.</td>
<td>All Parents</td>
<td>September 2018-June 2019</td>
<td>School Leadership Team and school personnel</td>
</tr>
<tr>
<td>Parents will have the opportunity to visit classrooms and observe lessons aligned with the Common Core Standards.</td>
<td>All Parents</td>
<td>September 2018-June 2019</td>
<td>School Leadership Team and school personnel</td>
</tr>
<tr>
<td>Written and verbal progress reports will be provided in a regular basis to keep parents informed of their children’s progress.</td>
<td>All Parents</td>
<td>September 2018-June 2019</td>
<td>School Leadership Team and school personnel</td>
</tr>
<tr>
<td>Parents will receive monthly calendars and newsletters to keep them informed about school activities, workshops, and instructional events.</td>
<td>All Parents</td>
<td>September 2018-June 2019</td>
<td>School Leadership Team and school personnel</td>
</tr>
<tr>
<td>Parents will be invited to end of unit celebrations and displays of student projects.</td>
<td>All Parents</td>
<td>September 2018-June 2019</td>
<td>School Leadership Team and school personnel</td>
</tr>
<tr>
<td>School documents will be translated and language interpretation will be provided during meetings and events as needed.</td>
<td>All Parents</td>
<td>September 2018-June 2019</td>
<td>School Leadership Team and school personnel</td>
</tr>
</tbody>
</table>
- Parent Handbook including city/school policies and procedures will be provided to all parents in September.

Parent Teacher Association members will provide parents with support and information during their monthly meetings.

| All Parents | September 2018-June 2019 | School Leadership Team |

### 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.

- Parent surveys will be conducted once a year to assess and plan parental involvement activities.
- School-wide goals and curriculum will be shared with parents through grade level newsletters, curriculum nights, and workshops.
- School documents will be translated and language interpretation will be provided during meetings and events as needed.
- Parent Handbook including city/school policies and procedures will be provided to all parents in September.

### 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.

- Schedule of parent involvement activities
- Monthly parent calendar and newsletters
- Full time parent coordinator
- Parent –Teacher Association volunteers
- Community Based Organizations to support parental involvement (Claremont Neighborhood Center, PHIPPS, Lincoln Center, Safe Horizon for Domestic Violence Program)
- Funding for translations
- Funding for instructional materials
- Funding for English as a New Language

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>X</td>
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<tr>
<td>Part 5 – Progress Monitoring</td>
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<tr>
<td><strong>Part 5a.</strong> 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>
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<tr>
<td>- Percentage of parents who submitted school survey 2017-2018</td>
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<tr>
<td>- Parent attendance in different activities and/or events</td>
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<tr>
<td>- Monitoring of homework and reading logs</td>
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<tr>
<td>- Parent participation in Parent/Teacher Conferences</td>
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<tr>
<td>- School Leadership Team</td>
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<tr>
<td>- Monthly parent logs</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Logs</td>
<td></td>
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</tbody>
</table>

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students are assessed with Reading Running Records every 8 weeks. Students who are not meeting interim benchmarks are invited to attend intervention services. State exam scores for students in grades 4 and 5 are used. Assessment teams in each grade meet to identify students in the lowest third.</td>
<td>Programs directly support classroom instruction with skills identified through teacher observation and looking at student work. I-ready computer adaptive intervention program.</td>
<td>$Small Group$, $one-to-one$ After School Tutoring</td>
<td>During school day (either push-in or pull-out services) After School, Saturday During the school day once a week</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students who are not meeting interim benchmarks and/or are scoring low in MathModule tests are invited to attend after school. State exam scores for students in grades 4 and 5 are used. Assessment teams in each grade meet to identify students in the lowest third.</td>
<td>Extra support is given using manipulatives, tiered activities, mathematics games, hands on activities, and problem solving strategies. I-ready computer adaptive intervention program.</td>
<td>$Small Group$, $After School Tutoring$</td>
<td>During school day (either push-in or pull-out services) After School, Saturday During the school day once a week</td>
</tr>
<tr>
<td>Science</td>
<td>Students will be provided with Science interventions based using ELA assessment data.</td>
<td>Guided reading and writing Book clubs</td>
<td>Small Group, After School Tutoring</td>
<td>After School, Saturday</td>
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<tr>
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</tr>
<tr>
<td>Social Studies</td>
<td>Students will be provided Social Studies interventions based on ELA assessment data.</td>
<td>Guided reading and writing Book clubs</td>
<td>Small Group, After School Tutoring</td>
<td>After School, Saturday</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students requiring at-risk services will be reviewed by Pupil Personnel Team based on teacher referral, administrators and/or families.</td>
<td>One-on-one or group counseling. All students are eligible for counseling services based upon needs. Long term and crisis intervention services will be provided. Teachers, parents, Pupil Personnel Committee, and supervisors make recommendations for counseling services and outside agency referrals. All attempts to facilitate the success of all students are made in a general education setting. Early intervention is crucial to further student achievement both academically and socially. At teacher team meetings, students requiring intervention are discussed and suggestions are made for remediation. Additional interventions and services are planned as needed.</td>
<td>Small Group and One on One</td>
<td>During school day</td>
</tr>
</tbody>
</table>
Direction:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Basic Emergency Supplies

STH are provided with all emergency supplies in the school as follows:

Emergency Supplies:
- All school supplies including bookbags, pencils, notebooks, pencil cases, etc.
- Books
- Eye glasses
- Uniforms, T-shirts, and sweaters

Educational Services:
- Counseling services as needed
- In School Response to Intervention Program in ELA and Math (small group instruction three times a week)
- After-school Tutoring Program in ELA and Math (Wed. and Thurs.)

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: Title I Program Information

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

Part 1: Title I Status

| 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.

All pedagogues will be certified:

- All new teachers hired will be certified.
- Attendance at Job Fairs will ensure the hiring of highly qualified teachers

All new teachers will receive mentoring services.

Individual teachers’ strengths and weaknesses will be identified (Initial Teacher Conferences, formal, and informal observations) using the Danielson’s Teacher Effectiveness Rubric.

- Teachers in need of support will receive professional development on an individualized or cohort basis.
- Teachers demonstrating strong pedagogy will be:
  - invited to become a Lab site for the grade
  - encouraged to participate in collegial sharing opportunities
- The literacy and mathematics coaches will provide a well-structured, intensified professional development program to ensure proper implementation of the Instructional Shifts with the purpose of fully aligning instruction with the Core Curriculum Learning Standards.
- Supervisors will use the Danielson’s Framework for Teaching as the foundation for professional conversations with teachers as they seek to enhance their skills in the complex task of teaching. They will

  support teachers and teacher teams in planning lessons and units, as well as looking at student work for evidence of learning and/or needs.
● Administrative staff will continually provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to the Teacher Effectiveness Framework Rubric, the Common Core Learning Standards, and other content standards.

● All pedagogues, both new and experienced, will receive professional development as needed on an on-going basis.

● Mentors will continue to support new teachers in all components of the Danielson Teacher Framework.

● All newly assigned teachers will be paired with an experienced colleague on their grade.

● Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on effective pedagogy.

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).

● Implementation of the Danielson Teacher Effectiveness Framework will allow administrative staff and teachers to evaluate effectiveness in pedagogy and provide support as needed.

● A comprehensive mentoring program will support all new teachers in ensuring that they are meeting professional teaching standards. Mentoring logs will document new teachers’ progress in the professional teaching standards continuum.

● On-going informal and formal observations throughout the course of the year will provide us with information to assess pedagogues’ strengths and weaknesses in order to build capacity and plan school-wide and differentiated professional development, as well as individual coaching cycles.

● A Math Consultant from Generation Ready will support all teachers in enhancing pedagogy in order to build students’ conceptual understanding of Mathematics.

● Model lessons in effective teaching practices will be offered throughout the year in order to build capacity and promote collaborative learning.

● Data from Inquiry Team research will be used to strengthen teaching and learning practices.

● The sharing of research-based best teaching practices will be promoted during Mondays’ professional development.

● Lunch and Learn sessions will be offered to all teachers in effective practices of teaching and learning as per informal and formal observations.

● Scheduling grade level common planning time will allow teachers to meet by grade levels to analyze grade level data, and align curriculum and instruction to this data and to the Common Core Learning Standards.

● Individual coaching cycles will be informed by the Danielson Teacher Effectiveness Framework offered to all new and experienced teachers in need of additional support.
- Administrative staff will coordinate training sessions and will provide continuous actionable feedback to all teachers to promote professional growth.

- Training sessions during Monday’s professional development sessions will provide teachers with the opportunity to evaluate school goals, understand the School’s Progress Report and the School’s Quality Review.

- Professional development in the area of text complexity and in teaching reading comprehension will be provided throughout the year.

- Inter-class visitations will be scheduled to support teacher effectiveness.

- The New Teacher Learning Center will provide administrative staff and coaches professional learning opportunities in the use of Danielson’s Framework for Teaching and in the observation cycle.

- Network and city-wide training sessions will promote the professional development of our administrative staff.

- Our Specialty program schedule will promote literacy through the arts, technology, and good health habits.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- Orientation session will be provided to Pre-K parents in order to assist students with the transition into Kindergarten.

- Parents will accompany the students to our receiving area during the first two half-days to ensure that students feel safe and welcomed into the Kindergarten program.
- Parents will be provided with information regarding school policies and procedures in order to assist them with the transition into the elementary school setting.
- Teachers will conduct individual conferences with parent and will share instructional and non-instructional information.
- Parent will be invited to attend our Open School Night where teachers will share curriculum expectations for all new Kindergarten students and parents.
- Parent Coordinator will assist new Kindergarten parents with information as requested.
- Pre-K and Kindergarten teachers will participate during weekly professional development sessions and will meet during common planning periods to plan collaboratively.
- Teachers will use Pre-K Explore Units of Study curriculum and will make high level of expectations clear to parents and students.
- Teachers will use Building Blocks as the Mathematics curriculum and will include the use of manipulatives to build students’ conceptual understanding.
- Teachers will closely monitor students’ transition into Kindergarten and will establish rituals and routines thus providing students with a structured and inviting learning environment.
- Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events.
- Parents will have the opportunity to visit classrooms and observe lessons.
- Parents will be provided with Pre-Kindergarten curriculum maps.
- Parents will be invited to celebrations throughout the year.
- Parents will be invited to curriculum evening and open school events

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.

A committee of teachers, Chapter leader, and administration is formed to select multiple assessment measures at the beginning of the school year. Needs assessments as well as observation reports are used to plan differentiated and/or school wide professional development.

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>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$426311</td>
<td>X</td>
<td>Section 5A - 5E, Part 2</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$87,470.00</td>
<td>X</td>
<td>Section 5A - 5E, Part 2</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>X</td>
<td>Section 5A - 5E, Part 2</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$3895.00</td>
<td></td>
<td>Section 5B</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,811,751.00</td>
<td>X</td>
<td>Section 5A - 5D, Part 2</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.

2The 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 parental involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

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

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

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

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

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

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

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

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></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

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
<td>☒ After school</td>
</tr>
</tbody>
</table>

| 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: 
Additional direct instructional services for English language learners will be provided using Title III Funds for an after-school tutorial program. This program will serve to help Newcomer ELL students in grades 3 - 5 at risk of not meeting standards to make gains in their literacy and mathematics skills so that they can work on the same level as their peers. Students will benefit from additional focused instruction in a small group. Our newcomer ELLs who were enrolled in the school the prior year have demonstrated levels of achievement that were far behind or approaching the standards on math assessments. Therefore, supporting their conceptual understanding of math with additional focused small group instruction will be crucial to their success. The ELL students in grades 3, 4 and 5 at the Entering and Emerging levels to be served include those who have experienced a low rate of progress in literacy and/or math in their first year entering New York City schools, or could be at risk of this happening. The targeted group includes approximately 6 students in third grade, 4 students in fourth grade, and 6 students in fifth grade. The program will also help second grade students work toward mastering basic literacy skills, as well as assisting them in continuing to progress in mathematics using ENL teaching strategies and, where applicable, native language materials to support them. 14 second grade students will be targeted.

The program will take place on Wednesdays and Thursdays from October 24, 2018 to May 2, 2019 for a total of 33 sessions, meeting on the following dates: 11/1, 11/7, 11/8, 11/14, 11/21, 11/28, 11/29, 12/5, 12/6, 12/12, 12/13, 12/19, 12/20, 1/2, 1/3, 1/9, 1/10, 1/16, 1/17, 1/23, 1/24, 1/30, 1/31, 2/6, 2/7, 2/13, 2/14, 2/27, 2/28, 3/6, 3/7, 3/13, 3/14. Each session will be 2 hours long, meeting from 2:30 to 4:30 PM.

Instruction will be delivered in English. Students will work with Time For Kids reading materials and supplementary materials from the McGraw Hill WONDERs program. Math instruction will incorporate supplemental material from the school’s READY NYCLS math books and NY Engage, translated into the students’ native language whenever possible. These materials are used during the regular school day as well.

In addition to the After-School program, a Saturday class will be held for fourth and fifth grade students at the transitioning and expanding level, who are struggling to progress toward achieving a proficient score on the NYSESLAT exam, as well as not meeting standards by scoring level 3 or higher on ELA and Mathematics exams. The program will help them improve reading and writing in content areas, as well as practice solving word problems in mathematics. 9 fourth graders and 11 fifth graders are being targeted. The program will be held for a total of 12 Saturdays starting, 12/8 and continuing until March 23, and will meet the following dates: 12/8, 12/15, 12/22, 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/23, 3/2, 3/9

These sessions will each be 3 hours long, meeting from 8:30 - 11:30 AM. Students will use READY NYCLS reading comprehension and writing practice books, and READY NYCLS mathematics practice books.
**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:

A two-part series of after school workshops will be scheduled for Wednesday, October 17 and Thursday, February 18, led by two ENL teachers on the topic of deconstructing math word problems questions, and using visual prompts to assist students in becoming skilled at solving them. Teachers in grades 2 - 5 will be invited to attend the workshop. Both presenting and participating teachers will be paid at per session rates. The workshops will take place at the close of the school day, from 2:30 to 4:30. This will help improve instruction in mathematics problem solving, an area where many ELLs at the expanding level are struggling to succeed.

During each part of the workshop, math problems will be presented, selected based on evidence of student difficulty shown in results from standardized and in-class routine assessments. Manipulatives, visual pictures, vocabulary scaffolding charts, and demonstrations of deconstructing problems in small groups will be presented, with time for attending teachers to practice and debrief.

A second two-part workshop will be scheduled for Wednesday, May 8 and Thursday, May 9. These two sessions will concentrate on using ENL strategies to develop writing among both entering and emerging students, and transitioning and expanding level students. Teachers in grades 2 - 5 will be invited to attend the workshop. Both presenting and participating teachers will be paid at per session rates. The workshops will take place at the close of the school day, from 2:30 to 4:30. At each grade level, work samples will be studied and work will be done to identify features in the writing that indicate evidence of proficiency levels being performed at. Teachers will then engage in practice to employ new strategies that would help students achieve at higher levels.

The two presenting ENL teachers will create an agenda for each part of the workshop in collaboration with one another, which will be reviewed by the school's principal. A copy will be provided to each teacher participating in the workshops. The original agenda will then be stored in a professional development binder for the school, maintained in the school's main office. A copy will also be stored in a binder of ENL records maintained by the school's ENL teachers.

Teachers participating in the workshop will print their names and sign an attendance form for each session. This attendance form will also be stored in a professional development binder for the school located in the main office. A copy of the attendance will also be stored in an ENL records binder maintained by the school's ENL teachers.

Additional records that will be stored in a professional development binder include handouts distributed to the teachers and forms for participant feedback and reflection at the end of the workshop sessions.
Part D: Parental Engagement Activities

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

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

Begin description here:

Begin description here: An English as a second language workshop will be offered to parents on a monthly basis, from 2:30 – 4:30 on Wednesdays. This will help support the parents of newcomer ELLs who face difficulties engaging in school activities and helping their children with homework, as well as giving parents a chance to make acquaintances and build community, and become more confident communicators in both spoken and written English. The class will be held once a month on Wednesdays from 2:30 – 4:30, and will be scheduled for the following dates: 10/24, 11/28, 12/19, 1/23, 2/27, 3/27, 4/10, 5/2 for a total of 8 sessions.

Basic literacy skills will be taught as well as situational English for 1) asking directions, 2) socializing with new acquaintances, 3) shopping, 4) making inquiries at government offices, 5) job applications, 6) doctor visits. The class will be taught by a certified ENL teacher using Side By Side English as a second language textbooks and workbooks. Parents will be notified by letters distributed via the students’ homeroom teachers in the preferred language of the parents. Parents will also be called by the Parent Coordinator, with translation services acquired when needed, to be informed of the class and invited to participate. Attendance records will also be maintained using a daily sign in sheet, which will be kept in a binder containing all Parent ESL/ENL Class documentation.

Additionally two trips will be planned to bring newcomer parents, accompanied by their children enrolled in the school, to experience culturally enriching experiences and get acquainted with one another other, with the intention of fostering a sense of community. The first trip will be planned for October and the second will take place in March. The first trip will be to the Museum of the Moving Image in Astoria, Queens. The second trip will be to a show, performed at Hostos Community college. Approximately 20 parents with children in grades K – 5 will be invited to attend the trips.

---

Part E: Budget

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

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

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>110</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td>Theodore Schoenfeld School</td>
</tr>
</tbody>
</table>

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Daisy Perez</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Drita Gjongecaj</td>
</tr>
<tr>
<td>Coach</td>
<td>Jamie Caldero</td>
</tr>
<tr>
<td>Coach (Bilingual)</td>
<td>B. Biribin</td>
</tr>
<tr>
<td>ENL/Teacher</td>
<td>D. Mackler</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Casilla Jones</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Marian Smith/AIS</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Samantha Fridell, Third Grade</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Winter, Jamie</td>
</tr>
<tr>
<td>Parent</td>
<td>Maria Caro</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Miriam Chevere</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Leticia Rosario</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

#### C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</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>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes No
- Dual language program (DL) Yes No
- Freestanding ENL Yes No

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

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

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

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

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.]

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].)

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

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.
   b. TBE program. If applicable.
   c. DL program. If applicable.

Currently, we use the TCRWP and the Fontas and Pinnell leveling system to assess our students’ reading levels in English. We use the Predictive Test in the Fall and in the Spring, the city-wide periodic assessments which assess targeted reading skills. Most students who are at advanced English proficiency are reading on grade level. Knowing the students' reading level gives the teachers the opportunity to match them to the resources used for instruction and/or independent work. Planning includes activities that enhance expressive language in addition to receptive language. We use the New York City Periodic Assessments for English Language Learners to determine English learners' abilities in the four competencies - Reading, Writing, Listening, and Speaking, to determine readiness to achieve on the NYSESLAT assessment for the same school year. Students are grouped for instruction by the ENL teacher and the students’ classroom teachers to provide additional focused instruction in those areas as needed.

Students complete a writing baseline, midline, and endline to measure their ability to read and construct a coherent, literate response to a fictional passage. These are selected by the school's coaches and administrators and are aligned to standards of achievement as measured by New York State ELA exams.

87 percent of continuing ENL students in second grade scored high on the reading modality of the 2017 NYSESLAT exam. In this grade, students can be supported by the ENL teacher with strategy lessons to make inferences and so high level reading work. Among current ENL students in second grade, less than 1 percent of students scored high in the reading modality. Second grade students will be supported by the ENL teacher with small group lessons while their classes are doing literacy work, to build fundamental comprehension skills. 16 percent of current grade 3 students scored high on the reading modality, while no students in the grade scored in the low or at risk range. Grade three students will be supported by integrated ENL lessons that emphasize reading strategies to improve inferential skills and answering questions based on text evidence. 41 percent of current third grade ENL students who took the 2017 NYSESLAT exam scored high on the writing modality. These students will be met with in
small groups to push their writing skills to help them achieve at levels of 3 or 4 on the 2018 ELA exam. No current ENL students in Grade 4 scored a 3 or 4 on the 2017 ELA exam, so intervention will be carried out with the ENL teacher conducting small group lessons with students at each proficiency level to improve inference and ability to answer questions based on text evidence. 36% of the current ENL students in grade 4 scored between a level 2 and 3 on the 2017 ELA exam, and will be worked on during other times in their class literacy block to focus specifically on inference skills and vocabulary development to help push toward achieving level 3 scores on the 2017 ELA Exam. All 3 ENL students currently in Grade 5 who took last year’s ELA exam had scores approaching Level 2, so these students will be targeted to work with in a small group by the ENL teacher to focus on inference and ability to answer questions based on text-evidence to push their scores to be at a level 2 or higher.

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)?

Weekly meetings at each grade level between classroom teachers and the ENL teacher take place in which student progress is discussed and focused instruction is planned as needed. Information about student performance is also recorded on data sheets, and shared among the teachers working with the students so that they can see student performance data to inform their discussions at weekly meetings. During these meetings, teachers also look at student work samples to identify signs of improvement, qualities of strong work, and areas of need.

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.

Baselines are measured by the number of students who advance from Entering, Emerging, Transitioning, and Expanding levels as evidenced by the previous year’s NYSESLAT results, as well as student reading performance in Fontas and Pinnell reading assessments and the administration of a writing baseline. Student progress and areas of need are measured the administration of additional Fontas and Pinnell assessments, a writing midline assessment, and the New York City Periodic Assessment of English Language Learners.

Among ENL students currently in first grade, 70% scored high on the reading modality of last year’s NYSESLAT Exam, and 50% scored high on the modality of writing, so whole class Tier 1 instruction in writing will receive emphasis while small groups of students will work with an ENL teacher during independent work time to push their reading skills higher.

In second grade, among ENL students, only 1 student scored high in the modality of reading and no students scored high in the writing modality, so Tier 1 instruction planned by the students’ home room and ENL teachers will be focused on.

Among ENL students currently in grade 3, a greater number of students scored high in the writing modality than reading, so emphasis will be placed on practicing reading strategies. No students scored in the low range for the reading modality and only 1 student scored in the low range for the writing modality, so focus can remain on Tier 1 instruction, with small group work focused helping address students’ needs on particular skills.

27% of students in grade 4 that are currently ENL students scored high in the writing modality. 8% scored in the low range. No students scored in the high range of the reading modality and only 1 student scored in the low range. Tier 1 instruction to boost reading strategies will be emphasized while the student scoring in the low range will be monitored with 1 on 1 conference work by both the ENL and classroom teacher to push for improvement.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Classroom teachers group students for focused skill instruction during reading and writing lessons. At these times, the ENL teacher supports instruction by working with English learners on skills based on their performance on baseline and midline writing assessments, Fountas and Pinnel reading achievement, and the Periodic Assessment. Students are also invited to after-school and Saturday school programs held for ENL students concentrating on the areas they need improvement in. Current ENL Students in second grade are in need of intervention based reading assessments and will be targeted to receive help during after school programs to improve comprehension skills. Current ENL students in grades 4 and 5 will be invited to attend after school intervention lessons to improve reading comprehension and inference skills.

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

Results of formal and informal assessments are looked at periodically by the ENL teachers in tandem with teachers on each grade level and administrators. These assessments include the previous year’s NYSESLAT Exam, NY State ELA and Mathematics exams where applicable, baseline, midline, and end line writing assessments, and Fountas and Pinnel running records throughout the school year, however teacher observations of student behaviors and samples of student work are also considered. Student progress is measured to identify areas of need that are then addressed within the RTI Three-tiered system. The first component of this is to develop a strong Tier 1 level of instruction, which is aimed at the broadest range of students. This is developed by the collaboration of ENL teachers with classroom teachers to incorporate language objectives into lesson plans, and develop strategies to include meaningful exposure to literacy materials throughout lessons that will positively impact English language learners. One ENL teacher works with teams of teachers in grades K - 2, and another ENL teacher works with teachers in grades 3 - 5. After school professional development conducted on Mondays from 2:20 to 3:40 also give opportunities for the ENL teachers to work together with coaches and teacher teams to develop strong lessons that help ENL students develop literacy skills.

Tier 2 instruction is aimed at students falling slightly behind in the achievement of grade level standards. This is addressed with small group instruction. The areas of need among ENL students at the Entering and Emerging levels are identified by looking at performance on assessments, and then focused upon when the ENL teachers work with these students in Stand Alone instruction periods. The ENL teachers also coordinate with classroom teachers to work with small groups of students to target specific reading and writing skills that need development. Tier 3 students are those identified as being At Risk. Times are planned for the ENL teacher or reading intervention specialist to work with such students one on one during independent work time in the student’s classroom and assist them in areas where they are falling behind. Meetings are also held among the ENL teachers to identify other factors that may impeded students' development, such as lack of literacy experiences in the native country. Strategies are then developed to increase these students' opportunities to practice, and disseminated to the classroom teachers. Tier 3 instruction is also planned.

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?

NYSESLAT assessment data, New York State ELA and Math Assessment data are used to evaluate and direct the focus of ELL programs in the school, which are reviewed using the ELL Data Analysis too. These results are looked at in late August by the ENL teacher and principals, and reviewed again among the ENL teacher and classroom teachers who service ENL students.
On the 2017 NY State Math Exam 57% of the students currently enrolled as ENL Students in grade 4 scored at a level 1. These students will be targeted to receive additional help during an afterschool program to reinforce their math calculation skills with both English and, where suitable to the child, native language supports in place, once a week. 29% scored at a Level 2. These students will be met with as a small group during their class’ math instruction time by the ENL teacher to push their problem solving skills to increase their potential to score at a Level 3 or higher.

On the 2017 NY State Math Exam 66% of students currently enrolled as ENL students in Grade 5 scored at a Level 1. These students will be targeted to receive additional help during an afterschool program to reinforce their math comprehension and problem solving skills once a week. As this group consists of 4 students, they will also be met with during their main class’ instructional time by an ENL teacher to support their ability to comprehend in both English and, when suitable to the child, in their home language.

On the 2017 New York State ELA Exam, 64% of students who are currently enrolled in ENL in grade 4 who were eligible to take the exam scored at a level 1 and 36% of fourth graders who took the exam scored at a level 2. These students will be invited to an afterschool program to boost reading strategies and skills.

On the 2017 New York ELA Exam, 3 of the 3 students who are currently enrolled in ENL in Grade 5 and were eligible to take the exam scored at Level 1. One of these students is at the Transitioning level, and showed a growth percentile of 62%. During Integrated ENL periods, emphasis will be placed on building his reading level and comprehension strategies. The other two students will in Tier 2 RTI groups to raise reading strategy work and comprehension.

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

The EDAT is used to generate reports that show how ENL students at each grade level performed on the most recent NYSESLAT, NY State ELA and Mathematics exams. Reports are printed and shared with teachers at each grade level working with these ENL students, and discussed during planning sessions. Data sheets documenting student performance on assessments are completed by teachers and shared among students’ service providers. Grouping of students for RTI and ENL services are recorded on forms, which are provided to the the students’ classroom teachers and other service providers. Email communications among teachers are also carried out so that necessary adjustments to programs can be made, and shown to all teachers responsible for a given student so that necessary instructional services can be planned for.

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.

Students identified as English language learners are placed in monolingual English speaking classes. These students receive the required periods of English as a Second Language from a certified ENL teacher. We utilize both Standalone and Integrated models with students receiving instruction in both pullout and push in settings. Students are placed as per their grade and age appropriate level. Their English proficiency ranges between 5 levels: entering, emerging, transitioning, expanding, and commanding. Therefore differentiated small group instruction is provided in order to better accommodate their language and academic needs, and students receive instruction in both a standalone and integrated model. It is ensured that entering and emerging students receive a balance of standalone instruction to focus on language acquisition, and integrated instruction carried out in collaboration between the students’ homeroom and ENL teacher, focused on grade level content (math, science, social studies, writing, and language arts). Transitioning students receive both standalone and integrated instruction, while expanding and commanding students only receive instruction in the integrated model. Students in grades K -2 will receive
instruction from the ENL teacher, Mr. Cotton, while students in grades 3 - 5 will receive instruction from the ENL teacher Mr. Mackler. Students at the entering and emerging levels receive 360 minutes of support. For 180 minutes, the instruction is in a standalone model. For the other 180 minutes, the instruction is integrated, with both the homeroom teacher and ENL teacher collaborating to instruct the students in content areas (math, science, social studies, writing) in their homeroom setting together with their classmates. Transitioning students receive at least 180 minutes of instruction from one of their ENL teachers in an integrated model, while receiving 90 additional minutes of instruction in a standalone setting. Students at the expanding level receive 180 minutes of instruction in the integrated model. Commanding students who have received a score of proficient on the NYSESLAT exam in the 2 previous years, or who have received a score of 3 or higher on the previous two years’ ELA exam, receive 90 minutes of integrated instruction. (Mr. Cotton and Mr. Mackler co-teach with homeroom teachers to provide service to students at the expanding or proficient levels. Integrated instruction is provided to students who have tested out of ENL within the past 2 years. These lessons take place during students’ usual English language arts or mathematics blocks.

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

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.

   We make sure that the mandated instructional minutes are provided according to the proficiency levels. The ENL teachers are aware of the New York State mandated minutes of instruction for their ELLs. PS 110 is in compliance in regards to our programming and scheduling based upon these state mandates. ENL students identified as either Entering (EN) or Emerging (EM) receive 360 minutes of ENL instruction per week, with 180 of those minutes being in the standalone model and 180 minutes in the integrated model. ENL students identified as Transitioning receive 180 minutes of ENL instruction, with at least 90 of those minutes being in an integrated model. Depending on the students' academic performance in the given content being taught, the remaining 90 minutes of instruction for transitioning students is either in a standalone or integrated model. Expanding (EX) students receive 180 minutes of ENL instruction per week, all in the integrated model. Students who have achieved a status of Commanding within the previous two years, either by earning a score of 'proficient' on the NYSESLAT exam or a score of 3 or higher on the NYS ELA exam, will be provided with 90 minutes of ENL instruction per week in the integrated model.

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.

   Our ENL teachers use instructional practices that make content accessible and comprehensible for English Language Learners using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally, the content area teachers provide multiple opportunities for discussion and comprehension development based on hands-on activities and projects conducted in class.

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

   The Spanish LAB is administered to identified English language learners whose home language is Spanish. Students are screened as per CR 154, Part 117 for giftedness or learning disability as well as per their language deficiencies. Materials are translated by the NYCDOE Translation Unit, when possible, and independent translation service providers in the case of low incidence languages, to provide content assessments to ELLs when necessary.

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

   a. At PS 110, we work with SIFE students, if any, making sure that we build a supportive environment that responds to the immediate social, cultural, and linguistic needs of such students. We work on activating students’ prior knowledge to stimulate student motivation, and determine where to start instruction as well as lay out the next steps. Some other strategies include: word associations, KWL charts, and anticipation guides. A print rich environment, appropriate lower-grade texts or texts that
are written for a lower reading level, high interest, low ability books, and bilingual glossaries are provided to support such students' learning. Additional small group instruction strategies used include: Total Physical Response, modeling, bridging, contextualization, and text representation. Goals are set by the ENL and classroom teacher based on initial assessments to make gains in basic literacy and mathematics skills.

b. Instruction for students who have been in the program less than three years is presented using several modalities in order to address different proficiency level and different learning styles as well. Newcomers are paired with a highly proficient ESL student as learning buddy. The ELL student buddy helps the newcomer adjust to the cultural aspects of the school and expectations within each class. He acts as a mentor and tutor to the newcomer. Vocabulary development, visuals, repetition, and other scaffolding strategies are used to differentiate instruction and to move students from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP).

c./d. Students who have received ESL services for 4 to 6 years or have completed six years are eligible to receive Academic Intervention Services. This is provided for long-term ELLs, ELLs with special needs, and ELLs who need transitional support in academic areas. Students who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component like phonemic awareness, comprehension, etc. They are placed in flexible groups that change according to need and progress. Students are also provided with additional instructional time during after school. Problem solving is another way we use to support them as we implement Response to Intervention (RTI) model. Pair and group work is planned for long term ELLs to ease their frustration and further support their understanding. Sharing in small groups develops their listening and speaking skills as they gain confidence and prepare to share in a larger group. Pre-writing activities and thinking aloud while modeling for students is crucial to understanding and preparing ELLs for different tasks as we gradually increase the level of difficulty and higher order thinking skills.

e. Former ELLs are supported using differentiated instruction, and small groups. Using multiple sources for information gives former ELLs a chance to access information using different modalities. They continue to build their academic language through emphasis on learning vocabulary in context. They are also entitled to use dictionaries for word-for-word translations on state exams for the first two years after they score proficient. 90 minutes of instruction is also provided to these students by the ENL teachers in the school, in collaboration with the students' homeroom teacher.

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?

The students’ homeroom teacher, ENL teacher, content area teachers, and additional support teachers (speech, SETS) use a variety of strategies to support the student’s achievement in academic content area as well as English language development, including developing materials with multiple access points (visual, kinesthetic, etc). This includes online presentation tools such as Brainpop and Go Noodle, which present information with images and auditory support. Students are also signed up to individualized learning support programs in literacy and math, RAZ-kids, iReady, and Big Brains. These programs tailor math and reading activities to the students’ ability level. Options in RAZ-kids allow students to access texts visually and with read-aloud support. Students are also grouped collaboratively to benefit from the support of their classmates when appropriate, or seated in such a way that they can pay closer attention and not suffer distractions, according to specifications on their IEPs. All classes are equipped with leveled libraries so that students can read independently and in small groups at their own ability levels, while practicing in guided groups to achieve the next level.

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).

Meetings are held regularly once a month, during which the student’s homeroom teacher, ENL teacher, and all support teachers, as well as the Assistant Principals, Ms. Gjongecaj, the ENL Director, and Ms. Otero, the Special Education Director to discuss the progress of ENL students with IEPs. In the case of students not making sufficient progress, scheduling is adjusted so that the students receive IEP support in the content areas where the student lacks progress. Students making sufficient progress in certain areas are moved to another classroom on the same grade level when they are working on this content so that they can learn in the least restrictive environment possible.

17. What language electives are offered to ELLs?

Using data to improve instruction, our students are also provided with additional instructional support in Math and content areas. Progress check and unit test results are analyzed and adjustments are made to address students’ weaknesses. Social Studies, Science, and Math bilingual glossaries are provided to ELLs to support them with content terminology and/or
cognates. Students are also given additional instructional time after school. In order to better help them meet their needs, the after school program runs two times a week for two hours. Specific attention will be paid to expanding their vocabulary, language development, and writing. Students will read, write, listen, and speak with the purpose of enhancing their academic language needed for success. Informal assessments will be constantly used to reassess students' growth to adjust their progress made and determine further instructional goals.

Academic Intervention Services and Response to Intervention (RTI) are provided for newcomers, long-term ELLs, ELLs with special needs, and ELLs who exhibit inadequate growth on reading assessments etc. Such support is given either individually or in small flexible groups that change according to need and progress. All the above mentioned programs focus on specific standards and benchmark assessment data. Additional support is provided in student’s home language if applicable (such as Spanish language).

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)?

Expeditionary Learning is the new program that will be used for literacy and mathematics. Professional development sessions will be offered and study groups will be formed to discuss ways of scaffolding and differentiating instruction. WITSI methodology will be considered for providing rigorous and focused writing instruction.

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   No Bilingual program has been established in the school.

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.

   All ELL students are afforded equal access to all school programs. They are invited to attend the after school programs that are being offered and a Saturday Academy. They are welcomed to participate in after school music and band programs and clubs. Title III funds are used to supplement services for our ELL population. Students are given additional support on reading, writing, and math with the goal of accelerating their learning outcomes. Afterschool programs will include ENL classes for students in grades 2 - 5 on Wednesdays and Thursdays from 2:30 - 4:30, and will run from the last week of October until the first week in May. The Saturday program begins in the second week of December and runs through the 2nd week in March,

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?
Instructional materials and technology are used to support the ELL program. SMART Boards have been installed in all classrooms. Document cameras are also used to support ENL and small group instruction. Instructional videos and visuals are used when appropriate to enhance instruction and give students another mode of access to the lesson. In order to further develop reading skills and math fluency, students have access to XXX, Raz_Kids and BigBrainz. "New York Ready" is used as a supplement for the after school program. Bilingual glossaries are provided to students to enhance understanding of subject matter in Math, Science, and Social Studies.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Native language support, when necessary is provided by the ENL teachers, bilingual teachers and/or paraprofessionals. Verbal interpretation is provided as well as teaching and using cognates, glossaries, and dictionaries. Activities during the Hispanic Heritage month are scheduled and parents are invited as well.

Additional Information

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

All required services and supports are grade and age level appropriate. The ENL teachers articulate and plan with classroom teachers and they the units of study to the students' needs. Vocabulary and language development as well as scaffolding strategies are used to support student learning. The curriculum used by classroom teachers in grades 3-5 is derived from NY Engage for literacy and mathematics. They are fully aligned to New York State Common Core Learning Standards. Materials used to scaffold for ENL students are taken from the materials available on the NY Engage website, and geared toward each student's grade level, and are aimed at helping students achieve the same learning objectives as students on the grade are working toward in each unit.
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, , 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.
School Name: Newly enrolled ELL students are invited to visit the school before the beginning of the year with the purpose of assisting them in the transition process. They attend an orientation scheduled for the second week of school along with other parents of new students, which has presenters and materials to make communication in new parents' home language possible. New ENL students and their parents/guardians are introduced to Ms. Chevere, the parent coordinator, and made aware of her schedule and contact information should assistance be sought. The parent coordination also answers questions via phone and provides assistance in person to new ENL students and parents during the summer. The ENL teacher assists in registration the week before school begins, and offers parents assistance with registration procedure, as well as answering questions about their child's academic needs and routines. School counselors are made aware by classroom teachers and the ENL teacher of students with difficulty adjusting to changes in environment, and schedules time to work with them during the school day, as well as reaching out to parents to offer assistance. Tuesday afternoons, from 2:30 - 3:30, after students are dismissed, parents of new ENL students and their children are invited to the ENL room (room 123) to ask the ENL teachers questions, or access books in English and Spanish.

School DBN: N/A

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>N/A</td>
<td>Principal</td>
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</table>

On-going professional development is an important part of the teachers, assistant principals, school secretaries, and parent coordinator's efforts to implement our school Language Allocation Policy. The ENL teacher is in constant communication with the monolingual teachers and staff to ensure the success of ELLs in these classes. Aligning teaching with the Common Core ENL learning standards, and referring to the performance indicators to ensure that students have learned what is expected from them, is an ongoing process in our school. Teachers who have ELLs in their classes and the ENL teacher is involved in professional development activities during professional planning periods and grade team level meetings, including Monday afternoon blocks of time dedicated to professional development after student dismissal. School secretaries and other personnel are provided training on the proper procedures for enrolling English language learners and easing their...
frustration as they adjust to the new culture and language. Guidance counselors and the mainstream teachers learn about the ELLs’ language and academic backgrounds, as well as their emotional needs and cultural behaviors in order to build a relationship of trust with students and to outreach parental support which is crucial to the students’ success in school.

Workshops are offered throughout the school year for teachers engaged in the instruction of ELLs. They cover various topics and offer strategies for scaffolding and facilitating language acquisition in order to better engage in the Common Core curriculum, and help to increase familiarity with the NYSESLAT assessment format that students will need to achieve on. The ENL teachers attend several professional development workshops throughout the year and work with other teachers of ELLs in turn-key sessions.

A Calendar of Professional Development is established and distributed at the beginning of each month outlining professional development topics that will be covered during Monday afternoon sessions dedicated to Professional Development, along with the name of the facilitator of each. Teachers of ELL students, including the ENL teachers in the school, will attend these professional development periods weekly. They will also
attend grade level meetings with teachers on each of the grades they work with, to practice the protocol of reviewing and evaluating the work of both ELL and non-ELL students. This work is checked against the New York State Common Core Standards. Strategies to help students achieve these standards are shared among the teachers themselves, and introduced by the school’s literacy and math coaches. The ENL teachers also provide ENL-strategies that may help other teachers of ELL students address the needs of their students.

15% of the school’s professional development for all teachers is dedicated to ELL-specific topics. This occurs during time devoted to professional development Monday afternoons from 2:30 - 3:40. During designated sessions, the school’s ENL teachers will facilitate professional development presentations for teachers of ELL students on creating effective language objectives, scaffolding lessons for ELL’s of varying proficiency levels, and incorporating ENL teaching strategies into math lessons. 1 Teacher of ENL at the school will participate in monthly Liaisons’ Meetings and communicate information and strategies from them to the other ENL teacher, as well as other teachers of ENL students during some of these Monday professional development periods, as well as during professional periods throughout the week. For each of the sessions described above, an agenda is formed and

Assistant Principal

Meetings are scheduled with the parents of ENL students every Tuesday afternoons during the block of time dedicated to parent engagement after students have been dismissed, from 2:30 - 3:30. During these meetings, student work and assessment results are reviewed, current instructional supports are detailed, and goals are set for improvement. One ENL teacher meets with parents of students in grades K-2 and the other ENL teacher meets with parents of students in grades 3 - 5. These meetings are scheduled to begin the first week of November. From the beginning of the school year until that point, the ENL teachers, in communication with the students’ classroom teachers uses both formal and informal assessments to determine the priority of students whose parents should be met with at the earliest point in the schedule. Students with
Parents of ELLs are offered a series of workshops throughout the school year. Mr. Mackler provides workshops to help parents with strategies to support their children such as enhancing vocabulary, using manipulatives to learn math, as well as reading and writing strategies. Parents are also gathered for Arts and Crafts activities throughout the year. Celebrations for Mother’s Day, Father’s Day, etc. are a tradition in our school and parents of ELLs love to attend.

We value parent involvement as an important factor to achieve our goals as educators. We have ongoing contacts with parents of LEP students three times a year (September, November, and April). In addition, we have planned to provide the following:
- Develop a Family Literacy program for parents

- During Parent Coordinator

Attention is being focused on increasing communication between the classroom teachers and ENL teacher, to make the implementation of strategies to support ELLs more seamless. With a classroom teacher certified in TESOL, it will become easier to provide professional development among the various service providers and classroom teachers in the school and reflect communally on how they are being carried out, so that improvements in instruction can be continually strived for.
the course of 4 months, parents will learn basic computer skills (once a week).

-Offer adult ESL classes - Parents and family of ELLs and former ELLs attend class once a week to improve their own English skills in listening, speaking, reading, and writing.

We also provide our ELLs' and former ELLs' parents with translation services and interpretation services. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. We will ensure that all documents needing translation to parents are translated into Spanish. Written translation and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language. In addition, several workshops are provided throughout the school year to provide ongoing learning opportunities for parents and families. Such workshops include ESL Workshops, Parent Curriculum Meeting, Common Core Learning Standards (CCLS) and expectations for our students, Family Literacy, Mathematics Workshops, and field trips. Parents are also provided with workshops on how to support their children on preparing for the state tests.

Ongoing communication with parents that encourages and supports
Parent participation in issues related to their child's education is done through our school newsletters, parent bulletin board, parent workshop flyers. Ms. Chevere, the school parent coordinator outreaches and supports parents on their needs related to their children's education, their questions, and communication with teachers and other school personnel. A survey is given to all parents to assess their needs and to further plan support for them.

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<thead>
<tr>
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<tbody>
<tr>
<td>Daisy Perez</td>
<td>ENL/Bilingual Teacher</td>
<td>Theodore Schoenfeld School</td>
</tr>
<tr>
<td>09x110</td>
<td>Parent</td>
<td>Daisy Perez</td>
</tr>
<tr>
<td>6/28/17</td>
<td>Teacher/Subject Area</td>
<td>Drita Gjongecaj</td>
</tr>
<tr>
<td>6/28/17</td>
<td>Teacher/Subject Area</td>
<td>Miriam Chevere</td>
</tr>
<tr>
<td>6/28/17</td>
<td>Coach</td>
<td>David Mackler</td>
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<tr>
<td>6/28/17</td>
<td>Coach</td>
<td>Maria Caro</td>
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<td>School Counselor</td>
<td>Samantha Fridell,</td>
</tr>
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<td>6/28/17</td>
<td>Superintendent</td>
<td>Winter, Jamie</td>
</tr>
<tr>
<td>6/28/17</td>
<td>Field Support Center Staff Member</td>
<td>Br6/28/17</td>
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<tr>
<td>Biribin, B.</td>
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<td>Casilla Jones</td>
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<td>Other Leticia Rosario</td>
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**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 09x110  **School Name:** The Theodore Schoenfeld School  **Superintendent:** Leticia Rosario

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>
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<tbody>
<tr>
<td>Chevere</td>
<td>Parent Coordinator</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

32% of our parent community has expressed the preference of a language other than English, both written and oral. 12 languages other than English have been expressed as a preference among our parent population. Among these, Spanish is the majority with 26.6% of our parents expressing this preference for written communication, and 27.05% percent expressing this preference for oral communication. This information is gathered by having parents complete a Home Language Identification Survey at the time of enrollment. At the same time, interviews are conducted with the parent by a pedagogue trained in TESOL. This information is entered into ATS along with biographical information about the students being enrolled. The preferred home language for both written and oral communication is also asked for when students complete Student Emergency Contact Cards. Surveys are also administered each year by the Parent Coordinator, with information then disseminated to administration, staff, and teachers so that they can prepare for the distribution of materials in the parents’ preferred home language, and so we can prepare necessary translation services in advance of conferences.
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>
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<tr>
<th>Language</th>
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<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>116</td>
<td>26.36</td>
<td>119</td>
<td>27.05</td>
</tr>
<tr>
<td>Soninke</td>
<td>2</td>
<td>.45</td>
<td>2</td>
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</tr>
<tr>
<td>Twi</td>
<td>2</td>
<td>.45</td>
<td>2</td>
<td>.45</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbook</td>
<td>September 8,</td>
<td>Materials will be be sent to the The Department of Education Translation and Interpretation Unit at least one week in advance of it being distributed to parents for languages other than Spanish. For letters to be translated to</td>
</tr>
<tr>
<td>Event/Notification</td>
<td>Month</td>
<td>Translation Details</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Initial parent -teacher conference notification</td>
<td>September</td>
<td>Materials will be sent to the Department of Education Translation and Interpretation Unit at least one week in advance of it being distributed to parents for languages other than Spanish. For letters to be translated to Spanish, bilingual staff will draft translated versions to be distributed at the same time as letters in English.</td>
</tr>
<tr>
<td>after-school program letters,</td>
<td>November</td>
<td>Materials will be sent to the Department of Education Translation and Interpretation Unit at least one week in advance of it being distributed to parents for languages other than Spanish. For letters to be translated to Spanish, bilingual staff will draft translated versions to be distributed at the same time as letters in English.</td>
</tr>
<tr>
<td>Fall Semester Parent Teacher Conference Notification</td>
<td>November</td>
<td>Materials will be sent to the Department of Education Translation and Interpretation Unit at least one week in advance of it being distributed to parents for languages other than Spanish. For letters to be translated to Spanish, bilingual staff will draft translated versions to be distributed at the same time as letters in English.</td>
</tr>
<tr>
<td>NYS Testing Calendar</td>
<td></td>
<td>Materials will be sent to the Department of Education Translation and Interpretation Unit at least one week in advance of it being distributed to parents for languages other than Spanish. For letters to be translated to Spanish, bilingual staff will draft translated versions to be distributed at the same time as letters in English.</td>
</tr>
<tr>
<td>Promotion in Doubt Letters</td>
<td>February</td>
<td>Materials will be sent to the Department of Education Translation and Interpretation Unit at least one week in advance of it being distributed to parents for languages other than Spanish. For letters to be translated to Spanish, bilingual staff will draft translated versions to be distributed at the same time as letters in English.</td>
</tr>
<tr>
<td>Spring Parent Teacher Conference Notification</td>
<td>March</td>
<td>Materials will be sent to the Department of Education Translation and Interpretation Unit at least one week in advance of it being distributed to parents for languages other than Spanish. For letters to be translated to Spanish, bilingual staff will draft translated versions to be distributed at the same time as letters in English.</td>
</tr>
</tbody>
</table>
End of year Parent Teacher Conference Notification | May | Materials will be be sent to the The Department of Education Translation and Interpretation Unit at least one week in advance of it being distributed to parents for languages other than Spanish. For letters to be translated to Spanish, bilingual staff will draft translated versions to be distributed at the same time as letters in English.

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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>Initial Parent teacher Conference/Orientation</td>
<td>September</td>
<td>School staff, such as the Language Assistant/Parent Coordinator, family worker, bilingual paraprofessionals, and school aides are assigned to assist teachers in specific grades with communication in Spanish. The Department of Education Translation and Interpretation Unit is contacted prior to each conference to establish available services for parents speaking other languages used by parents at each conference. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.</td>
</tr>
<tr>
<td>Fall Semester Parent teacher Conference</td>
<td>October</td>
<td>School staff, such as the Language Assistant/Parent Coordinator, family worker, bilingual paraprofessionals, and school aides are assigned to</td>
</tr>
<tr>
<td>Event</td>
<td>Month</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Spring Semester Parent teacher</td>
<td>March</td>
<td>School staff, such as the Language Assistant/Parent Coordinator, family worker, bilingual paraprofessionals, and school aides are assigned to assist teachers in specific grades with communication in Spanish.</td>
</tr>
<tr>
<td>Conference</td>
<td></td>
<td>The Department of Education Translation and Interpretation Unit is contacted prior to each conference to establish available services for parents speaking other languages used by parents at each conference.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signs are posted in the main office indicating the appropriate languages that are offered for translation services.</td>
</tr>
<tr>
<td>End of year Parent teacher</td>
<td>May</td>
<td>School staff, such as the Language Assistant/Parent Coordinator, family worker, bilingual paraprofessionals, and school aides are assigned to assist teachers in specific grades with communication in Spanish.</td>
</tr>
<tr>
<td>Conference</td>
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<td>Signs are posted in the main office indicating the appropriate languages that are offered for translation services.</td>
</tr>
</tbody>
</table>
establish available services for parents speaking other languages used by parents at each conference.

Promotion in Doubt conferences February

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

Parents are asked to provide contacts, for instance family members, who can speak English and be contacted in the case of a school emergency that needs to be reported to them. These relations are contacted if it is a parent whose preferred language is one other than English or Spanish. It is also ensured that a member of the office staff who is bilingual in English and Spanish is present at all times. On the school’s list of parents to contact in case of emergency, there is an indication of parents whose preferred language is Spanish so that the bilingual office staff contacts them.

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.

During 2 professional development sessions on Monday afternoons after students are dismissed, taking place during the first week of September, the provisions of Chancellor’s Regulation A-663 are presented by Parent Coordinator in tandem with a pedagogue chosen to be a co-presenter. They will present information received from training by members of The Translation and Interpretation Unit.

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..)

Parents whose primary language is other than English are provided with a copy of the Bill of Parent Rights and Responsibilities which include their rights regarding translation and interpretation services. To inform parents of available language services a sign is posted in the main office indicating the appropriate languages available for translation services. Posters are displayed in the lobby and outside the Parent Coordinator’s office outlining the rights parents have to translation services, and our procedures for doing so.
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?

Surveys are distributed to parents in September and June asking them to rate their level of satisfaction with translation services in the school, and to make recommendations for services they would like to see improved. Parents are also asked informally by the Parent Coordinator for their satisfaction with services in place, and areas they would like to see improvements in. The information gathered from the surveys and conversations with parents are shared with the principal, and an action plan of steps to take toward improving the level of inclusion of all parents are put into place.