

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M110

School Name:

P.S. 110 FLORENCE NIGHTINGALE

Principal:

KAREN FEUER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 110: The Florence Nightingale School School Number (DBN): 01M110
Pre-K-5
Grades Served: _____
School Address: 285 Delancey Street, NYC, NY 10002
Phone Number: 212-674-2690 Fax: 212-473-5835
School Contact Person: Karen Feuer Email Address: KFeuer@schools.nyc.gov
Principal: Karen Feuer
UFT Chapter Leader: Ellen Gentilviso
Parents' Association President: Kathleen Keene
SLT Chairperson: TBD
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): N/A

District Information

District: 1 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex Street, New York, New York 10001
Superintendent's Email Address: dphilli@schools.nyc.gov
Phone Number: (212) 353-2948 Fax: (212) 353-2945

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue

Ychu@schools.nyc.gov

Director's Email Address:

646-470-0721

917-339-1765

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) 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.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------|---|-------------------------|
| Karen Feuer | *Principal or Designee | |
| Ellen Gentilviso | *UFT Chapter Leader or Designee | |
| Jean Shaw | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Judy Dauber | Member/ Teacher | |
| Diana Lene | Member/ Teacher | |
| Lauren Bakian | Member/ Teacher | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------------|--|----------------------|
| Lee Berman | Member/ Parent | |
| Annika Colston | Member/ Parent | |
| Grisy Chamberlain | Member/ Parent | |
| Evan Forsch | Member/ Parent | |
| | Member/ | |

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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 informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

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 two (2) to five (5) 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.

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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.

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 principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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. Structures 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)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

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 will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

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. Title I schools must also update the Parent Involvement Policy (PIP) 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

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our school community at PS 110 drafted a mission statement which identifies the dispositions we want to develop in our students by the time they reach fifth grade and are ready to leave our school community. The disposition statement also provides a lens by which we can assess effective teacher practices that support the development of those dispositions.

Our mission is to develop self-motivated, engaged, curious, creative individuals who can actively collaborate and demonstrate perseverance and flexible thinking as life-long learners.

We believe that academic rigor is foundational in every classroom to ensure that our mission is successful. We define academic rigor as high learning expectations for students to meet instructional outcomes and standards-based competencies. School leaders expect to see teachers meeting the learning needs of their students through whole class lessons (utilizing Universal Design for Learning [UDL] practices), effective teacher talk moves, small group instruction and conferring. School leaders believe that by promoting high expectations for everyone, whether in our general education, special education or gifted and talented classrooms, and deepening our commitment to being a collaborative and positive professional learning community, we have been able to raise the achievement level of many of our students.

Additionally, to ensure that we are consistently achieving fairness in education at PS 110, all students are being exposed to a core body of content, activities and learning experiences. This endeavor has been undertaken over the last 7 years and represents a significant accomplishment.

In addition, to enhance our school culture and support and impact the quality of instruction across classrooms we have successfully implemented:

1. **Responsive Classroom:** The Responsive Classroom is a widely used, research and evidence-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. Research confirms that Responsive Classroom practices lead to improved student achievement, improved student-teacher interactions and higher quality math instruction. In fact, the Advance Teacher Level MOTP Detail report indicates the following breakdown in Domain 2A: Creating an Environment of Respect and Rapport: Highly Effective 49%, Effective 44%, and Developing 1%.

2. **Special Education Reforms:** In an effort to respond to special education reforms which include providing increased access to and participation in the general education curriculum and empowering our school to have greater scheduling flexibility to meet the diverse needs of students with disabilities, the School Implementation Team met with each Special and where applicable, General Education Teacher to review portfolios of student work and elicit based on evidence of progress or not, recommendations for students placements next year. This practice and review enables PS 110 to:

o Program our 12:1 students with flexible scheduling aligned to the mandates designated by their IEPs but also enables our 12:1 students to be integrated into appropriate educational settings in both the ICT and general education classrooms during academic and cluster periods thus spending a portion of their day with their general education peers.

o Assign our special education teachers to students rather than classes. Teachers are able to spend a portion of their day in their “homeroom” class, providing small group and individualized instruction to their special education students. Another portion of their day is spent providing SETSS services to individual and groups of students, as needed.

o Designated Special Education Meetings: Special education teachers, SBST and school leaders meet once a month to discuss the following: IEP reforms, SESIS issues and other special education related issues.

3. Additional Arts and Enrichment Programs: We believe that all students exhibit talents and strengths. Our goal is to tap into and nurture these strengths in order to help build self-esteem. A greater sense of self will positively impact the willingness and desire to learn. We have expanded our arts and enrichment partnerships in order to provide the widest possible range of programs to excite and benefit our students.

They include: (1) Paul Taylor Dance and Paul Taylor Afterschool Program (2) Chess (3) REP (Recess Enhancement Program) (4) National Dance Institute [NDI] (5) NYU Teachers and Writers Collaborative (6) Learning Leaders: Book Talk (7) After School Art Program (8) After school piano lessons with the NY Piano School (9) Girls on the Run (10) Making Books Sing (11) Media Literacy (12) Music with Third Street Music Settlement (13) NY Historical Society : The Art of History (14) Theater for a New Audience (16) Club Invention Afterschool Science

The 2014-15 Quality Review highlights our area of celebration: (1.1) Ensuring 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 in addition to well-developed ratings in domains 2.2, 4.2 and 3.4.

According to the Framework for Great Schools Report 2015, PS 110 made the most progress in the following areas in each of the Framework elements:

- Rigorous Instruction: Making Common Core shifts in literacy
- Collaborative Teachers: Reflective dialogue
- Supportive Environment: Safety, classroom behavior and social-emotional learning

The 2014-15 Quality Review also highlights an area of focus: (1.2) Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Furthermore, the Framework for Great Schools Report 2015 indicates that continuing challenges at PS 110 include measures of Effective School Leadership, specifically: inclusive principal leadership and teacher influence. Additionally, a measure of Strong Family-Community Ties: parent involvement in the school could also be improved.

01M110 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 418 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 9.2% | % Attendance Rate | | 94.5% |
| % Free Lunch | 46.2% | % Reduced Lunch | | 7.0% |
| % Limited English Proficient | 4.8% | % Students with Disabilities | | 17.1% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 2.2% | % Black or African American | | 9.6% |
| % Hispanic or Latino | 44.0% | % Asian or Native Hawaiian/Pacific Islander | | 13.7% |
| % White | 27.9% | % Multi-Racial | | 2.2% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 6.34 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 7.1% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | N/A | Average Teacher Absences (2013-14) | | 4.15 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 44.0% | Mathematics Performance at levels 3 & 4 | | 60.7% |
| Science Performance at levels 3 & 4 (4th Grade) | 90.9% | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| 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 | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| 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 | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| 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 | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| 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 | | | |

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The SLT underscores the school’s mission to ensure student proficiency at each grade level for every student and eventual success in college and career. High standards, with a focus on customized, inclusive and motivating instructional as well as active student engagement in learning experiences that develop critical thinking skills is crucial.

According to the [2014–15 Advance Dashboard](#) in Domain 3: Instruction, 59% of teachers were rated effective and 16% of teachers were rated highly effective in this core area that includes questioning and discussion techniques, engaging students in learning, and using assessment in instruction as compared with the 2013-14 data that showed 53% of teachers were rated effective and 10% of teachers were rated highly effective.

Additionally, according to the [School Quality Report for 2014-15](#) , we have demonstrated making Common Core shifts in literacy to ensure engaging, rigorous, and coherent curriculum that is accessible for a variety of learners but have not demonstrated that same well-developed ability in mathematics.

Furthermore, the 2014-15 Quality Review indicates that we continue to need to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products (1.2).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, student achievement rates for proficiency of all students tested will move towards 75% proficiency and grow by 6% points (from 50% to 56%) in ELA and 5% points in math (from 70.7% to 75.7%).

Part 3 – 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: <ul style="list-style-type: none"> • Research-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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | 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? |
|--|--|---|--|
| <p>K-5 Grade Teams will collaborate with the Math Consultant to address the need to continue to make instructional shifts in instructional practices that may include: compacting math units of study, facilitating more targeted instruction and intervention strategies, designing an inquiry approach to unit lessons, designing extension opportunities for higher-level students to extend their thinking and</p> <p>emphasizing rigorous habits and higher-order skills in academic tasks to encourage students to demonstrate their thinking.</p> | K-5 | Year-long | Instructional Leads, Math Consultant and School Leaders |
| <p>3 – 5 Teacher Teams review Expeditionary Learning (EL) units of study to compact learning targets. Additionally, teacher teams continue to include additional writing genres, aligned to Common Core Writing Standards given the consensus that EL units do not provide students wide exposure or experience in other writing genres (i.e., narrative writing and poetry).</p> | K-5 | Year-long | Instructional Leads |
| <p>Use of the Hess Cognitive Rigor Matrix to assess whether or not academic tasks are rigorous; use of Webb’s Depth of Knowledge to pre-plan higher order questions in lessons, review of K- 2 and 3 -5 progressions to reinforce focus on key standards and ensure rigor.</p> | K-5 | Year-long | Instructional Leads and Teacher Teams |
| <p>Lead teacher models lessons and/or guides lesson study in literacy (based on teacher influence) to demonstrate and reinforce how students learn best and using of strategies to ensure engagement by all students.</p> | K-5 | Year-long | Lead Teacher and Instructional Leads |

Part 4 – Budget and Resource Alignment

| |
|--|
| <p>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.</p> |
| <ul style="list-style-type: none"> • Additional resources (i.e., text sets as recommended by ELA Curriculum and/or math materials) • Lead Teacher allocation |

- Consultant fee

- Per diem for classroom coverage to provide additional time to collaborate, conduct inter/intra visitations during the school day

- Per session for after school collaborations and Instructional Lead meetings

The newly contracted weekly block of 80 minutes for professional development will make it easier for staff to collaborate and implement elements of the action plan. Additionally, the Lead Teacher position will continue to be funded for individual coaching, teacher team support and facilitation of classroom intra-visitations. Tax levy per diem funding will be set aside at the rate of 2 days a year for each teacher (\$8000) to attend professional development off-site and \$2000 will be put aside for a Math Consultant. Finally, \$5000 will be put aside for per session activities.

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

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

Part 5 – Progress Monitoring

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

1. Administration of a periodic assessment to benchmark progress towards greater proficiency in both ELA and mathematics performance. Total students tested will demonstrate 3% growth in ELA and 2.5% growth in mathematics as compared to last year's test scores.
2. Advance Dashboard results as of January 31, 2016.
3. Mid-Year data meetings with the Principal (January – February).

Part 5b. In **February 2016**, 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The SLT is committed to ensuring that school leaders maintain a school culture where students feel safe, supported and challenged by their teachers and peers to regularly engage in intellectual activity.

According to the Framework for Great Schools Report 2015 , we have a strong supportive environment achieving high scores in measures of: safety, classroom behavior and social-emotional learning.

Additionally, the Advance Observation Dashboard for 2014-15 provides evidence that 49% of teachers are highly effective and 44% are effective (for a total of 93%) in the domain of Classroom Environment as compared to the 2014-15 school year when 71% of teachers achieved an effective rating in maintaining a supportive classroom environment and 15% of teachers were highly effective (for a total of 86%).

Evidence indicates that student safety and support are continuing to trend towards greater effectiveness.

However, the Framework for Great Schools Report 2015 also highlights two measures in this element in which improvement can be made. They include: pressing toward academic achievement and peer support for academic work.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students , specifically students with disabilities, English language learners, and students enrolled in our gifted and talented program will demonstrate progress toward achieving State Standards as measured by a 5 – 10% increase in proficiency for each sub-group of students (above their prior performance) as a step in closing the achievement gap.

Part 3 – 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: <ul style="list-style-type: none"> • Research-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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | 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? |
|---|--|---|--|
| The Getting Ready to Learn Program (GRTL) is implemented, which is a 20 minute sensory motor yoga curriculum to further a harmonious classroom, a safe environment for learning and set the stage for SWDs and ELLs to reach their highest level of independence in academics on several classrooms across the grades. | K-5 | Year-long | Occupational Therapist and Classroom Teachers |
| Teachers elect to tutor low performing students, including SWDs (Students With Disabilities) and ELLs (English Language Learners) during 80 minute block on Mondays. | K-5 | Year-long | Teachers |
| Early Start Kindergarten Program to give (15) incoming students (including SWDs and ELLs) a head start to the year. Focus will be on learning behaviors, routines, and previewing academic work and expectations | Kindergarten | September 1 – 4 | Two Teachers and School Leaders |
| Specific professional development (by District 75) for teachers to build more effective learning behaviors in SWDs and ELLs that include executive function skills, support critical thinking, organization, study skills and perseverance | K - 5 | September - June | School Leaders, Special Education Teachers |
| Initiate an assessment of our school culture and climate by the Office of School Climate. Explore Restorative Justice practices and Positive Behavior Intervention Supports (PBIS) for implementation. | K - 5 | October - June | School Leaders, all staff |

Part 4 – Budget and Resource Alignment

| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
|---|----------|--|-------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Tax Levy funds will continue to be used to pay teachers per session for academic after school programs (\$5000), off-site professional development fees [\$2000] and OTPS funds (\$2500) to support the purchase of additional instructional resources and materials. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |

| | | | | | | | | | | | |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|

Part 5 – Progress Monitoring

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

1. Administration of a periodic assessment in January to benchmark progress towards greater proficiency in both ELA and mathematics performance by a sub-group of students including: students with disabilities, English language learners and students enrolled in our gifted and talented programs. The sub-group tested will demonstrate 3% growth in ELA and 2.5% growth in mathematics as compared to last year's test scores.
2. Teachers will track the number of anecdotal reports, and the Principal will monitor the number of incidents in OORS to assess an improved school climate and culture.

Part 5b. In **February 2016**, 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Teachers at PS 110 are committed to instructional improvement both in their classrooms and school wide. Additionally, school leadership recognizes the need for continuous professional growth and an on-going commitment to developing a school-based professional community.

According to the Framework for Great Schools Report 2015 , the element of Collaborative Teachers is in need of improvement. Specifically, under the indicator: Professional Community the following measures represent areas of focus: collective responsibility (score of 21 out of 100), focus on student learning (score of 0 out of 100) and the quality of professional development (score of 33 out of 100) also needs improvement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers' instruction will improve as measured by a 25 point (or more) increase on the Danielson Framework score.

Part 3 – Action Plan

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|---|--|---|--|
| <p>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:</p> <ul style="list-style-type: none"> • Research-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). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>The mandated Professional Development Committee will survey staff in early September, assess feedback and develop a PD plan by the end of September.</p> | <p>Teachers</p> | <p>September - June</p> | <p>Professional Development Committee</p> |
| <p>Teacher Teams (both lateral and vertical) will deepen their review of curricula and understanding of student work and curricula progressions to: improve instructional practices, share effective teaching strategies already in use, support colleagues in using new instructional practices and adjust or change practices based on student outcomes.</p> | <p>K - 5</p> | <p>Year-long</p> | <p>Instructional Lead Teachers and Grade teams</p> |
| <p>Teacher Teams (both lateral and vertical) will strengthen team work in the following areas: following the agenda, adhering to agreed to norms, active participation by all members and shared responsibilities, explicitly stating meeting purpose/goals and outcomes.</p> | <p>K - 5</p> | <p>Year-long</p> | <p>Lead Teacher</p> |
| <p>School Leaders will meet with Instructional Leads monthly to support collaboration among teachers and ensure school-wide coherency about how students learn best and use of research-based instructional strategies to improve teacher practice.</p> | <p>K-5</p> | <p>Year-long</p> | <p>Instructional Leads, Lead Teacher, School Leaders</p> |

Part 4 – Budget and Resource Alignment

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|---|------------------------|--|--------------------------------------|--|--------------------------|--|--------------------------------|--|---------------------------------|------------------------------------|
| <p>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.</p> | | | | | | | | | | |
| <p>Designate per session funds (\$1000) for PD Committee Meetings and/or vertical and grade team meetings.</p> <p>Designate per session funding (\$1000) to meet after school with Instructional Leads.</p> | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| <p>X</p> | <p>Tax Levy</p> | | <p>Title I SWP</p> | | <p>Title I TA</p> | | <p>Title II, Part A</p> | | <p>Title III, Part A</p> | <p>Title III, Immigrant</p> |
| | <p>C4E</p> | | <p>21st Century Grant</p> | | <p>SIG/SIF</p> | | <p>PTA Funded</p> | | <p>In Kind</p> | <p>Other</p> |

Part 5 – Progress Monitoring

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|--|
| <p>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.</p> |
|--|

A review of the Advance Dashboard and individual teacher score trackers will reflect a 12 point (or more) increase on the Danielson Framework as compared to last year.

Part 5b. In **February 2016**, 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The SLT underscores the need for principals to be leading change, nurturing the leadership of others and providing guidance over time to sustain a coherent instructional program. Additionally, school leadership is committed to improving students’ ability to make progress

According to the Framework for Great Schools Report 2015 , the following measures of Effective School Leadership are in need of improvement: Inclusive principal leadership (score of 12 out of 100) and Teacher influence (core of 17 out of 100).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the measures of Effective School Leadership in the following categories will reflect at least the Citywide Average in each of four categories as follows: Inclusive principal leadership (from 82 to 91), Teacher influence (from 39 to 61), Program coherence (from 78 to 85) and Principal instructional leadership (from 77 to 87).

Part 3 – 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: <ul style="list-style-type: none"> • Research-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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | 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? |
|--|--|---|--|
| Principal will participate in the Cahn Fellows Program for Distinguished Principals to develop school leaders' capacity to improve school climate and culture, teacher effectiveness and ultimately student learning and achievement. | Principal | July - June | Principal |
| School leaders meet with Talent Coach to receive professional development related to the Framework for Teaching. Administration and Talent Coach will visit classrooms, assess and calibrate scores based on Danielson Rubric and provide targeted "next steps" in relevant domains. | K-5 | Year-long | School Leaders |
| School leaders attend and participate in lesson study, grade team meetings and professional learning activities (i.e., vertical planning teams) with teaching staff to support program coherence and provide instructional leadership. | K - 5 | Year-long | School Leaders, Lead Teacher, Instructional Leads |
| | | | |

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. | | | | | | | | | |
|---|----------|--------------------------------|------------|------------------|-------------------|----------------------|--|--|--|
| N/A | | | | | | | | | |
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant | | | |
| | C4E | 21 st Century Grant | SIG/SIF | PTA Funded | In Kind | Other | | | |

Part 5 – Progress Monitoring

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|---|
| 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 School Leadership Team will survey staff in January on school leaders' Effective Leadership to assess progress in the areas as measured by a 50% growth in each of the four categories. |

Part 5b. In **February 2016**, 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The School Leadership Team underscores the need to support school leadership in bringing resources from the community into the school, welcoming, encouraging, developing and delivering partnerships with families, businesses and community-based organizations.

This year, the number of arts organizations we partnered with increased. We took advantage of new programs with costs off set by grant funding and were able to bring Making Books Sing to third graders and Theatre for a New Audience to fifth graders. Additionally, the principal partnered with the CUNY Intern program for technology and both teachers and students were better supported in using hardware and software throughout the year. Finally, PS 110 volunteered to be the lab site (at no cost to the school) for the online phonics and reading program, MAXScholar and in addition to direct resources to students, provided professional development to teachers.

However, according to the Framework for Great Schools Report 2015, under the element of Strong Family and Community Ties, the indicator for parent Involvement in two measures, Teacher Outreach to Parents (score of 55 out of 100) and Parent Involvement in the School (score of 62 out of 100) needs improvement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent participation will improve by 20% as measured by an increase in attendance at parent meetings, conferences, and activities.

Part 3 – Action Plan

| | | | |
|--|--|---|--|
| <p>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:</p> <ul style="list-style-type: none"> • Research-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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>The School Leadership Team will disseminate two Parent Surveys on key issues that will help inform parent workshops, meetings and involvement in the school.</p> | <p>Pre-K - 5 Families</p> | <p>Year-long</p> | <p>SLT</p> |
| <p>School Leaders and the PTA will collaborate on a year-long, dynamic parent engagement calendar for 2015-16 that will be informed by surveys and teacher feedback and ensures that all constituencies contribute to concrete suggestions.</p> | <p>Pre-K - 5 Families</p> | <p>Year-long</p> | <p>School Leaders and PTA</p> |
| <p>Instructional Leads will make parent engagement/involvement a focus area at each of its monthly meetings and identify strategies to improve parent participation during the 2015-16 school year.</p> | <p>Pre-K - 5 Families</p> | <p>Year-long</p> | <p>School Leaders, Instructional Leads</p> |
| <p>A 360 review the role of the Parent Coordinator and more opportunities for the position to demonstrate leadership and innovation.</p> | <p>Pre-K - 5 Families</p> | <p>Year-long</p> | <p>School Leadership Team</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| <p>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.</p> | | | | | | | | | | |
| <p>An OTPS allocation of Tax Levy funds not to exceed \$1500 will be allocated for refreshments, materials, and resources to encourage parents to participate in all activities.</p> | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | Other |

Part 5 – Progress Monitoring

| |
|--|
| <p>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.</p> |
| <p>By February 2016, attendance at meetings, conferences and other activities will have increased by 15% from the prior year.</p> |

Part 5b. In **February 2016**, 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|---|
| <p>English Language Arts (ELA)</p> | <p>All general education classes are using the intervention</p> <p>8-10 lowest readers in first grade based on program assessment data and factors</p> <p>Students are selected by classroom teachers based on F & P running records</p> <p>All students with disabilities and English language learners in grades 1 - 5</p> <p>Students are selected by classroom teachers based on F & P running records</p> <p>Students are mandated for services, others are at-risk (below grade level)</p> <p>Students performing below grade level on the ELA and math exams are selected by the school in grades 3, 4, and 5</p> | <ul style="list-style-type: none"> • <u>Fundations</u> : (2 Kindergarten classes, 1 First Grade and 1 Second Grade class) • <u>Reading Recovery</u> • <u>Leveled Literacy Intervention</u> , a research-based system to supplement daily instruction with small groups (1:3) of students on the same reading level; designed to bring students to grade level performance • MAXScholar on line intervention for phonics, vocabulary, reading and writing. • <u>Guided reading groups</u> : (Grades 1 - 5) • Pull out mandated <u>SETSS</u> services that include at-risk students <p><u>After school Tutoring Program</u> , September- May, 2 ten week sessions,</p> | <p>Whole Class</p> <p>One-to-one</p> <p>Small group</p> <p>Small group or whole classroom</p> <p>Small group</p> <p>Small groups up to 8 students</p> <p>Tutoring by teachers, 1:6 ratio</p> | <p>Period 1, 5 days a week</p> <p>During the school day, 5 days a week for 18 weeks</p> <p>During and after the school day</p> <p>During the school day and at home</p> <p>During the school day</p> <p>During the school day, 1-4 times a week in classroom or separate location</p> <p>30 hours, 2 days a week for 20 weeks</p> |

| | | | | |
|---|---|--|----------------------------|--|
| | | one in literacy and one in mathematics | | |
| Mathematics | Teachers identify students in need based on below grade level performance | <u>Guided math groups:</u> (Grades K-5) | Small groups | Afterschool on Mondays and/or Tuesdays |
| Science | Science teacher identifies at-risk 4 th grade students | <u>Guided science groups</u> for students in grade 4 with instruction in academic vocabulary and reading grade appropriate texts | Small group, 6 week cycles | Afterschool on Mondays and/or Tuesdays |
| Social Studies | | | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | | | | |

Section 7: 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 where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

| | | | | | |
|--|---------------------------------|--|---|----------|--------------------|
| Indicate with an "X" your school's Title I Status. | | | | | |
| | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | X | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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). |
| |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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|--|
| 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.).

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | | | |

¹Explanation/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. 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 Involvement 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 Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current 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 Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 110 Florence Nightingale]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, 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. **[PS 110 Florence Nightingale]** will support parents and families of Title I students by:

- 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;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

[PS 110 Florence Nightingale] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, 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:

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 No Child Left Behind (NCLB) Act;

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;

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;

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 No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) 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:

- 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.

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 01M110 **School Name: Florence Nightingale**
Superintendent: Phillips

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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 who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

(1) The ESL teacher, in collaboration with the Parent Coordinator reviews all Home Language Information Surveys (HLIS) and compiles a list of families whose first language is not English. (2) The Parent Coordinator and Principal survey these families using interpreters to assess the need for written translation and oral interpretation needs. (3) The list is developed and (4) prior to each Parent Teacher Conference date, the list is updated for accuracy.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

This year, PS 110 has 18 families requiring translation/interpretation (6 in Spanish, 10 in various Chinese dialects and 1 family each requiring Bengali and Urdu).

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 110 distributes the following documents that require translation: (1) a summer packet of information to each students family with information relevant to the start of the school year including afterschool prorammg, (2)The Parent Handbook which is distributed annually at the start of the school year, (3) a Family Letter from the principal six times a year, (4) three notices of parent teacher conferences, (5) annual notice of New York State testing dates, and (6) other activities such as PTA meetings or special family workshops.

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, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS 110 will meet formally and face-to-face with parents on the following dates: September 17, 2015 (Curriculum Night), November 5, 2015 (Parent Teacher Conferences), March 3, 2016 (Parent Teacher Conferences) and as needed on May 12, 2016 (Parent Teacher Conferences). Additionally, teachers meet with parents during the 40 minute block of Family Engagement on Tuesdays on a case by case basis. Furthermore, the School Implementation Team meets with parents of students with disabilities two times a year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Families at PS 110 will receive written translation provided by the Translation & Interpretation (T & I) Unit as well as from in-school staff. Written translation requires the submission of communication at least two weeks in advance for translation. Before the start of the year, all important and relevant documents are mailed home in both Chinese and Spanish so that non-English speaking parents can access the information.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Families at PS 110 will receive oral interpretation from in-school staff and other parents when it is needed during the school day. Currently, there are 3 staff members who speak Spanish and at least two that speak either Mandarin or Cantonese. When additional language interpretation is required, PS 110 has used the call-in services of the Translation Unit very effectively.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Translation & Interpretation Unit brochure is distributed to all staff at the start of the school year. Additionally, prior to all Parent Teacher Conference dates, staff is reminded about the service available at T & I.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Non-English speaking families are provided with a meaningful opportunity to participate in and have access to all activities and services at PS 110 because translation and interpretation services are provided to all parents who need language assistance. The PS 110 community has staff and parents who speak both English and a second language and are eager to assist. Translation has been provided for all required documents including registration and enrollment forms, special education and related services, transfers, Discipline Code, school-based progress reports, and any other documents that contain individual student-specific or school policy information.

Additionally, oral interpretation services are available during all school meetings/activities.

Budget allocations are scheduled to support both written and oral interpretation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

This coming year, the SLT will disseminate two translated Parent Surveys on key issues (including quality and availability of translation and interpretation services) that will help inform parent workshops, meetings and involvement in the school.